



**SciTech Academy**

**Annual Report 2019**

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Submitted to:

Minnesota Guild

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Minneapolis, MN 55401

SciTech Academy, Minnesota Charter School District #4261, is located in Richfield, Minnesota, just south of Minneapolis. SciTech Academy has completed its first year of operations and is pleased to present this annual report, to our Authorizer, stakeholders and the general public!

### **Mission**

SciTech Academy delivers an all-inclusive Science, Technology, Engineering, and Mathematics curriculum to engage, empower and educate students. We Value:

- Improved educational opportunities for inner city students including immigrant children to better prepare future American generations
- Preparing students for high school, college and careers in an ever changing, highly competitive, global community
- Developing students' sense of social responsibility to support and serve others while leading fulfilling lives
- Helping all students achieve ambitious academic goals through Science, Technology, Engineering, and Mathematics (STEM)

### **Vision**

SciTech Academy's vision is to equip all students with the knowledge, character and skills they will need to succeed in college and careers and to meet the demands of a competitive global economy:

- We are creating a school environment in which students are engaged, supported, and challenged to achieve their full potential in Science, Technology, Engineering, and Math
- We are creating a school environment in which students, parents, teachers, and school leadership work collaboratively to meet students' academic, social and emotional needs; strengthen students' knowledge and skills; and reduce and resolve peer conflicts
- We nourish this collaborative relationship by utilizing innovative instructional strategies that require personalized student learning outcomes; the use of culturally relevant pedagogy; and effective communication among all concerned parties

This report addresses the Annual Report elements required by statute:

Minnesota Statutes, section 124E.16, Subdivision 2: "A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on:

1. School enrollment,
2. Student attrition,
3. Governance and management (includes Board training),
4. Staffing,
5. Finances,
6. Academic performance,
7. Innovative practices and implementation, and
8. Future plans."

This report also addresses the World's Best Workforce.

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## Introduction

SciTech Academy's core program includes a complete STEM curriculum supported by the top Science Education Centers in the nation and supplemented with a STEM literacy series. Our program incorporates units of study designed to support early career and college readiness, in the elementary and middle school grades (SciTech Academy has a K-8 charter; we opened with grades K-6 in 2018-19, are serving K-7 this year, and will add grade 8 for 2020-21). Research has shown that every dollar invested in Kindergarten will have seven dollars as a return on investment back to society. SciTech invests heavily in STEM, plus College Readiness programs. This will create a successful story for the next generation. The SciTech Academy educational philosophy is to build a framework for global study through literacy, high level vocabulary, and nonfiction texts with culminating projects in math and science that can be differentiated by grade and ability levels. Our model of project-based learning holds students and teachers accountable by using rubrics from the best K-8 STEM Curriculum models from STEM support centers, such as the University of Minnesota STEM and Science program. SciTech Academy is seeking STEM partners, that can help the school provide opportunities for students to deepen their STEM knowledge and practice 21st Century skills by working in collaborative teams on real-world problems.

SciTech Academy believes that learners acquire genuine self-esteem through the challenge of academic accomplishment. The school has the expectation that all its students will obtain the knowledge and skills they need for success in their further education and careers.

The school follows a rigorous curriculum that is a systemic, progressive program with mastery of specific knowledge and skills at each grade level. The program is designed to be challenging, but not too difficult for average students.

With a focus on mastery of core knowledge and skills, teaching methods provide appropriate support and challenge for all students. At present, SciTech Academy teachers utilize a standard curriculum with supplemental materials addressing STEM topics incorporated into instruction. Homework complements and supplements classwork. Assessment is integrated into teaching to confirm student progress and identify the need for intervention or further improvement. Timely and complete communication with parents establishes a partnership that promotes an environment most likely to achieve success for all students.

In order to provide students with a dependable, least restrictive learning experience, students with special learning needs remain in the classroom with their peers to the greatest extent practicable.

The purpose of this report is to summarize the progress and achievements of SciTech Academy during the 2018-19 school year, our first year of operations. This annual report serves to meet the requirements of the Minnesota Department of Education as they pertain to charter schools, as well as those of SciTech Academy’s contract with its authorizer, the Minnesota Guild of Public Charter Schools.

