Urban Academy Charter School
2019-2020
ANNUAL REPORT

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School Information

Minnesota Charter School District #4088

Dr. Mongsher Ly, Superintendent 1668 Montreal Ave, St Paul, MN 55116 (651) 215-9419

Fax: (651)215-9571

Email: mly@urbanacademymn.org

History

Opened Fall, 2003

Grades Served

Pre-Kindergarten to 7th grade.

School Calendar/Hours of Operation

The school day at UA runs from 9:00 a.m. to 4:00 p.m. Monday through Friday, and Summer school was in session in June and July.

Board of Directors

Urban Academy has 7 Board Members with a Community Member Majority. There are 4 Community, 2 Parent and 1 Teacher Members. Board Elections are held each year in February.

Programmatic Focus:

Multicultural, urban-based teaching, learner-centered.

Vision:

Inspiring, challenging, and enhancing every student's innate ability to succeed.

Mission:

Our mission is to work in partnership with urban parents to provide an opportunity for every child to meet or exceed their individual potential in basic academic and life skills by utilizing research-proven methods in a safe, structured, and respectful community.

Values:

Honesty, personal responsibility, self-discipline, cooperation and respect for others.

Beliefs:

Urban Academy provides a quality education for urban students in grades Pre-K to 6. We believe that education plays a critical role in developing creative and responsible human beings. Children have an innate ability to learn. When nurtured and taught in an environment that respects their unique culture,

abilities, resiliency, and effort, they awaken the desire to learn. Ready and willing to be taught, children grow and flourish as creative citizens, able to make their own distinctive contribution to society.

Urban Academy believes in a strong partnership with the student's home and community in which they reside. Every student is to be understood holistically, by understanding the student's academic abilities, social and personal life, which impacts their academics and behavior. Our Family Specialist is a resource to the parents by providing them resources that they need so that they can support their children at home.

Goal:

To create a school improvement process and plan that is collaborative, focuses on student learning, and is measured by multiple sources of data.

Authorizer Information

Novation Education Opportunities 3432 Denmark Ave, Ste 130

Eagan, MN 55123

612-889-2103

executive.director.neo@gmail.com

UA began its relationship with the new sponsor, Novation Education Opportunities (NEO), in the 2011-2012 school year. The current contract is for 5 years running from 2019-2026. NEO ensures that UA is accountable and responsible in four key areas: (1) governance, (2) student and school performance, (3) operational performance, and (4) financial management. As part of NEO's oversight, NEO is contracted to attend at least two board meetings, reviews the annual report, reviews the school's report card, reviews the school's budget, and makes at least two site visits.

Novation focuses on innovation and solutions for meeting student needs more effectively. The leaders of the innovative school models within NEO's portfolio designed the education programs specifically to meet the needs of students whose needs were not being met through existing alternatives. NEO works with schools to set high expectations and monitor and evaluate progress toward reaching them. NEO provides ongoing, consistent and robust evaluation in order to achieve significant and measurable student growth. NEO facilitates the connection of innovation and high quality education by working with schools to identify best practices and share them not only with schools in the NEO portfolio, but with all schools, to improve the opportunities that students have for success in meeting their hopes and dreams.

Student Enrollment & Demographics

Student Enrollment & Demographics

Number of Students Enrolled	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
PreKindergarten			28	55	44
Kindergarten	56	38	46	49	63
1st Grade	62	57	47	55	61
2nd Grade	47	66	62	50	68
3rd Grade	40	51	57	66	54
4th Grade	40	36	42	51	27
5th Grade	48	40	38	42	51
6th Grade	31	35	32	36	40
Total	**324**	**323**	**324**	**404**	**408**

Student Demographics (Grades preK-6 for FY2020)

Demographic Trends	2015-16	2016-17	2017-18	2018-19	2019-20
Total Enrollment	324	323	324	366	408
Male	141 (43.5%)[1]	153 (47.4%)	166 (51.2%)	163 (44.5%)	185 (45.3%)
Female	183 (56.5%)	170 (52.6%)	189 (58.3%)	203 (55.5%)	223 (54.7%)
Special Education	26 (8.0%)	31 (9.6%)	25 (7.7%)	37 (10.1%)	47 (11.5%)
LEP	109 (33.6%)	143 (44.3%)	186 (57.4%)	172 (47.0%)	199 (48.8%)
African American	132 (40.7%)	100 (31.0%)	84 (25.9%)	82 (22.4%)	81 (19.9%)
Latino/Hispanic	0 (0.0%)	0 (0.0%)	2 (0.6%)	6 (1.6%)	7 (1.7%)
Asian/PI	185 (57.1%)	215 (66.6%)	262 (80.9%)	268 (73.2%)	312 (76.5%)
American Indian	3 (0.9%)	3 (0.9%)	2 (0.6%)	3 (0.8%)	3 (0.7%)
White	4 (1.2%)	5 (1.5%)	5 (1.5%)	4 (1.1%)	1 (0.2%)
2 or more races	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (.8%)	4 (1.0%)
F/R Lunch[2]	322 (99.4%)	323 (100.0%)	324 (100.0%)	366 (100.0%)	408 (100.0%)

Enrollment Procedures

UA actively recruited students from diverse communities as well as provided enrollment forms in multiple languages (English, Hmong, Karen and Spanish).. A limited amount of information is gathered on the forms as directed by law, including: the student's name, gender, grade (to determine if space is

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[1] Percentage of total enrollment is in parentheses.

[2] Urban Academy receives meal program funding through the CEC method, at the 90%+ rate.

available), whether or not the student has a sibling enrolled at UA (applicants with enrolled siblings have higher priority), and parent or guardian contact information.

UA's Policies and Procedures Handbook details admissions procedures. The Office/Enrollment manager manages enrollment applications, makes admission decisions, and notifies parents of admitted students. Per the Policies and Procedures Handbook, Urban Academy gives preference to and enrolls siblings of UA students and then new students on a first-come-first-served basis until space is filled. If the number of applicants exceeds the number of openings, admission is based on a lottery system. If parents or guardians contest the admission's policy, then the School Board reviews the matter and renders a decision.

Student Attrition and Attendance

412 students were in attendance on October 1, 2019.

390 of those students remained until the end of the school year

21 students left the school after October 1, 2019

7 new students enrolled after October 1.

419 total students were enrolled on June 1, 2020.

381 K-5 students that were enrolled on June 1, 2020, reenrolled in September of 2020.

Student Attendance

FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
94.10%	94.10%	96.25%	96.20%	95.72%	96.71%

Educational Approach & Curriculum

When the pandemic hit in mid-March of 2020, all Minnesota schools were thrust into a planning period for distance learning likely for the remainder of the school year. The Minnesota Department of Education provided guidance on what is meant by Distance Learning – "Students engaging in distance learning have access to appropriate educational materials and receive daily interaction with their licensed teacher(s). It is important to note that distance learning does not always mean e-learning or online learning. It is critical to provide this learning in a format that can be equitably accessed by all students." Urban Academy's goals were to ensure all students would have equal access to the learning and required materials, address students' Individual Education Programs (IEPs), and continue to support English Language Learners.

There were significant hurdles to overcome. Challenges Urban Academy students and families faced included the fact that almost all of the families did not have Internet access and/or an Internet ready device which eliminated the possibility of serving students using any of our online resources. A majority of UA's students come from families where English is not their second language making it necessary that the directions and instructions that come in packets are as clear and as meaningful as possible given that the students of all ages need to be the main audience and user of the materials in the packet. Since teachers have had to rely on minimal telephone communication with students, they had to maximize that time to focus on necessary instruction and documentation of assessment of learning.

UA had to adapt the core instructional, assessment, and professional development practices into a Distance Learning Framework. Core components including backwards planning, formative assessments, and analyzing data in grade level teams and PLCs would still happen, but in a distance learning environment. UA had to adapt reading assessments in a variety of ways at each grade level including adapting the Big 5 strategies, using a consistent set of comprehension questions, timing assessments on the same days of the week, and other creative ways that each grade level initiated. UA encouraged outside the box thinking and each grade level came up with a solution that worked for their students. Another innovation teachers experimented with is coming up with rubrics for assessments that not only include academic learning but also include independent learning rubrics.

Since March of 2020, the school has been operating under distance learning. However, the school continues to base its educational approach and curriculum in the same best practices yet adapting them in distance learning. These course educational practices are:

Curriculum/Best Practices
UA's curriculum is rigorously aligned to the Minnesota Academic Standards. For reading, staff utilize teaching methods defined by the National Reading Panel and Balanced Literacy strategies for teaching reading. The skills are implemented within a Balanced Literacy instructional approach within the Readers and Writers Workshop framework of instruction. Key elements of the framework include: Interactive Read Aloud, Modeled Shared Readings, Guided Reading, Phonics/Word Study, Rigorous Independent Reading, and Literature Circles. UA uses Reading A to Z and the CHUNK as key reading curriculum resources.

Technology
UA continued an investment in Chromebooks and continued the pilot with myON – an online library and

curriculum resource. The Pilot is continuing into the fourth year of usage and myON is becoming a primary resource for UA teachers. UA's teachers continue to use the myON online books during guided reading, independent reading, and in mini lessons. Additional technology resources regularly used by Urban teachers include

Math

In math, UA continues to use the Envisions mathematics curriculum, which aligns to the Minnesota Mathematics Standards and supplements with other resources. The Envisions curriculum has the advantage of providing a more visual approach to helping students understand math concepts.

Backwards Design

UA teachers analyze student MCA results from the previous year and MAP results to identify key concepts and skills that students need to master to become grade level proficient. Then they identify assessments that measure mastery of those benchmarks and identify curriculum resources that will help students understand the concepts and develop the skills that lead to mastery. This is commonly referred to as "backwards lesson design." Teachers also utilize Bloom's Taxonomy and Depth of Knowledge (DOK) in their objectives, lesson planning, and instruction. each lesson will include a pathway for students to go up the ladder towards higher levels of thinking.

