



2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

District or Charter Name: Urban Academy

Grades Served: PreK-8

WBWF Contact: Dr. Mongsher Ly

Title: Superintendent

Phone: 651-215-9419

Email: mly@urbanacademymn.org

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

☐ Yes ☒ No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2020-21 school year.

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

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

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.
- *August 26, 2021 at 5pm at the school and via Zoom.*

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

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 2020-21 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 FY2019	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Dr. Mongsher Ly	Superintendent	

District Advisory Committee Members FY2019	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Harold Lang	Instructional Coach	
Rod Haenke	Consultant	
Robert McCabe	Lead Teacher	
Shannon Curran	RTI Lead	
Katie Anderson	PLC Lead	
Lisa Vang	Paraprofessional	
Joe Thompson	PLC Lead	
Ying Thao	Parent	
Ron Xiong	Parent	
Lwai Say	Parent	
Ku Thay	Parent	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.

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.

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?

Limit response to 200 words.

School leadership, education consultants, teachers, teacher leaders, board members, and available parents review equitable access data during leadership team meetings and charter school board meetings at least annually. The school analyzes current (Fiscal Year) student and teacher ethnicity data and compares the ethnicity pattern results between students and teachers to determine to what degree equitable access has been achieved. Progress towards achieving equitable access is measured by comparing and identifying any trends from prior year results to the current year. A gap would result when the comparative proportions are out of sync with what is possible with the number of teachers serving the students.

- 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?

Limit response to 200 words.

Urban Academy has a history of hiring paraprofessionals from communities that reflect the diversity of the students enrolled. We work with these paraprofessionals to increase their capacity and encourage them to move on to getting their teaching certification. Urban participates in the SEAT Program at Concordia which trains paraprofessionals and provides a pathway to teacher licensure. UA have had 6 of our paras are enrolled. Two have graduated and are teaching right now at Urban. The other 4 also want to teach at Urban Academy. UA has also supported all of our four year degreed paraprofessionals in acquiring substitute teacher licenses. Paras are recruited through the community and postings. Each year our goal is to decrease the gap.

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.
 - 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?

Limit response to 200 words.

The proportion of teachers by ethnicity does not yet match the proportion of student ethnicities. The school analyzes current (Fiscal Year) student and teacher ethnicity data and compares the ethnicity pattern results between students and teachers to determine to what degree equitable access has been achieved. Progress towards achieving equitable access is measured by comparing and identifying any trends from prior year results to the current year. A gap would result when the comparative proportions are out of sync with what is possible with the number of teachers serving the students. Currently the gap is with African American licensed teachers, although we have support staff from the African American community.

- 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?

Limit response to 200 words.

The first priority is to ensure all students get quality teaching from experienced, effective and in-field teachers. A key strategy to fulfill this is met by investing into job embedded professional development via the Q Comp program. The Leadership Team/Q-comp Team is tasked to support teachers. They serve as coaches, models and support of staff, for individual growth as well as the team as a whole. UA has an approved Q Comp teacher evaluation plan that meets state statute and includes incentives for meeting a school wide goal, for meeting individual classroom goals, and for reaching a level of proficiency in teaching based on three evaluations. The Q Comp professional development program helps assure that our students experience effective instruction. To satisfy the equitable access goal, when Urban Academy has an open teacher position the search for highly qualified in-field teachers includes evaluation of a match of candidates for the identified ethnicity gap. Should the best candidate from a teaching skills perspective also fulfill the ethnicity gap, the school will pursue hiring that person. Multiple factors may or may not help meet this gap.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators 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 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

- X_ 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.
- X__ 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. Please fill out the table below with your specific SMART goals.

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status																
<ul style="list-style-type: none">60-74 percent of pre-kindergarten students meet or exceed the kindergarten math benchmark in the combined FY 2019-FY 2024.60-74 percent of pre-kindergarten students meet or exceed the kindergarten reading benchmark in the combined FY 2019-FY 2024.	<p>Unable to report FY21 due to Covid 19 for FY21.</p> <p><i>Math FY19 and FY20</i></p> <table><tr><td>2018-2019</td><td>35</td><td>40</td><td>87.50%</td></tr><tr><td>2019-2020</td><td>35</td><td>39</td><td>89.74%</td></tr></table> <p><i>Reading FY19 and FY20</i></p> <table><tr><td>2018-2019</td><td>36</td><td>40</td><td>90.00%</td></tr><tr><td>2019-2020</td><td>35</td><td>39</td><td>89.74%</td></tr></table>	2018-2019	35	40	87.50%	2019-2020	35	39	89.74%	2018-2019	36	40	90.00%	2019-2020	35	39	89.74%	<p><i>Check one of the following:</i></p> <p><input checked="" 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>
2018-2019	35	40	87.50%															
2019-2020	35	39	89.74%															
2018-2019	36	40	90.00%															
2019-2020	35	39	89.74%															

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

- 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?

Narrative is required. 200-word limit.