The annual report will be posted on the school’s website once approved by the board of directors. A copy of the report will be charter with the Minnesota Guild once approved and will also be made available to staff and to parents of students enrolled at the school.

## School Governance and Management

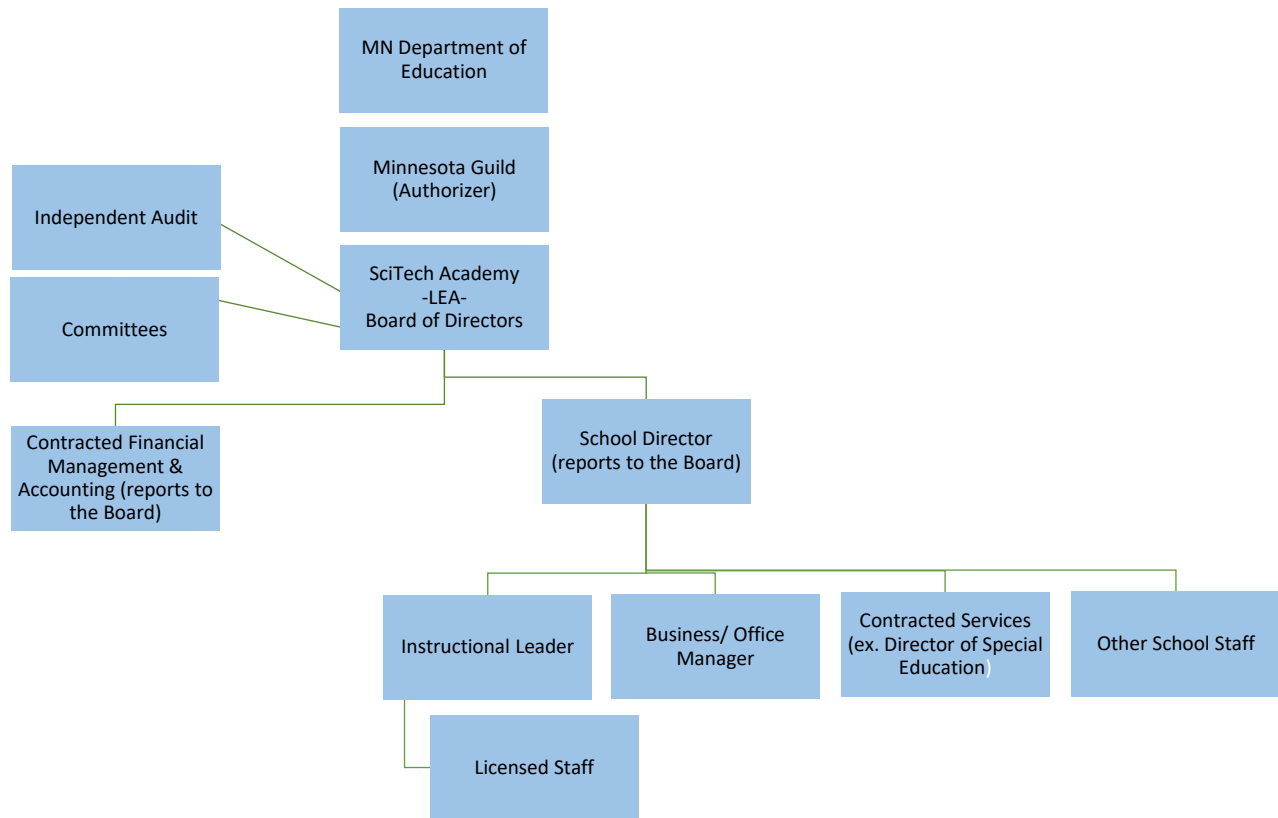
SciTech Academy is governed by a five-person board of directors. The Board of directors guides the school’s mission, vision and philosophy. The board sets policies regarding finances, enrollment, program evaluation, and other operational aspects. The board’s policies have two purposes: to provide direction to the school staff in implementing the school’s goals, and to ensure the school meets legal requirements and obligations of the charter contract.