RTI

Teachers meet weekly in teams to analyze assessment results and devise interventions for students not reaching grade level in reading and math. Teachers use the Fountas and Pinnell reading level assessment system to assess students reading level. 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. The students are also assessed in reading and math through the NWEA MAP assessment twice a year.

Reading Corps

When doing "in person" learning, UA uses Reading Corps staff to tutor students with one-on-one research based interventions. This provides K-3 students additional practice to improve deficient skills such as letter sound and nonsense word fluency correspondence, phoneme blending, phoneme segmenting, word blending, repeated reading with comprehension, and oral reading fluency. This strategy is most effective for those students who are closest to achieving grade level reading standards and will improve their performance in a timely manner. UA plans to fully re-engage with Reading Corps once school resumes to in person learning.

Title One

The Title I program also has a specific focus on reading literacy. The Title I teacher works with one-on-one or small groups of students focusing on increasing the students reading skills.

English Language Learners (ELL)

UA has a high percentage of students that are identified as English Language Learners. UA has two ESL teachers to support the language skills of ELL students. English Language Learners are identified at the beginning of each year by the MNLS Survey. Only a student whose parents have completed a Minnesota Language Survey (MNLS), participated in the grade-appropriate English language screening assessment, and has been identified as an English learner can be enrolled in an English language educational program.

During distance learning, each student with an ELL Individual Learning Plan also received ongoing services to the degree possible through the distance learning plan through customized packets, phone calls and conversations with others who support the student's learning and learning plan.

Innovative Practices & Implementation

UA adapted innovative practices and core instructional, assessment, and professional development practices into a Distance Learning Framework. Core components including backwards planning, formative assessments, and analyzing data in grade level teams and PLCs would still happen, but in a distance learning environment. UA had to adapt reading assessments in a variety of ways at each grade level including adapting the Big 5 strategies, using a consistent set of comprehension questions, timing assessments on the same days of the week, and other creative ways that each grade level initiated. UA encouraged outside the box thinking and each grade level came up with a solution that worked for their students. Another innovation teachers experimented with is coming up with rubrics for assessments that not only include academic learning but also include independent learning rubrics. Even the grading rubric changed to include an "in progress" grade to recognize the fact that students were given the opportunity to learn certain standards, yet multiple forms of assessing mastery were limited during Distance Learning. While UA had to adapt to a Distance Learning framework, the following innovative practices are at the core of what we do and how we do it:

Data Driven Instructional Practices

UA uses a variety of structures for analyzing student data and developing interventions to help students meet grade level proficiency. Given what UA learns about student needs, decisions are always made in the best interests of the students. And given the small size of the school there is little "red tape" hindering the process of adapting to student needs. Staff are trained using weekly Professional Learning Communities (PLC) to share effective teaching strategies based on the results of weekly student data from benchmark assessments in reading and math. Staff are trained to "backwards plan" to benchmark assessments to determine mastery of standards. 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 1-reading and math, special education, para- professional, and monitored by the instructional coach) to discuss the overall progress of students the effectiveness of interventions.

In both reading and math, we have teachers look at individual scores in the various RIT ranges. They will look at where the students need to go and what skills they need to improve. They look at class breakdown reports from NWEA and differentiate their instruction based on the RIT bands on the continuum. Teachers develop lessons and assess students in those skill areas. Teachers backward plan and develop a common formative assessment with the goal of 80% of students using the strategy successfully.

Staff apply their "backwards planning" practice to develop weekly SOAR plans to make sure lesson plans are focused on the Standards. SOAR stands for –

Standards are the curriculum.

Objectives: Teachers need to focus on both content and language objectives. Objectives need to be clear and understandable by the students.

Assessments provide teachers with valuable information on student strength and weaknesses.

Responding with interventions for students that need extra help based on data analysis and performance.

The SOAR Plans consist of:

1.   2-week unit plans that include the content and language objectives for each lesson.

2.   The assessment to be administered at the end of the unit.

3.   The results of the assessments at the end of the unit.

4.   Analysis and troubleshooting how to support students based on results.

Urban Academy goes to great lengths to align their Title One plan, School Improvement Plan, Literacy Plan, and Q Comp plan so that resources are utilized wisely and efficiently to meet the needs of the students through consistent and focused interventions that intersect each of these plans.

Leadership Team
UA has an instructional leadership team to role model instructional practices and mentor other teachers in the building. The Leadership Team meets on a regular basis to review benchmark data and plan aligned professional development activities to support teachers in helping students that are not achieving their full potential. The Team also talks through feedback from teachers and Q Comp observations to identify effective teaching strategies that can be model during upcoming PLCs. Additionally, the leadership team meets to review the overall School Improvement Plan and to review progress on team goals, stay focused on student learning, improve communication, and build capacity across staff.

Job embedded professional development, high quality instructional practices, and data driven decision making were adapted to the distance learning framework. The Instructional Coach provides individual coaching to teachers via email, telephone, and Google Hangouts. Dr. Mongsher Ly, Instructional Coach Harold Lang, and the Instructional Leadership Team met to review the overall Distant Learning Plan and to review progress.

Parent Collaboration

Parents are invited to collaborate in a variety of ways. First, parents are invited to Reading, Math, and MCA nights. Additionally, teachers are required to make at least 10 parent contacts each month. Newsletters from the school go out monthly, and some classroom teachers have class newsletters. We have a parent survey each year. Parents are also invited to volunteer in the classroom, additionally, we have family dinners throughout the year, where parents are invited to attend. Parents are invited to participate in school improvement planning efforts.

The parents are communicated about math and reading achievement at conferences two times a year. If parents cannot attend conferences, phone calls are made to make sure they are informed of their child's score. Phone logs are kept to ensure parents are being notified of their child's progress throughout the year. A letter is sent home each year with the MCA score listed on the paper. MAP test scores and reading levels are included on report cards.

UA had to think about what training parents/guardians needed on the implementation of distance learning. Teachers and other staff communicated regularly with parents and students about plans,

adjustments, needs and so on. Communications would happen as best as possible to serve the parents and students – by phone calls, with the help of a translator as needed, by email, text, and possibly other means. While teachers tracked student activity and progress through feedback during the weeks, parents were asked to support each student's schedule and activities. Special Education teachers communicated weekly with students according to the existing pattern and based on the student's IEP, in collaboration with teachers, paraprofessionals and parents.

Parents and students were given instructions/guidance on how to protect against the spread of the virus.

Academic Performance

Urban Academy has been advancing its primary purpose to improve all student learning and achievement for many years now. This is demonstrated in the latest contract period by the following longitudinal student performance and growth as shown in the Performance Framework (Authorizer-School Contract Goals) aligned to the World's Best Workforce. UA earned a 5-year contract with NEO during its previous contract. 2019-2020 was the first year of the new contract.

Most of the students enroll at Urban Academy due to dissatisfaction with the education programming at St Paul Public Schools. A longitudinal record of student academic performance and growth on statewide assessments demonstrates that Urban Academy outperforms St Paul Public Schools in math and reading when comparing the state test results (MCAs) for grades 3-6 for student groups "free/reduced meals" and "English learners". Greater than 90% of student families identify as low income and about 50% of students as English learners. Urban Academy student academic growth as measured by the NWEA MAP assessments in math and reading show exceptional numbers of students achieving and exceeding their projected annual learning growth. This is true based on Urban Academy Performance Framework goals as well as when compared to similar schools around the country.

In the 2019-20 school year the COVID-19 pandemic disrupted normal in-person classroom activities so Urban Academy quickly adjusted to provide the best possible engaging learning for the students. The priorities for teaching and supporting student learning did not change. One significant disruption was the ability to provide in-person testing and assessments in the spring season. The State MCA assessments were cancelled as were spring NWEA assessments. This gap in testing resulted in inability to compare student achievements from year to year for the State MCA assessments and no Fall to Spring comparisons for NWEA showing student academic growth. With the resumption of NWEA testing in Fall 2020 Urban Academy anticipates recovering relevant and useful data on student learning from the 2019-2020 school year by comparing Fall 2019 to Fall 2020. That data is not yet available for this report, however.

As much as possible, data from 2019-2020 is presented in this academic section to show measurable progress with students for the school year. Otherwise data and results from the prior school year are presented.

Strong and Continuing Improvements in Academic Growth – NWEA Results
Note: The Fall 2019 NWEA Assessment was administered but the Spring 2020 Assessment was not. Therefore, comparison for academic growth is included from the Fall 2018 to the Fall 2019 assessments, for students who attended a full year through those testing seasons.

NWEA Math

The table below demonstrates the strong and continuing pattern of student academic growth in Math. In NWEA Assessments having over 50% of students meeting Growth Targets means that a school is performing better than average nationally. It is particularly impressive given the UA's demographics including high percentages of students that are English Language Learners and qualify for Free and Reduced lunch.

Growth Fall to Spring Assessment - Students Below Grade Level - Grades K-6

Year	Number of Students Meeting Growth Targets	Total Tested	Percent Meeting Growth Targets Urban Academy
2019-2020	NA	NA	NA
2018-2019	123	180	68.33%
2017-2018	94	150	62.67%
2016-2017	98	159	61.64%

Fall '18-Fall '19 Math - All Students
67% Made Expected Growth 50% is Average

■ % Made Expected Growth   ■ % Not Made Expected Growth
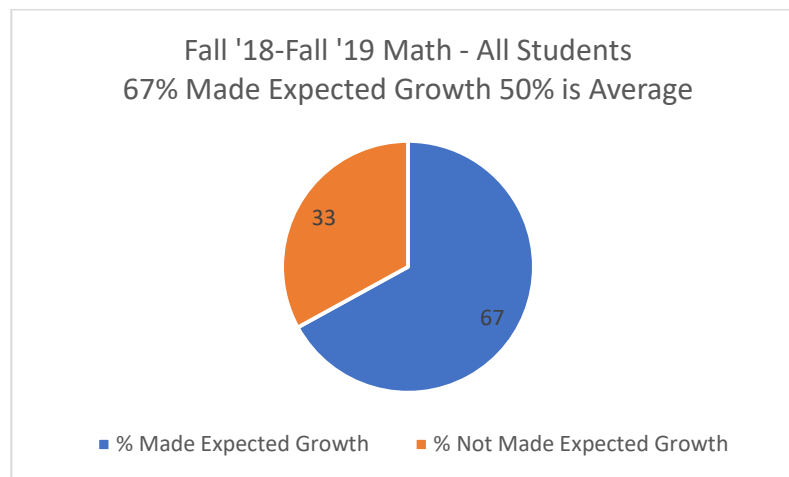
Most of Urban Academy students start below their grade level academically. Urban teachers and staff inquire and look carefully to help these students learn well to meet and exceed their Growth Targets. Much of the impressive growth data in this NWEA Math section is the result of the many below-grade-level students who learned well in the last year.