UA leaders and teachers look at benchmark data from the Work Sampling and Creative Curriculum that the PreK Teacher administers regularly. Teachers also meet in grade level teams to examine student results and collaborate on developing strategies to help all students meet grade level proficiency. UA also has grade level planning and data analysis meetings on a regular basis. In addition, there are weekly team meetings (comprised of: grade level teachers, ESL, Title I-reading and math, special education, para- professional, and monitored by the instructional coach) to discuss the overall progress of students the effectiveness of interventions. The PreK teacher has been implementing the strategies with fidelity and her students have met the goals established. Ongoing job-embedded training continues during weekly PLC meetings focused on reading strategies, interactive read-alouds, ELL strategies, and the Concrete/Abstract/Relational math strategy.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
The school's goal is for all third graders to be able to read at grade level by the end of grade 3.	In the Fountas and Pinnell Benchmarking system we identified: Kindergarten 15/24 students were at grade level. 1 st Grade: 10/32 students were at grade level. 2 nd Grade: 9/31 students were at grade level. 3rd Grade: 16/34 students were at grade level.	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input checked="" 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) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative is required. 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?

UA teachers have always analyzed student MCA results, MAP results, and Fountas and Pinnell results from the previous year and to identify key concepts and skills that students need to master to become grade level proficient. We have also examined other formative assessment data and have concluded that two inhibitors to students attaining grade level proficiency is lower fluency levels and lower vocabulary levels. This is not uncommon for EL students. In addition, learning loss during the pandemic was likely significant for many students. The other challenge the data suggests is that we need to challenge our proficient learners to exceed proficiency. We feel we can do this by providing more rigor and challenge for those students.

This data analysis demonstrates that a majority of UA students are struggling to achieve grade level proficiency. To address this, UA is committed to refocus on key elements of instruction that should have the most impact on helping students both catch up and accelerate. The foundations of quality reading instruction are present and when implemented within a data driven approach, students that are not proficient can be targeted with interventions to help them achieve.

Close the Achievement Gap(s) Between Student Groups

Goal	Result					Goal Status
<u>Attain Grade-level Proficiency – EL Focus Group State Comparison:</u> The school's proficiency rate for EL students in Reading exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	State Percent Proficient	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> 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)
	2020-2021	15	110	13.64%	9.10%	

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Narrative is required. 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?

Reading interventions are based on a variety of student data. Teachers use the Fountas and Pinnell reading level assessment system to assess students reading level. Students need to be at level P to be at grade level by end of the Grade 3. UA also uses internally developed or selected benchmark assessments directly aligned with Minnesota standards on a bi-weekly basis to determine grade level proficiency in reading. Students are given weekly oral reading fluency assessments. The students are assessed through MAP tests three times a year. The MN Reading Corps members give weekly assessments to students who qualify for the MRC program. Diagnostics tests are also given to check proficiency. The observation survey will be given to students below a reading level I. The students are assessed with the DSI spelling assessment, and grouped according to their assessment score.

UA uses the Response to Intervention (RTI) framework to improve outcomes for all students. The Reading Corp teachers and the UA Title I program also has a specific focus on reading literacy to increasing the students reading skills. The ELL instructors provide small group English and reading instruction for the ELL students either directly or within a co-teaching model.

All Students Career and College-Ready by Graduation

Goal	Result					Goal Status
Students Below Grade Level Making High Growth Performance Rating Growth on NWEA MAP-Reading (Grades K-6): 50-60 percent of students below grade level will make their NWEA expected growth target in Reading.		Students Below Grade Level Meeting or Exceeding NWEA MAP Growth Target	Total Students Below Grade Level Tested	Percent Below Grade Level Meeting or Exceeding NWEA MAP Growth Target	<i>Check one of the following:</i> X__ 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)	
	Year					
	2018-2019	98	169	57.99%		
	2019-2020	N/A	N/A	N/A		
	2020-2021	N/A	N/A	N/A		
	Data for FY20 and FY21 was not available due to Covid 19.					

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Narrative is required. 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?

Bi-weekly benchmark assessment results are disaggregated by student group and analyzed on a bi-weekly basis at PLC meetings where teachers develop targeted interventions to help students that are not meeting grade level proficiency in phonics/phonemic awareness, vocabulary, fluency, and comprehension. Teachers use this formative data to identify students who are not meeting a specific benchmark and collaboratively plan for remediation as well as identify those students who meet the grade level benchmark and need enrichment. The school's instructional coach and teachers all share best practices. Collaboration includes all instructional staff including paraprofessionals, Title I, ESL and Special Education.

This data analysis demonstrates that a majority of UA students are struggling to achieve grade level proficiency. To address this, UA is committed to refocus on key elements of instruction that should have the most impact on helping students both catch up and accelerate. The foundations of quality reading instruction are present and when implemented within a data driven approach, students that are not proficient can be targeted with interventions to help them achieve.

All Students Graduate

Goal	Result	Goal Status
NA as UA is a K-8 school.	NA as UA is a K-8 school.	NA as UA is a K-8 school.

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Narrative is required. 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?

NA as UA is a K-8 school.



**DEPARTMENT
OF EDUCATION**

2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Thank You!

Thank you for completing the 2020-21 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2021.

http://survey.alchemer.com/s3/6457272/2020-21-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report-copy/?snc=1638540399_61aa246fcd5b49.51332711&sg_navigate=start

December 3, 2021