The board generally meets the third Friday of the month. Board information is available to school stakeholders and the public from the Board page on the school’s website, <https://scitechacademymn.org/about-us/board-of-directors/>. All members are serving three-year terms which began July 2018. An election will be held and the initial Board transition an elected board, by the conclusion of SciTech Academy’s third year of operation, in the spring of 2021.

The table below lists all members who served on the SciTech Academy board during 2018-19.

Member Name	Role	Start Date	Current Term Exp.	Email Address
Dr. Abdirizak Warfa	Community; Chair	July 2018	June 2021	abdirizak.warfa@scitechacademymn.org
Fadumo Yusuf	Community; Secretary	July 2018	June 2021	fadumo.yusuf@scitechacademymn.org
Abdirashid Abdi	Community; Treasurer	July 2018	June 2021	abdirashid.abdi@scitechacademymn.org
Mohamed Mohamoud	Community; Director	July 2018	June 2021	mohamed.mohamoud@scitechacademymn.org
Abdiwahab Omar	Community; Director	July 2018	June 2021	abdulwahab.omar@scitechacademymn.org

SciTech Academy is led by its Director and Principal, Abdisallam Abdulle. The administrative team also includes Educational Coach and Instructional Leader Laura Ferguson and Business Office Manager Ayan Ibrahim. The administrative team meets weekly and as needed to manage the day-to-day operations of the school. See the below Organization Chart.



## Faculty

The following staff were employed at SciTech Academy during 2018-19.

Name	File Folder Number	Assignment	Not returning 2019-20
Abdisallam Abdulle	494734	Director / Principal	
Hani Abdi		Paraprofessional	
Suad Abdirahman		Multi-lingual academic support	X
Ayan Abi		School Nurse / Food Manager	
Habon Aden		Educational Assistant	
Leila Ahmed	509445	Teacher, 5 <sup>th</sup> Grade	

Name	File Folder Number	Assignment	Not returning 2019-20
Najma Awow		School Secretary / Enrollment Coordinator	X
Keith Balke	509822	Teacher, 4 <sup>th</sup> Grade	
Stephanie Carlson	474472	Teacher, 3 <sup>rd</sup> Grade	
Sara Lynn Dorn	505570	Teacher, 2 <sup>nd</sup> Grade	
Laura L. Ferguson	383050	Educational Coach	
Nasrin Haji		Paraprofessional	
Sherehan Hassan	512033	Teacher Special Education	
Anab Hirsi		Support Staff	
Danielle Marie Hudek	506096	Teacher, 1 <sup>st</sup> Grade	X
Awil Ibrahim		Support Staff / Kitchen Aide	
Ayan Ibrahim		Operations Manager	
Alissa Michelle Klobe	508265	Teacher, 6 <sup>th</sup> Grade	X
Anne Schleisman	490514	Teacher, Kindergarten	
Jonathan Vopat		Paraprofessional	
Marijean Rose Wisted	502533	Teacher, Kindergarten	X

SciTech Academy provides a full two weeks of professional development and planning days for teachers in August, before school starts. In addition, the school's operational calendar includes a number of Professional Development days and early-release days, to ensure that the staff has the proper training to implement our selected curricular resources, utilize the best instructional practices defined above and the interpret student data to refine and reform instructional pedagogy.

Topics addressed through professional development during 2018-19 included:

- Positive classroom culture through *Teach Like a Champion* by Doug Lemov
- Classroom management support, utilizing the *Enhancing Professional Practice* framework (Charlotte Danielson)
- Project-based learning, led by the Instructional Coach
- Literacy program training, provided by a literacy coach (external consultant)
- Math program training (Bridges in Mathematics, training provided by an external consultant)
- Student learning styles, taking into account school climate and cross-cultural issues
- STEM topics, addressed through webinars
- Cultural Competencies (addressed diversity training)
- Social Emotional Learning, provided by the Executive Director who was and remains licensed as a school counselor
- Crisis Intervention training, addressing emergency management, safety and security (external consultant)

## Student Information, Enrollment and Attrition

SciTech Academy served grades K-6 during 2018-19, enrolling 147 students as of October 1. This number remained stable and increased somewhat as the year continued. The school ended the year with Average Daily Membership of 163.49, exceeding projected ADM which was 150. Two hundred fifty students are projected for 2019-20.