NWEA MAP Math Growth Results for the combined years of 2016-2018 showed that 62.14% of Grades K-6 below grade level students met or exceeded their growth targets. In 2018-2019 123 of 180 or 68.33% below grade level students tested Fall 2018 to Spring 2019 met or exceeded their growth targets. These measures met the exemplary benchmark when compared to national averages.

Urban Academy NWEA MAP Growth - Math, Students Below Grade Level Meeting or Exceeding Annual Growth Target

Baseline 2016-2018 / 2018-2019

- Students Below Grade Level Meeting or Exceeding NWEA MAP Growth Target: 192 / [VALUE]
- Total Students Below Grade Level Tested: 309 / [VALUE]
- Percent of Below Grade Level Students Meeting or Exceeding NWEA MAP Growth Target: 62.14% / [VALUE]
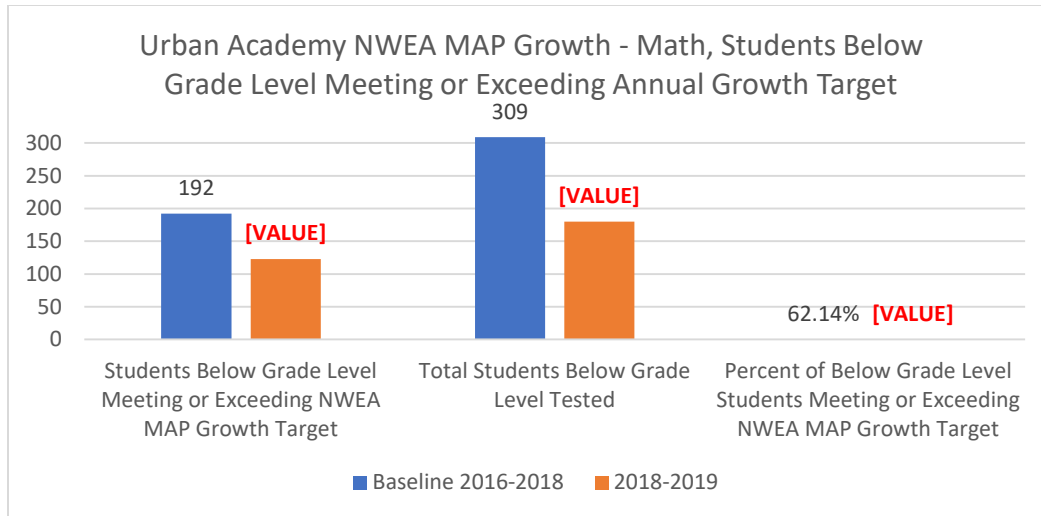
Math Growth Fall 2018 to Fall 2019 Assessment – Below Grade Level, Grades K-6

A significant number of students returning from FY2018 and testing again in Fall 2019 met their Growth Targets. Their results are even more significant.

Year	Number of Students Meeting Growth Targets	Total Tested	Percent Meeting Growth Targets Urban Academy
2018-2019	103	146	71%

Math - Below Grade Level
71% Made Expected Growth. 50% is Average

- % Made Expected Growth: 71
- % Not Made Expected Growth: 29
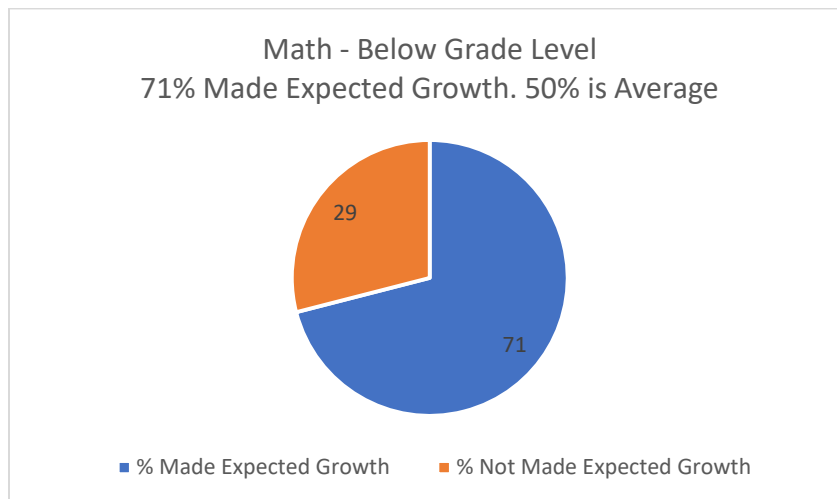
Math Growth as "Combined Average Growth" is also significant – Below Grade Level, Grades K-6

Another valuable measure of student growth is "combined average growth". This is the total of a group of students' observed growth divided by the total of their projected growth. NWEA MAP Math Fall-Spring Growth for the combined years of 2016-2018 showed the combined average growth for all below grade level students who showed growth was 153.05%. This met the exemplary benchmark when compared to national averages.

Then, in 2018-2019 the combined average growth of 103 below grade level students who were tested Fall 2018 to Fall 2019 and met or exceeded their growth goals was 152% over the total of target growth goals.

Math Combined Average Growth - Below Grade Level
152% of Expected Growth. 100% is Average.

	Expected Total Growth	Actual Total Growth
Value	1383	2102
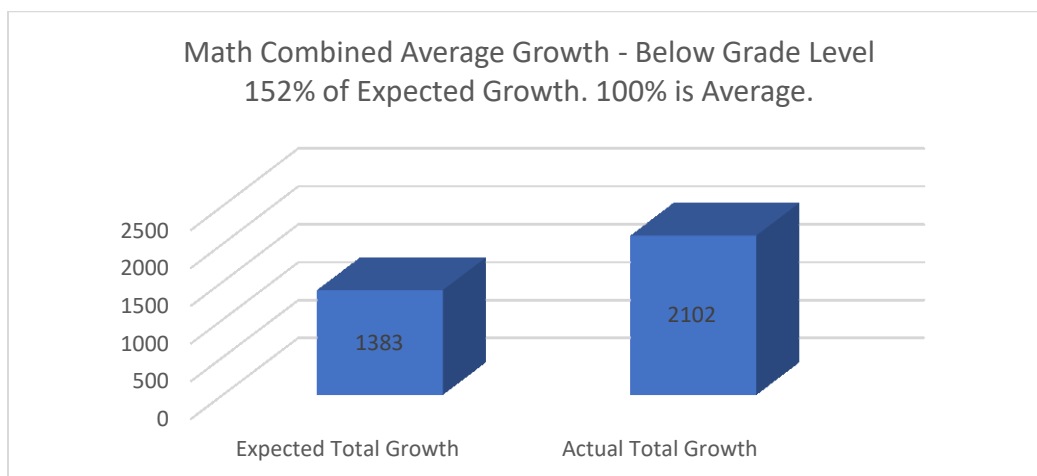
At or Above Grade Level Math Growth results are significant, Grades K-6

It is as important that students who have been learning well and achieving good academic performance continue to do so. It is more common that at or above grade level students level off in their math growth measures. However, in 2018-2019 62.3% percent (48 of 77) of Urban Academy students at or above their grade level met or exceeded their growth targets in Math. This is also exemplary.

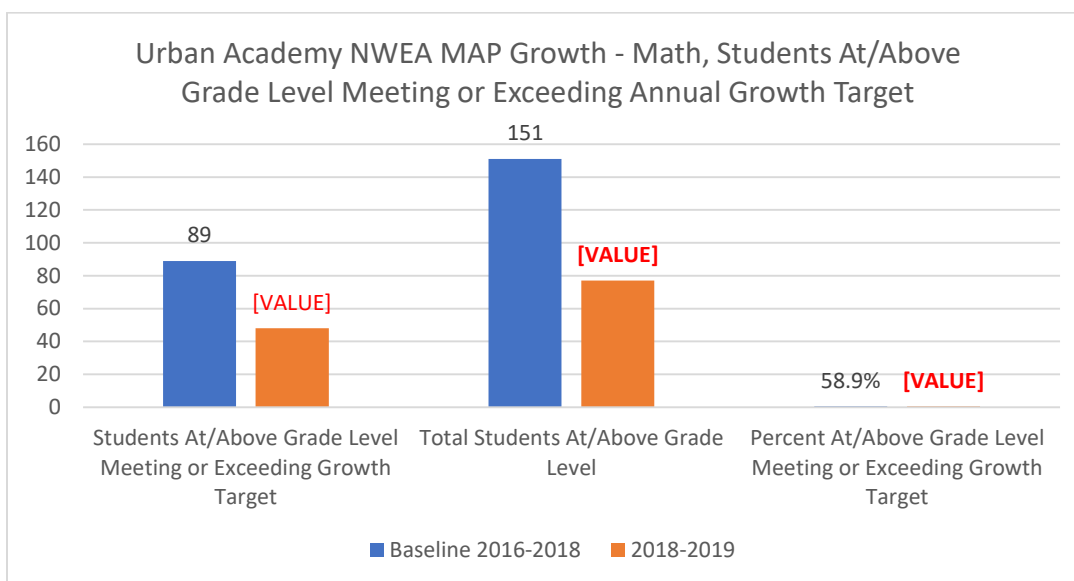**Urban Academy NWEA MAP Growth - Math, Students At/Above Grade Level Meeting or Exceeding Annual Growth Target**