Enrollment and Attrition Trends					
School Year	Day 1 Child Count	October 1 Child Count	End of Year Child Count	Attrition from Oct 1 - EoY	Percentage from Oct 1 – EoY
2018-19	144	147	170	+13	+9%
2019-20	190	245			

One hundred per-cent of our students were ethnically categorized as Black or African American. Over 90% were eligible for Free or Reduced Price school meals, and over 90% were identified as English Learners.

Data based on Day 1, October 1 and End of Year enrollment as reported to Minnesota Department of Education.

Grade Level Enrollment (Oct. 1)									
School Year	K	1	2	3	4	5	6	7	Total
2018-19	45	21	24	16	19	10	12	-	147
2019-20	36	46	35	36	27	26	15	24	245

## School Goals & Academic Performance

### SciTech Program and Instructional Model

SciTech Academy’s program and instructional model are a research-based curriculum incorporating a STEM emphasis and with elements of project-based learning for all students. The instructional approach and school environment are designed to enhance students' skills and prepare them to pursue college and careers in STEM fields. Educators at SciTech Academy implement best practices instruction, employing a variety of methods to support and ensure high academic expectations and indicators for student performance. SciTech Academy



implements STEM based curriculum that integrates the four disciplines through thematic and Inquiry-Based learning where students gain foundational knowledge and 21st century skills including critical thinking, problem solving and creativity.

Teachers will offer students: 1) Use of collaborative instruction; 2) Inquiry based approach to learning and STEM focused instruction; 3) Integrating engineering design processes into education, particularly in math and science.

- Collaborative instruction: SciTech Academy ensures all students are receiving personalized learning and seeks to nurture collaboration among our professional educators. Teachers employ a constructivist approach in designing learning processes to ensure that students are experiencing learning and attaining deep understanding. This teaching approach will be tailored to address each student's unique learning needs, with student work samples that focus on and document the development of the student's skills in core academic subject areas.
- Inquiry Based Projects: Students participate in problem solving tasks, hands-on experiments, and other service-learning projects.
- Integrating engineering design processes as the basis for integrating STEM disciplines to help students identify the connections between the conceptual learning and its application to the "real world."

SciTech Academy's contract with our authorizer provides that:

*The School shall evaluate students' work based on the assessment strategies identified in its Application.*

*The Guild will monitor student academic performance and the academic culture, which provides the basis for high academic performance. The Guild will monitor academic achievement by reviewing student testing and achievement. School students will take the Minnesota Comprehensive Assessment tests and any other testing required by Applicable Law.*

SciTech Academy's Application (Goals and Student Performance section) specified the following:

*SciTech Academy will comply with the Minnesota education and student assessments/testing programs, as well as Federal education accountability. SciTech Academy will use a school improvement program that combines successful, standards-based instructional practices with school created assessments, MAP assessments and State Mandated Assessments. The assessment tools are used to analyze student performance on state and district assessments and to create school-based interim reports that are aligned to benchmarks within the Standard Course of Study. The result is a balanced approach to*

*assessment that combines the benefits of state, district and school-wide assessments with the instructional value of day-to-day classroom assessments and assignments.*

*SciTech Academy will implement a continuous model to measure academic progress and to measure instructional effectiveness and teacher capacity. The data-driven assessment, analysis, and action, which is indispensable for increasing student achievement, is deeply embedded in the school's culture and will be a top priority for school-wide improvement.*

## Performance and Assessment Goals

The Performance and Assessment section of SciTech Academy's contract with the authorizer specifies seven goals. The goals are stated below, along with a summary of progress to date. The first four goals refer to the Minnesota Comprehensive Assessments (MCA's), the fifth relates to student attendance, and the last two call for measuring levels of satisfaction and confidence of teachers and of parents.

### **Goal No. 1: Academic Growth**

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

**Progress to date:** Growth Scores are not applicable for a school in its first year of operation; SciTech Academy will revisit this goal in the spring of 2020.