	Students At/Above Grade Level Meeting or Exceeding Growth Target	Total Students At/Above Grade Level	Percent At/Above Grade Level Meeting or Exceeding Growth Target
Baseline 2016-2018	89	151	58.9%
2018-2019	[VALUE]	[VALUE]	[VALUE]

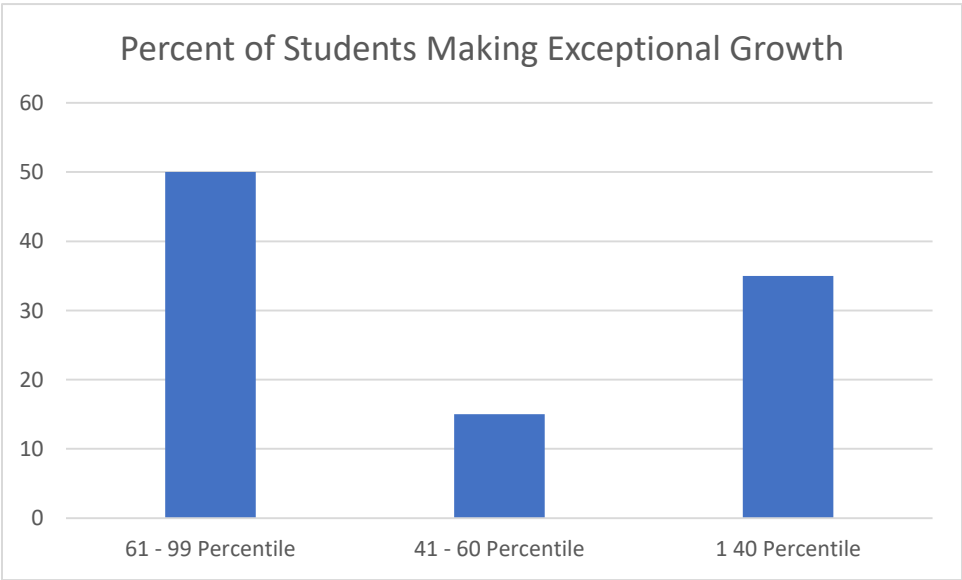■ Baseline 2016-2018   ■ 2018-2019

Urban Students' Math Growth is Exceptional When Compared Nationally – Grades K-6

NWEA provides a measure that compares Urban's students' growth in Math to all similar students across the nation. Each student's growth result is compared to similar students by grade and situation. Then these students are ranked into percentiles. For a student in the 50th percentile half of

the students being compared have better growth results and half have lower growth results. For a student in the 99th percentile 99% of the students being compared would have lower growth results.

The following graph shows Urban students' percentile ranking when compared to similar students across the nation. Results are organized into 10 groups or deciles. When graphing the results of all students in a school a typical graph would show more students in the middle (average performance) and fewer on the higher and lower ends. However, for Urban Academy, 55% of the students ranked from the 61st to the 99th percentile (the total of the 4 right-side bars in the graph). 17% of the students were ranked in the middle from the 41st to the 60th percentiles. Then 28% of the students were ranked in the lowest from the 1st to the 40th percentile. The proportion of Urban students ranking in the 61st to 99th percentiles is exceptional.

Percent of Students Making Exceptional Growth

Percentile	Percent
61 - 99 Percentile	50
41 - 60 Percentile	15
1 40 Percentile	35

55% of the students ranked from the 61st to the 99th percentile for growth nationally in math. And of that 55%, 16.1% performed at the 91st to 99th percentile.

61st to 70th	71st to 80th	81st to 90th	91st to 99th
12.6%	10.6%	14.6%	16.1%

NWEA Reading

The table below demonstrates the strong and continuing pattern of student academic improvements in Reading. In NWEA Assessments having over 50% of students meeting Growth Targets means that a school is performing better than average nationally. It is particularly impressive given the UA's student population. When interpreting Reading results be aware that around 50% of the students are English Language learners.

The Fall 2019 Assessment was administered but the Spring 2020 Assessment was not. Therefore, comparison for academic growth is counted from the Fall 2018 to the Fall 2019 assessments, for students who attended both years. Note that the number of students tested Fall 2018 to Fall 2019 is less than the number tested Fall 2018 to Spring 2019.

Below Grade Level Students Continue to Advance Growth in Reading

Since a large portion of Urban students start their year below grade level it is important to focus on to helping them learn and grow well academically. Urban Academy uses a number of measures focused on these students. Following shows a continuing improvement in the percentage of below grade level students who meet their growth targets. These percentages represent the benefit the students gain and are significant results considering the student population.

Reading Growth Fall to Spring Assessment – Students Below Grade Level – Grades K-6

Year	Number of Students Meeting Growth Targets	Total Tested	Percent Meeting Growth Targets Urban Academy
2019-2020	NA	NA	NA
2018-2019	98	169	57.99%
2017-2018	90	153	58.82%
2016-2017	78	155	50.32%

NWEA MAP Reading Growth Results for the combined years of 2016-2018 showed 54.55% of students who were below grade level in reading and met or exceeded their growth targets. In 2018-2019 98 out of 169 students who were below grade level or 57.99% met or exceeded their growth targets. This met the satisfactory benchmark when compared to national averages.

Urban Academy NWEA MAP Growth - Reading, Students Below Grade Level Meeting or Exceeding Annual Growth Target
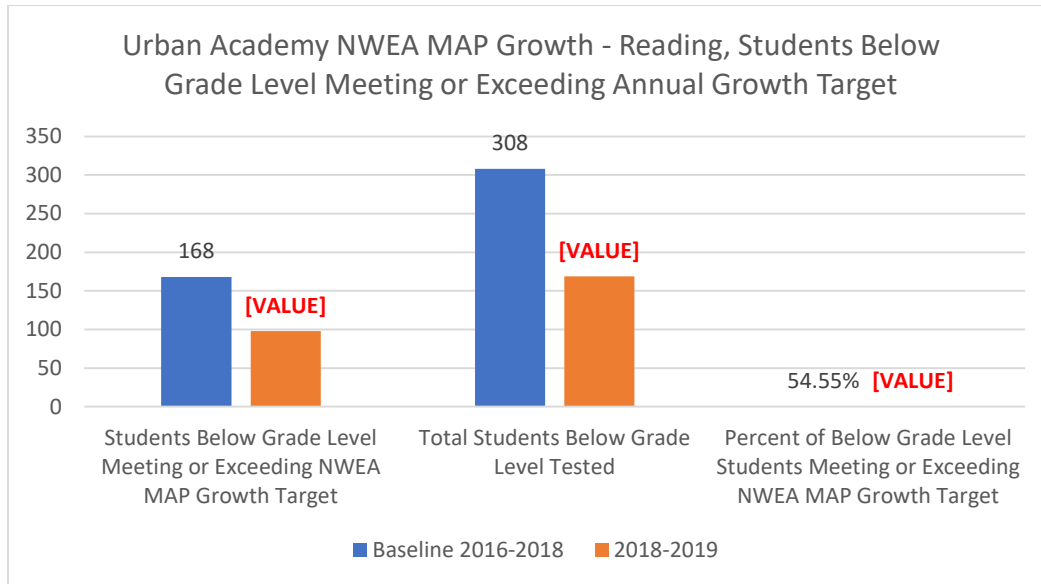
Reading Growth Fall 2018 to Fall 2019 Assessment - Students Below Grade Level - Grades K-6

Using growth data from Fall 2018 to Fall 2019 shows that students who returned in the second school year performed even better than the group assessed Fall 2018 to Spring 2019.

Year	Number of Students Meeting Growth Targets	Total Tested	Percent Meeting Growth Targets Urban Academy
2018-2019	90	135	66.67%

Reading Growth as "Combined Average Growth" is also significant – Below Grade Level, Grades K-6

The "Combined Average Growth" measure introduced in the NWEA Math section is also used for Reading Growth. NWEA MAP Reading Fall-Spring Growth results for 2016-2018 showed the combined average growth is 146.86%. This met the satisfactory benchmark when compared to national averages. Then, in 2018-2019 the combined average growth of students who were below grade level and tested Fall 2018 to Spring 2019 improved to 148.44% over their total target growth goals. The total combined average growth of 90 below grade level students who tested Fall 2018 to Fall 2019 was 171.18% over total target growth goals. This again shows that students who remain enrolled at Urban Academy multiple years benefit even more.

Reading Combined Average Growth - Below Grade Level
171% of Expected Growth. 100% is Average.

Expected Total Growth: 1072
Actual Total Growth: 1835
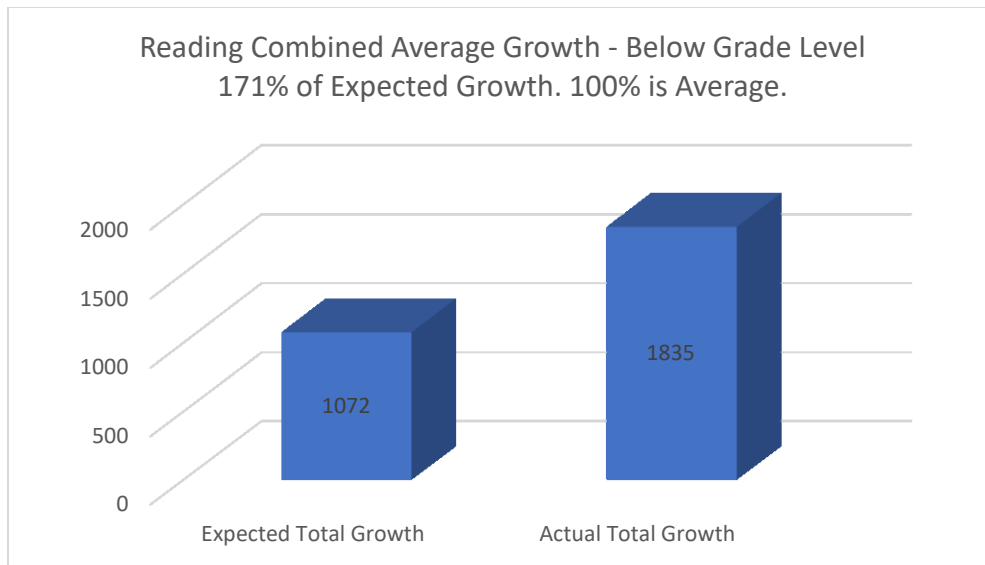
At or Above Grade Level Reading Growth results are significant, Grades K-6

It is as important that students who have been learning well and achieving good academic performance continue to do so. It is more common that at or above grade level students level off in their math growth measures. However, in 2018-2019 57.47% percent (50 of 87) of Urban Academy students at or above their grade level met or exceeded their growth targets in Reading.

Urban Academy NWEA MAP Growth - Reading, Students At/Above Grade Level Meeting or Exceeding Annual Growth Target

Students At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target: 86 [VALUE]
Total Students At/Above Grade Level Tested: 153 [VALUE]
Percent At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target: 56.2% [VALUE]

Legend: ■ Baseline 2016-2018   ■ 2018-2019

Urban Students' Reading Growth is Exceptional When Compared Nationally – Grades K-6

The same percentile comparative measure is used to compare Urban students' academic growth in Reading as was presented at the end of the NWEA Math section above. The following graph shows Urban students' percentile ranking when compared to similar students across the nation. Each student's growth result is compared to similar students by grade and situation then ranked by percentile. Results are organized into 10 groups or deciles. For Urban Academy, 50% of the students

ranked from the 61st to the 99th percentile (the total of the 4 right-side bars in the graph). 15% of the students were ranked in the middle from the 41st to the 60th percentiles. Then 35% of the students were ranked in the lowest from the 1st to the 40th percentile. The proportion of Urban students ranking in the 61st to 99th percentiles is exceptional. This pattern indicates that Urban students are starting low but rising above their peers nationally in Reading Growth.

Percent of Students Making Exceptional Growth
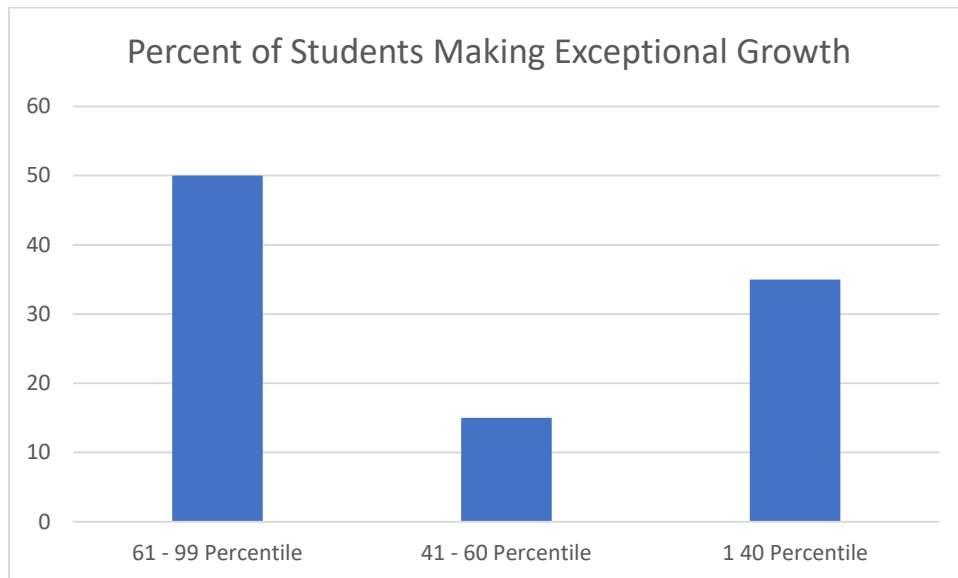
50% of the students ranked from the 61st to the 99th percentile for growth nationally in reading. And of that 50%, 17.7% performed at the 91st to 99th percentile.
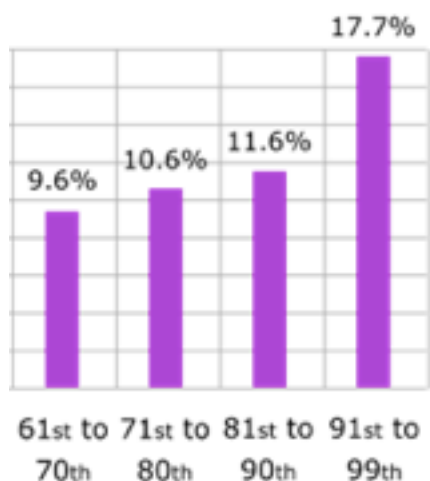
Pre-Schoolers Continue to Shine to get Ready for School - FY2020 Results

Since the start of the Pre-School program at Urban Academy, a high priority for these young learners is to be well prepared for kindergarten. A trend of success was started and continued even in 2019-2020.

Ready for School for Math

Urban Academy's preschool academic performance exceeded the exemplary benchmark for Work Sampling System in Math in FY2020 with 35/39 or 89.7% of children ready for school in math. The chart below shows the continuing trend of improvement with these young learners.
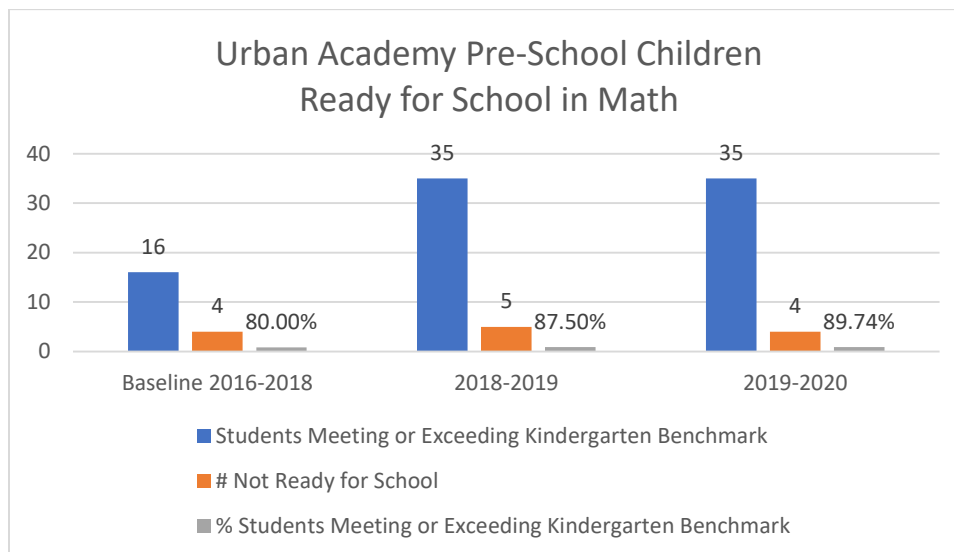
Ready for School for Reading

The same trend continues with pre-school learners in Reading. Urban Academy's preschool academic performance exceeded the exemplary benchmark for Work Sampling System in Reading in FY2020 with 35/39 or 89.7% of children ready for school in reading.
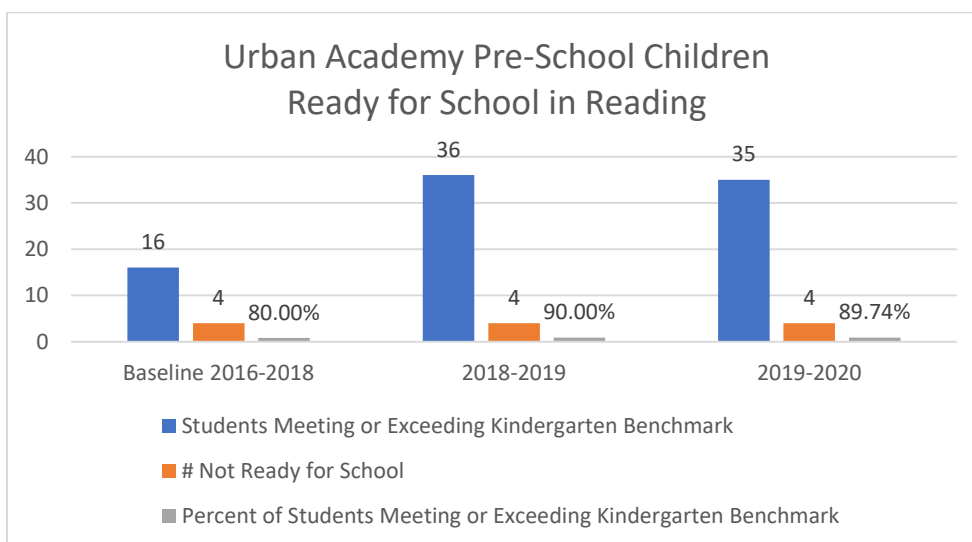
Urban Academy Students Continue to Improve in Academic Proficiency - Trend Data for MCA

Note: Testing with MCA Math and Reading in Spring 2020 was cancelled due to the pandemic. This meant there are no MCA measures to report for 2019-2020 across the state.

Following is a multiple year report of Math and Reading results showing how Urban Academy students improve their academic achievement by increasing the percent of students testing proficient. Two groups of students are compared to St. Paul Public Schools students of the same groups and grades. These student groups meet guidelines for Free/Reduced Price Meals and English Language Learners. Note that over 90% of Urban Academy students qualify for Free/Reduced Price Meals and about 50% of the students are English Language Learners.