### **Goal No. 2: Academic Achievement - Reading Proficiency**

Students who are continuously enrolled (1 October) will exceed MCA Reading proficiency rates in reference to comparable schools. Year 1: same%; Year 2: 3%; Year 3: 5%; Year 4: 7%; Year 5: 9%.

**Progress to date:** SciTech Academy students scored lower on the spring 2019 MCA's than students in the Richfield Public Schools<sup>1</sup>.

SciTech: 16% Proficient

Richfield: 44% Proficient

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<sup>1</sup> Results reported for Goals 2 and 3 are for students meeting enrollment criteria, i.e. continuously enrolled from fall through the spring testing season. Data reported for Goals 2-4 is derived from the Minnesota Report Card (Test Achievement Levels, Test Results and Participation report).

However, when the set of students is limited to English Learners, SciTech out-performed the district:

SciTech, EL only: 16% Proficient

Richfield EL students: 9% Proficient

SciTech Academy is serving a group of students who typically entered the school with low levels of academic skills, and is striving to help all students catch up to their age-level peers academically. In response to reading assessment results, the school has put in place interventions including small reading groups for added support, training for teachers to better support reading (from an outside consultant as well as from the Instructional Coach), and the use of the IXL online reading program as an alternative curriculum for remediation and off-site support.

English Learner supports have been put in place as well, to help address the needs of SciTech Academy's primarily EL population: this includes both pull-out, for the students with the lowest levels of English skills, and push-in. Although SciTech Academy's EL students already perform better than the district, the school is committed to continuing to push its students to excel in all areas, and is working with a consultant to continue improving the EL program.

### **Goal No. 3: Academic Achievement - Mathematics Proficiency**

Students who are continuously enrolled (1 October) will exceed MCA Mathematics proficiency rates in reference to comparable schools. Year 1: same%; Year 2: 3%; Year 3: 5%; Year 4: 7%; Year 5: 9%.

**Progress to date:** As in reading, SciTech Academy students scored lower on the spring 2019 MCA's than students in the Richfield Public Schools:

SciTech: 12% Proficient

Richfield: 38% Proficient

However, when the set of students is limited to English Learners, SciTech performed comparably to the district:

SciTech, EL only: 13% Proficient

Richfield EL students: 14% Proficient

As noted with regard to reading results, SciTech Academy is serving a population of students many of whom entered the school with very low levels of academic skills, and is striving to support all students so they can progress quickly toward parity with their age-level peers. SciTech Academy has in place an intervention team which is implementing interventions specific to math during 2019-20, to seek improvements which school leadership hopes and

expects will be evident by the spring of 2020. As with reading and math, students are placed in small groups based on their skill levels, and each student has a SMART goal toward which they work with the support of both classroom instruction and interventions as needed.

**Goal No. 4: Academic Achievement- Proficiency, Science**

Students who are continuously enrolled (1 October) will exceed MCA Science proficiency rates in reference to comparable schools. Year 1: same%; Year 2: 2%; Year 3: 4%; Year 4: 6%; Year 5: 8%.

**Progress to date:** As in the other subjects, SciTech Academy students scored lower on the spring 2019 MCA's than students in the Richfield Public Schools:

SciTech: 17% Proficient

Richfield: 36% Proficient

Note that these results represent only one grade tested; among twelve SciTech Academy 5<sup>th</sup> graders, 10 scored in the Not Meeting Standards range, one in Meeting Standards and one Exceeding. SciTech staff are monitoring students' progress in Science the second year and are utilizing improved curriculum resources including the STEMscopes science program, an intervention and acceleration lesson model based digital, kit, and print curriculum. STEMscopes provides teachers with access to both intervention and acceleration lessons to differentiate for all the unique learners in the classroom.

**Goal No. 5: Attendance**

Students attending SciTech will have a consistent Average Daily Attendance rate of 90% or higher.

**Progress to date:** SciTech Academy is exceeding this target for 2018-19: the school's Attendance Totals report shows ADA of 96.88% for the year.

**Goal No. 6: Teacher Satisfaction and Confidence**

Annually, 90% of teachers will indicate that they are "satisfied" or "highly satisfied" (using a Likert scale survey model) with their involvement in the design, selection, delivery, and relevancy of professional development. Surveys will be conducted bi-annually in November and June.