The NWEA conducted a study in 2018 focused on the relationships between poverty and school academic performance. The study is titled "Evaluating the Relationships Between Poverty and School Performance", October 2018, by Andy Hegedus, Ed.D., NWEA Research Consulting Director. This study analyzed historical data of 1500 schools across the USA. The results confirm other research showing that schools with large portions of the students in poverty show significantly lower achievement academically than schools with large portions of the students living in better economic conditions. This study sheds light on the struggles of students living in poverty to become academically proficient. And this is likely relevant for Urban Academy students. Yet, it is encouraging to consider that Urban students' academic growth may be paying off in improving proficiency measures presented below.

Trend Data for MCA: *Math*

The general trend is an improvement in the percentage of students proficient in math in their grade level. Reading results are significantly better when compared to the same group of students attending St. Paul Public Schools.

Students Meeting Guidelines for Free/Reduced Meals. Grades 3-6

Year	Number of Students Scoring Meets or Exceeds on MCA	Total Tested	Percent Proficient Urban Academy	Percent Proficient St Paul Public Schools
2019-2020	NA	NA	NA	NA
2018-2019	42	144	29.17%	22.58%
2017-2018	43	130	33.08%	24.15%
2016-2017	33	129	25.58%	25.74%

Trend Data for MCA: *Reading*

The general trend is an improvement in the percentage of students testing proficient in reading in their grade level. Reading results are significantly better when compared to the same group of students attending St. Paul Public Schools.

Students Meeting Guidelines for Free/Reduced Meals. Grades 3-6

Year	Number of Students Scoring Meets or Exceeds on MCA	Total Tested	Percent Proficient Urban Academy	Percent Proficient St Paul Public Schools
2019-2020	NA	NA	NA	NA
2018-2019	48	143	33.57%	26.68%
2017-2018	52	130	40.00%	27.48%
2016-2017	37	129	28.68%	25.47%

Trend Data for MCA: *Math*

The general trend is an improvement in the percentage of English Learners testing proficient in math in their grade level. Math results are trending better by comparison to the same group of students attending St. Paul Public Schools.

Students Identified as English learners. Grades 3-6

Year	Number of Students Scoring Meets or Exceeds on MCA	Total Tested	Percent Proficient Urban Academy	Percent Proficient St Paul Public Schools
2019-2020	NA	NA	NA	NA
2018-2019	20	83	24.10%	21.84%
2017-2018	20	80	25.00%	24.73%
2016-2017	11	64	17.19%	25.58%

Trend Data for MCA: *Reading*

The general trend is an improvement in the percentage of English Learners testing proficient in reading in their grade level. Reading results are trending significantly better by comparison to the same group of students attending St. Paul Public Schools.

Students Identified as English learners. Grades 3-6

Year	Number of Students Scoring Meets or Exceeds on MCA	Total Tested	Percent Proficient Urban Academy	Percent Proficient St Paul Public Schools
2019-2020	NA	NA	NA	NA

Year	Number of Students Scoring Meets or Exceeds on MCA	Total Tested	Percent Proficient Urban Academy	Percent Proficient St Paul Public Schools
2018-2019	18	83	21.69%	16.47%
2017-2018	26	80	32.50%	17.95%
2016-2017	8	64	12.50%	17.79%

Other Academic Measures from the FY 2019 North Star Minnesota Report Card show strong longitudinal growth for English Language Learners as well.

The North Star Minnesota Report Card longitudinal growth information shows that Urban Academy has exceeded the state in progress toward English language proficiency in the two years that the North Star information has been reported. Due to the COVID-19 pandemic data for 2019-20 is not available. The "average progress toward target" is the average amount of progress English learners made towards their targets. For example, an average progress toward target of 75 would mean that English learners, on average, made it 75 percent of the way to their targets.

Urban Academy English Language Learners achieved significant progress in 2018 and 2019 toward their language learning targets in both years. This progress is above the state average for the same population in both years. This kind of progress is very important for students to grow in all other aspects of academic learning and proficiency.

Progress Toward English Language Proficiency (ELP) – 2019 Average progress toward target

	Statewide	Urban Academy Charter School
Average progress toward target	61.4%	73.4%
Count	58,518	133

Progress Toward English Language Proficiency (ELP) – 2018 Average progress toward target

	Statewide	Urban Academy Charter School
Average progress toward target	67.0%	79.7%
Count	57,744	112

Progress toward being "Able to Read By Third Grade"

Assessments were provided to students in Kindergarten through 3rd Grade in 2019-2020 to assess their reading abilities. These measures are used by teachers and support staff to provide appropriate services and supports to students to enable them to read by the third grade at the third-grade reading level. Enabling each student to read well by 3rd Grade is a well-researched and documented indicator of future academic success. It is also an important goal for Urban Academy to achieve.

The Fall assessment was the NWEA MAP Reading test. This assessment identifies strengths and weaknesses for each student. Teachers then use that information to prepare appropriate and helpful lessons and activities to advance students' reading skills. The number and percentage of students testing proficient in Reading are in the table below. Proficiency is defined as at or above the RIT Cut Score indicated by grade level.

Survey with Goals (MAP)	Students Proficient	Students Tested	Percent Proficient	Reading Level RIT Cut Score	Assessment Season
KG	21	47	44.70%	141	FALL
Grade 1	5	22	22.70%	160	FALL
Grade 2	10	38	26.30%	174	FALL
Grade 3	13	35	37.10%	188	FALL

The Spring assessment was the Fountas & Pinnell Benchmark Assessment Systems (BAS, System 1 Reading) assessment, designed for grades K-2. This instrument helps identify Reading proficiencies through one-on-one interactions. Results are in the table below. Proficiency is defined as set at or above the Level Cut Score indicated by grade level. This shows progress and informs teachers to connect the assessment to instruction.

BAS, System 1 (Grades K-2)	Students Proficient	Students Tested	Percent Proficient	Reading Level Cut Score	Assessment Season
KG	9	40	22.50%	D	SPRING
Grade 1	3	25	12.00%	J	SPRING
57.99 Grade 2	10	39	25.60%	M	SPRING
Grade 3	20	42	47.60%	P	SPRING

Commitment to Continuous Improvement

UA is committed to ongoing improvement and each year analyzes strengths and weaknesses based on data analysis. Following is the current plan to address areas of weakness:

- UA teachers will analyze student MCA results from the previous year and MAP results to identify key concepts and skills that students need to master to become grade level proficient.
- They develop weekly SOAR plans to make sure lesson plans are focused on the Standards.
- Teachers will meet weekly in teams to analyze assessment results and devise interventions for students not reaching grade level in reading and math. We will use "Respond to Intervention" meetings to devise interventions our learners who struggle on a week to week basis.
- Teachers will implement the Gradual Release method of instruction (with meaningful objectives), the Big 5 Reading Strategy, and the Big 5 Math Strategy.
- Teachers will utilize best practices in methods in teaching English Language learners with the goal of increasing vocabulary overall, academic vocabulary, and academic speaking/writing, and specific strategies such as the RISA Dialogue, turn and talks, and accountable talk bubbles.
- During Distance Learning, UA teachers will try to continue to use these strategies and also focus on student engagement strategies.

Parent Satisfaction

During the 2019-2020 school year Urban Academy continued to get high ratings from parents regarding their satisfaction with the school in many areas as the following graphs demonstrate:

Parents are significantly satisfied with their students' education and treatment at Urban Academy.

Standard Survey Questions

Overall results of the standard six (6) question survey during this contract period. The questions and summary responses follow.
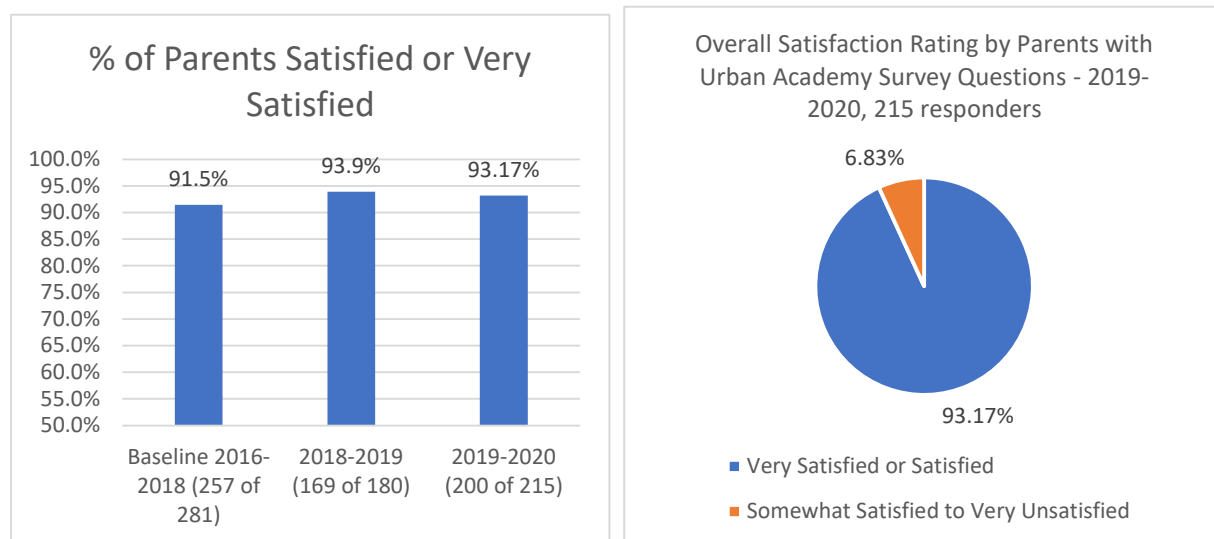
Parents are satisfied with the education their children are receiving at Urban Academy.

Of 215 responses 91.63% are Very Satisfied or Satisfied and 8.37% are Somewhat Satisfied or Very Unsatisfied with the education their children are receiving at Urban Academy.

How satisified are you with the education your child is (children are) receiving at Urban Academy?

8.37%

91.63%

■ Very Satisfied or Satisfied   ■ Somewhat Satisfied or Very Unsatisfied
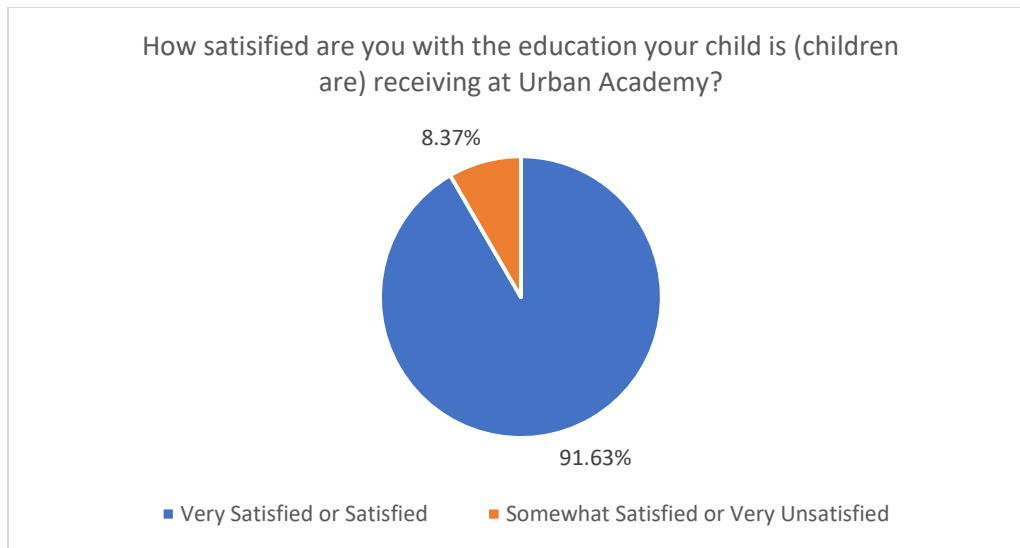
Parents are satisfied with the safety at Urban Academy.

Of 181 responses 95.6% feel like their child is very safe or safe and 3.9% feel like their child is somewhat safe to very unsafe at Urban Academy.

How safe do you feel your child is (children are) at Urban Academy?

4.67%

95.33%

■ Very Safe or Safe   ■ Somewhat Safe to Very Unsafe
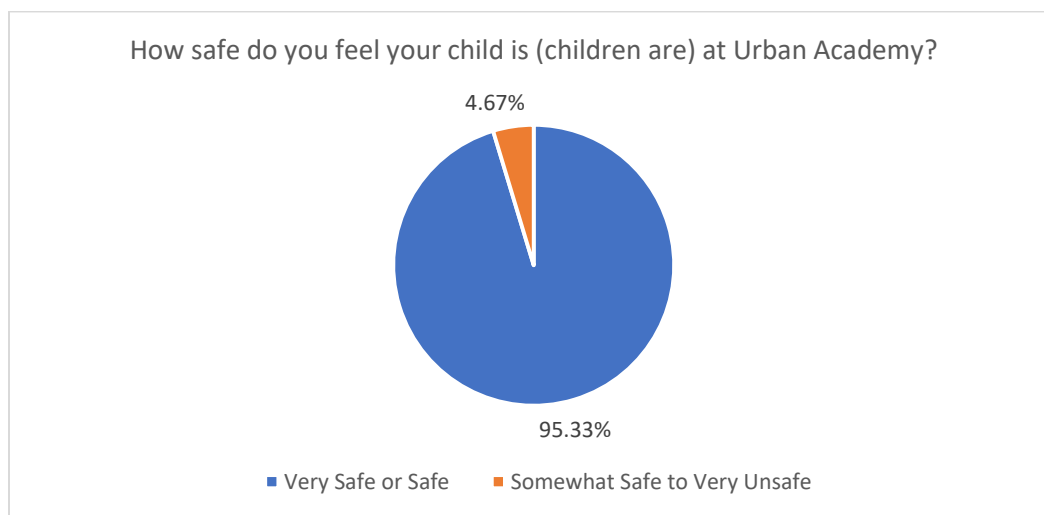
Parents are satisfied with the communication from teachers at Urban Academy.

Of 180 responses 92.2% are very satisfied or satisfied and 8.4% are somewhat satisfied to unsatisfied with communication from teachers.

How satisified are you with the communication from teachers at Urban Academy

9.35%

90.65%

- Very Satisfied or Satisfied
- Somewhat Satisfied or Unsatisfied
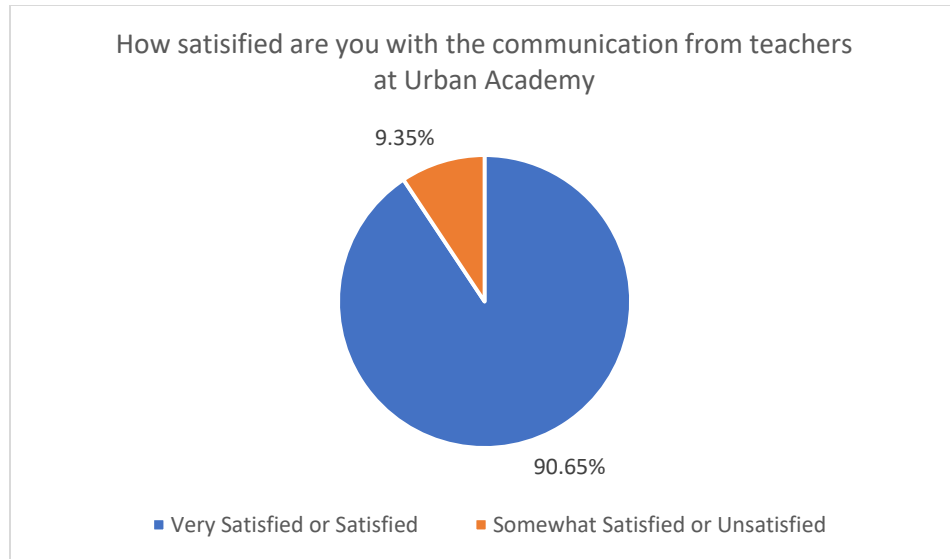
Parents feel welcomed at Urban Academy.

Of 215 responses 95.81% feel very welcome or welcome and 4.19% feel somewhat welcome at Urban Academy. There were no do not feel welcome responses.

How welcome do you feel at Urban Academy

4.19%

95.81%

- Very Welcome or Welcome
- Somewhat welcome
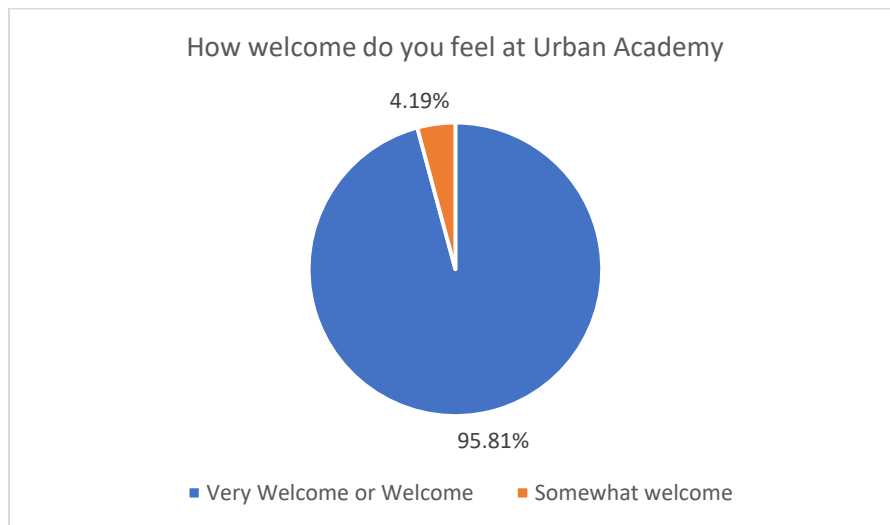
Parents are satisfied with teacher response to calls or concerns.

Of 215 responses 91.16% are Very Satisfied or Satisfied and 8.84% are Somewhat Satisfied or Unsatisfied with teacher responses to calls or concerns.

How satisfied are you with how well your child's (or children's) teacher responds to your calls or concerns

8.84%

91.16%

■ Very Satisfied or Satisfied　　■ Somewhat Satisfied or Unsatisfied
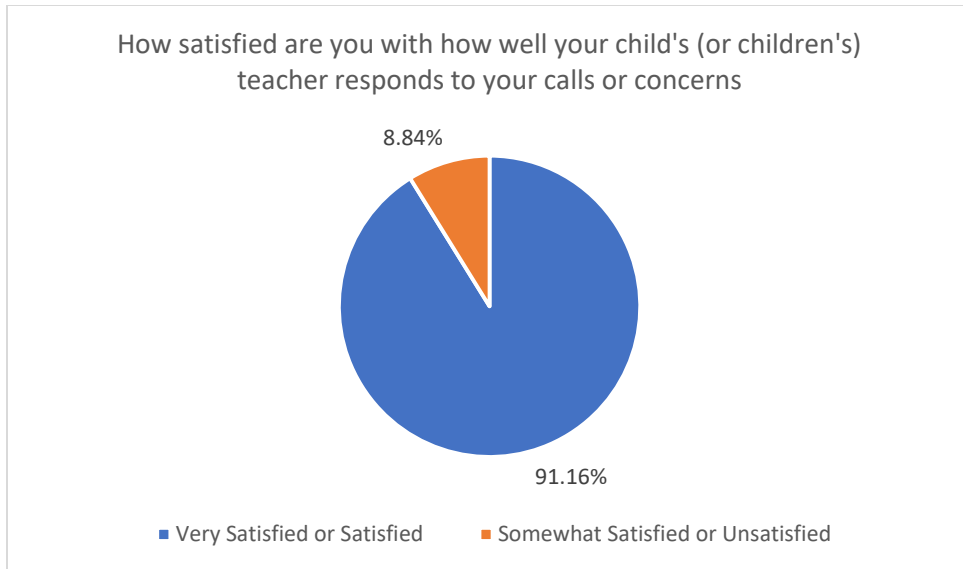
Parents are satisfied with how Urban Academy's staff shows respect for families from different cultures.