**Progress to date:** Teachers were not surveyed during 2018-19, however the retention of teachers speaks well of their satisfaction with the program: none of SciTech Academy’s teachers quit during our first year of operation, and all but three returned for year two.

Teachers will be surveyed regarding satisfaction with professional development during 2019-20 and subsequently.

**Goal No. 7: Parent/Guardian Satisfaction and Confidence**

Annually, 90% of parents will consider SciTech to be safe and secure environments for their student. Annually, 90% of parents will indicate ‘strong communication’ between SciTech and home regarding the student’s achievement and well being. Surveys will be conducted bi-annually in November and June.

**Progress to date:** Parents were not surveyed regarding the referenced topics during the 2018-19 (though there was a survey of parents asking about their desires regarding homework, and languages to be offered at SciTech Academy). However, SciTech Academy leadership believes parents have a high level of satisfaction and confidence in the school: this is shown by the high proportion of students remaining enrolled throughout the first year of operations, and returning for the new school year in the fall of 2019. Parents will be surveyed during 2019-20.

## Finances

For questions regarding school finances and for complete financials for 2018-2019 and/or an organizational budget for 2018-2019, contact:

Joe Aliperto  
 Dieci School Finance  
 2151 Hamline Ave N, Suite 212; Roseville, MN 55113  
 651-285-7676 / joe@diecisf.com

Information presented below is derived from final audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and the Minnesota Guild no later than December 31, 2019 (audit report was presented to the SciTech Academy board in November).

FY 19 Finances		
	General Fund	Food Service Fund
<b>Total Revenues</b>	\$2,680,074	\$108,458
<b>Total Expenditures</b>	\$2,508,270	\$243,706
<b>Net Income</b>	\$171,804	(\$135,248)
<b>Total Fund Balance</b>	\$36,556	0

## **Overview**

SciTech Academy's budget for Fiscal 2019, its first year of operation, totaled almost \$2.7 million. The school's General Fund ended Fiscal Year 2019 with a total fund balance of \$36,556, as compared to a budgeted increase of \$6,263.

## **Revenues**

General Fund revenues were over budget by \$176,332, a variance of 7%. Favorable variances in state and federal sources contributed to this difference. The variance in other funding sources was due to a transfer to the Food Service Special Revenue Fund to finance child nutrition program expenditures in excess of revenue.

## **Expenses**

General Fund expenditures for FY2019 were \$2,508,270 which was \$69,388 or 2.8% over budget. SciTech Academy incurred more purchased services spending for transportation than expected in the final budget. Also, Food Service expenditures exceeded revenues by \$135,248. Revenues were less than anticipated by \$34,382, while expenditures exceeded budget by \$42,269.

Salaries and benefits totaled \$1,058,837 in the general fund (42.2% of the total), compared to the \$1,018,479 planned in the budget, a variance of about 4%.

## **Net Income and Fund Balance**

Considering the variances in revenues, expenditures and transfers out, total fund balance increased \$36,556, as compared to a budgeted increase of \$6,263.

Unassigned fund balance as a percentage of expenditures is one key measure of a school's financial health. The resources represented by this fund balance are critical to a school's ability to maintain adequate cash flow throughout the year, to retain its programs, and to cushion against the impact of unexpected costs or funding shortfalls. For SciTech Academy, unassigned fund balance in the General Fund was a positive \$36,556 at the end of FY2019, which means that the school has no restrictions on the use of these funds. This fund balance represents 1.5% of annual expenditures. It is the goal of the Academy to achieve and maintain an unassigned fund balance in the General Fund equal to 20% of expenditures by the end of FY25.

## **Innovative Practices**

SciTech Academy aims to prepare students to be problem-solvers, border crossers, self-reliant, and logical thinkers. This calls for an instructional approach that, unlike conventional methods,

requires student engagement, hands-on experiences, and an educationally challenging environment.

To this end, innovative practices in place at SciTech Academy include three approaches for improving pupil learning and student achievement: 1) Use of collaborative instruction; 2) Inquiry based approach to learning and STEM focused instruction; 3) Integrating engineering design processes into education, particularly in math and science. SciTech Academy's approach to collaborative instruction involves using cooperative learning techniques that are well established and research-supported. Since this school aims to provide students with personalized learning experiences, the intent is to employ cooperative learning and instruction in every classroom. This calls for an innovative organization of classroom instruction and setting, one that requires different teacher thinking and material use. To meet this challenge, SciTech Academy uses curriculum materials that address required state standards but are tailored to the needs and the abilities of our students. Though the SciTech program ends with 8<sup>th</sup> grade, these approaches will put students on track for career and college readiness.

SciTech Academy's approach proposed also aims to incorporate students' cultural assets and real life experiences into the learning process.

Finally, SciTech Academy provides Parent Academy events quarterly, to which all parents are invited. Parents learn from school staff about the school, its programs, how to support their student in completing homework, how to engage with the school, and the role of special education services in addressing specific learning needs. This is particularly important given our population of recent immigrants / English Learners.

## Future Plans

For the future, SciTech Academy plans to retain the successful elements of the program that has been built, while continuing to strive for improvements to bring students to the point of closing achievement gaps, including ensuring that all students read well by third grade.

During 2018-19 an expansion of the school was planned and carried out, with five additional classrooms enclosed at the school site, and ready for the 2019-20 year.

Other long-term goals include adding an offering of after-school programming; building collaboration with STEM-supporting agencies; bringing in more outside resources for professional development; and continuing expansion of the program. Ultimately SciTech Academy hopes to serve grades K-8 from a larger facility including a gym and library.

# Attachment: World's Best Workforce Report



## 2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report<sup>2</sup>

**District or Charter Name:** Scitech Academy

**Grades Served:** K-6

**WBWF Contact:** Abdisallam Abdulle

**Title:** Principal / Director

**Phone:** (612) 800-2036

**Email:** aabdulle@scitechacademymn.org

### Part A: Required for All Districts

#### Annual Report

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

➤ [www.scitechacademymn.org](http://www.scitechacademymn.org)

#### Annual Public Meeting

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

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<sup>2</sup> Note: As SciTech Academy is not an Achievement & Integration district, these elements of the report are omitted.



Board meetings are held monthly throughout the year, are open to the public and include discussion of the school's efforts on behalf of students. The World's Best Workforce Plan will be specifically discussed during a meeting in the fall, starting in year 2, i.e. fall 2019. Also, SciTech Academy's principal meets with parents at regularly-scheduled Parent Academy nights to solicit their input on topics of concern including preparing students for success in the workplace and in life beyond school.

## District Advisory Committee

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District
Abdisallam Abdulle	Principal and Director
Laura Ferguson	Educational Coach and Instructional Leader
Ayan Ibrahim	Operation Manager
Dr. Abdirizak Warfa	Board Chair
Fadumo Yusuf	Board Secretary
Abdirashid Abdi	Board Treasurer
Mohamed Mohamoud	Board Member
Abdiwahab Omar	Board Member

## Equitable Access to Excellent Teachers

**WBWF Requirement:** WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

**Respond to the questions below. Limit response to 400 words.**

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

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.
  - 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?
  - What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?
  - 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?

*As a Minnesota charter school, SciTech Academy operates as its own independent school district. To ensure quality staff, interview questions address issues of inclusiveness, how candidates perceive diversity among students and their experience working with diverse student populations. Hiring*

*criteria include not only licensure and general competence in teaching but also commitment to serving diverse populations of students, and readiness to care for the success of all students regardless of background or skill level.*

*SciTech Academy provides extensive professional development for all staff, including two weeks during the summer. This training, led by the principal and Academic Coach, supports all teachers in becoming better able to serve our particular population of students.*

## Local Reporting of Teacher Equity Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

## Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

### All Students Ready for School

Not applicable. SciTech Academy does not serve pre-Kindergarten students.

### All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>Charter contract Goal No. 2: Academic Achievement – Reading Proficiency: Students who are continuously enrolled (1 October) will exceed MCA Reading proficiency rates in reference to comparable schools. Year 1 (2018-19): same%</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>SciTech Academy students scored lower on the spring 2019 MCA’s than students in the Richfield Public Schools. Interventions are in place to attain better results in year two.</p>	<p><b><i>Check one of the following:</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p>

Goal	Result	Goal Status
		<input type="checkbox"/> X Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

- Bulleated narrative is appreciated. 200-word limit.*
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
  - *What strategies are in place to support this goal area?*
  - *How well are you implementing your strategies?*
  - *How do you know whether it is or is not helping you make progress toward your goal?*

*SciTech Academy adopted a Local Literacy Plan for the 2018-19 school year, which begins by stating the school’s commitment to ensuring all students are able to read at or above grade level by the end of third grade:*

*SciTech Academy is committed to providing research-based balanced literacy instruction which includes phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing skills. This supports the mission of the school which is “to empower and educate ALL student to reach high performance, while eliminating the achievement gap. . .” A rigorous and comprehensive literacy program that is integrated into all curricular areas including Special Education and English as a Second Language, along with using assessment data to inform instruction and reach struggling learners, will help ensure that our students will attain reading proficiency by the end of 3<sup>rd</sup> grade.*

*The Plan goes on to state SciTech Academy’s goal and objectives for third-grade literacy:*

*SciTech Academy students will demonstrate grade-level reading proficiency by the end of their 3rd grade year. This means students will be able to read grade-level material accurately and fluently, and will be able to comprehend and interact with texts that are read. It also means that students have “learned to read” and are now ready to “read to learn”.*

*The objectives to reach this goal are as follows:*

1. *Students will have access to high quality literacy instruction that includes phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing skills, and will align with Minnesota state standards.*
2. *Teachers will present instruction through whole groups, small groups, individual student conferences, and cooperative, project-based activities to meet the needs of all learners.*
3. *Teachers will use data to inform their instruction, they will differentiate instruction to meet the needs of all learners in their classrooms, and will monitor those who struggle the most to ensure they are getting the school-wide supports that they need.*

4. *A multi-tiered system of supports will be used to determine and meet the needs of all readers in the school. Intervention, English Language Learner, and Special Education programs will be utilized to meet individual student needs in literacy.*
5. *Students will read and write every day and across all curricular areas.*
6. *Teaching staff will receive professional development on best practices in literacy instruction each year and will meet in Professional Learning Teams where literacy will be a focus at different times throughout the year.*
7. *Teaching staff will receive professional development on best practices for teaching English Language Learners in their classrooms each year in order to most effectively reach our high population of ELL students.*
8. *Parents are considered partners in the education of their children. Parents will be notified of their child's progress and proficiency and will be given strategies to use at home to help their child meet their reading goals.*

### Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year</i></p> <p>Charter contract Goal no. 1: The School will show positive student growth measured by state accountability measures; the School will show a Growth Z Score of '0' at the end of the first year.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>Not applicable for a school in its first year of operation.</p>	<p><b><i>Check one of the following:</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

*Bulleted narrative is appreciated. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

*SciTech Academy aims to close the achievement gap by providing excellent educational opportunities, and results, to its population of previously-underserved students. Goals revolve around enhancing academic growth and achievement for all students.*

- *SciTech Academy administers FastBridge assessments three times a year (done only twice during 2018-19), and teachers review the results to determine students' achievement levels and subsequent progress. Teachers also administer classroom assessments on an ongoing basis.*
- *SciTech Academy serves a population that is over 90% eligible for free or reduced-price school meals, categorized as African/African-American, and Limited-English Proficient. Aside from special education students, whose individual goals are stated and measured as per their Individual Education Plans, disaggregation of student groups is not applicable.*
- *SciTech Academy's essential strategies to enhance our students' achievement revolve around implementing a research-based curriculum incorporating a STEM emphasis and with elements of project-based learning for all students. SciTech Academy is a small school, with small classrooms and low student-to-teacher ratios; we strive to create a welcoming environment for all students, then support students based on their individual needs. The instructional approach and school environment are designed to meet students where they are, then to enhance each student's skills and prepare them for success. Educators at SciTech Academy implement best practices instruction, employing a variety of methods to support and ensure high academic expectations and indicators for student performance.*

### **All Students Career- and College-Ready by Graduation**

Not applicable for K-6 school

### **All Students Graduate**

Not applicable for K-6 school