Of 215 responses 94.42% are Very Satisfied or Satisfied and 5.58% are Somewhat Satisfied or Very Unsatisfied how staff show respect for families from different cultures.

How satisfied are you with how well Urban Academy staff show respect for families from different cultures?

5.58%

94.42%

■ Very Satisfied or Satisfied　　■ Somewhat Satisfied or Very Unsatisfied
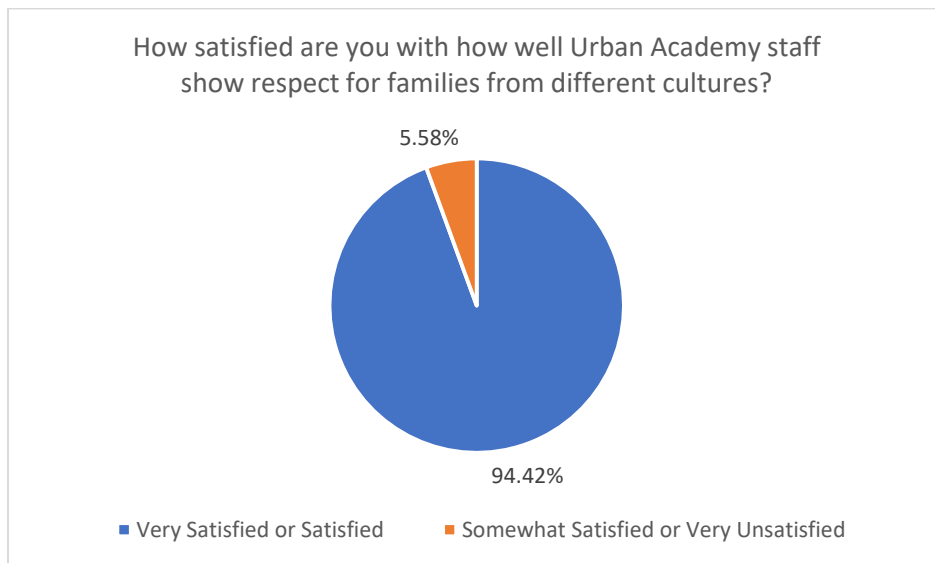
Other Survey Questions

Three other questions requesting comments were given to parents.

- **What do you think is Urban Academy's greatest strength?**

188 responses were given to this question. A number of responses were the same or very similar.

Parents frequently used strong, positive descriptors about how the school impacts the family and students using words such as: very good, good, great, strength, strong, greatest, help/helping, best, friendly, better, happy, welcome, excellent, hard satisfied, effort.

A large number of comments described how the teachers, staff and Urban Academy positively affect the children, families, creating a sense of community, good communication, valuing transportation, diversity/multicultural, and the environment around the school. Much of these positive comments related to school/classes and the education of their children. Many responses focused on the quality or results of teaching, communicating, thinking, caring, that lead to results such as learning, knowing, and other valued results.

- **What do you think Urban Academy should improve upon?**

The table below is a general summary of comments, grouped together by similar topic. Many comments included a number of ideas which were separated into the categories of responses below.

What do you think Urban Academy should improve upon?	Count
No need to improve, it is perfect, already good, keep up the good work	67
After School programs - sports (10 comments, basketball, dancing, etc.), tutoring (5 comments), clubs/activities	16
Expand the school - grade levels (to 7th, even to 12th)	14
More Meal/Breakfast/Lunch options, menu, vegetarian, food shelf	10
No comment on improvements	9
Having or affirming a gym	8
Add music class or music program	7
Improve communication (generally), with teachers, between school and bus, getting back to people with paperwork, phone calls	7
Other Learning requests: more Karen, Spanish, Black History, field trips, art education, develop student leadership skills	5
Other program - Enrichment, mediation (for student participation), Support Groups, PTA meetings	4
More sports or/and activities (all ages), including outdoor play equipment	4
Improve bus situation/management/system (student behavior, crowding, bus drivers deal with kids)	4
Improve Discipline/Behavior/Respect (preserve fun)	4
Improve academic learning/performance overall	4
Homework, more homework	3
More/improve/extra curriculum	3
Time concerns: Start & end school earlier, Family night at 7 pm hard to meet due to work, more free time for students (working too hard)	3
Special: Make sure students get medication at school, enforce parents to address children's health & hygiene	2

- **Urban Academy's mission is to "work in partnership with urban parents to provide an opportunity for every child to meet or exceed their individual potential in basic academic and life skills by utilizing research proven methods in a safe, structured and respectful community." Do you think Urban Academy is following its mission? Why or why not?**

Many comments included a number of ideas which were separated into the categories of responses below.

Responses to the Question	# Responses
Yes, with various reasons	139
Affirmative via positive comments	8
Mixed/Maybe	2
Don't Know	1
No	1
No Answer/No Comment	23

Staffing

UA served 412 students in 2019-2020. UA believes in refining its staff to find those who best fit UA's vision and mission. The classroom teacher to student ratio was 20:1. All UA classroom teachers are Highly Qualified Teachers as defined by MDE.

Staff Retention Rate:

	FY17-FY18	FY18-FY19	FY19-FY20
Number of Licensed Teachers	21	24	26
Licensed Teacher Retention Rate	71.4%	83.3%	92.3%
Number of Non-Teaching Staff	23	31	25
Non-Teaching Staff Retention	78.3%	96.8%	96.0%
All Staff Retention Rate	75.0%	90.9%	94.1%

Vision:
Inspiring, challenging, and enhancing every student's innate ability to succeed.

Mission:
Our mission is to work in partnership with urban parents to provide an opportunity for every child to meet or exceed their individual potential in basic academic and life skills by utilizing research-proven methods in a safe, structured, and respectful community.

2019-20 Licensed Teaching Staff

Last Name	First Name	File #	Assignment	Status*
DesLauriers	Kari	435177	PreK	NR
Scheuer	Kelly	495896	PreK	R
Heller	Mary	495719	Kindergarten	R
Yang	Chao	392714	Kindergarten	R
Olson	Cathleen	337623	1st Grade	R
Theis	Amy	481323	1st Grade	NR
Haley	Zach	1000874	2nd Grade	R
McCabe	Robert	454698	2nd Grade	R
Anderson	Katie	478239	3rd Grade	R
McCauley	Patricia	285948	3rd Grade	R
Heieie	Erik	349941	4th Grade	R
Thompson	Joseph	395612	4th Grade	R
Bauert	Ethan	508280	5th Grade	R
Conrad	Cheryl	297941	5th Grade	R
Cavanaugh	Matt	491923	6th Grade	R

Olson	Luke	500698	6th Grade	R
Lang	Harold	422103	Academic Lead	R
Burkhardt	Laura	375931	Art	R
Curran	Shannon	376988	ESL	R
Lonnes-Spatola	Amelia	479518	ESL	R
Cisek	Abby	497619	ESL	R
Heuer	Amy	470232	Special Ed	R
Jones	Andy	438525	Special Ed	R
Liao	Yuyin	423068	Special Ed	R
Xiong	Ronsoie	484456	Technology Manager	R
Yang	Pakou	360268	Title I	R

* R = Returning, NR = Not Returning

2019-20 Other Licensed (non-teaching) Staff

Last Name	First Name	File #	License and Assignment	Status*
Ly	Mongsher	450140	K-12 Principal/ Superintendent	R
Ravits	Emily	312276	School Social Worker	NR

* R = Returning, NR = Not Returning

2019-20 Non-Teaching Staff

Last Name	First Name	File #	Assignment	Status*
Lay	Khu		Cafeteria	R
Paw	Za Nin		Cafeteria	R
Lay	Minn		ESL Paraprofessional	R
Naing	Aung		ESL Paraprofessional	R
Say	Lwai		ESL Paraprofessional	R
Win	Sha		ESL Paraprofessional	NR
Hickman	Shelley		Family Specialist	R
Thay	Ku		Janitor	R
Too	Kanyaw		Janitor	R
Vue	Maiger		Lead Paraprofessional	R
James	Christina		Office Manager	R
Vang	Choua	490673	Paraprofessional	R

Last Name	First Name	File #	Assignment	Status*
Vang	Douachee	486393	Paraprofessional	R
Vang-Yang	Pang		Paraprofessional	R
Yang	Isique		Paraprofessional	R
Paw	La		PreK Paraprofessional	R
Puie	Paw Ler		PreK Paraprofessional	R
Elliott	Ralph		Site Director	R
Brown-Pena	Victoria		Special Ed Paraprofessional	R
Khaing	Phoo Pwet		Special Ed Paraprofessional	R
Ly	Chaochi		Special Ed Paraprofessional	R
Noi	Nay		Special Ed Paraprofessional	R
Riley	Cedric		Special Ed Paraprofessional	R
Stevenson	LQ		Special Ed Paraprofessional	R
Vue	Kia		Special Ed Paraprofessional	R

R = Returning, NR = Not Returning

Governance and Management

The school is administered by Dr. Mongsher Ly, the Superintendent, who holds a K-12 Principal License and Minnesota Superintendents license #450140. Monthly, the board meets and the Superintendent reports on the school's progress in terms of the governance plan, management plan, and operations plan to ensure the proper execution of each. The Superintendent is primarily responsible for the school's operation performance and is evaluated formally once per year by the board.

Board of Directors

Board Structure 2019-20 School Year

Name	Date Seated	Positions	Affiliation	Current Term Month/Year to Month/Year
Melissa Jensen	July 1, 2016	Chair	Community	07/2019- 06/2022*
Fong Lor	July 1, 2016	Vice Chair	Community	07/2019- 06/2022*
Chao Yang	July 1, 2018	Member	UA Teacher	07/2018- 06/2021
Dr. Tamara Mattison	July 1, 2016	Finance Chair	Community	07/2018- 06/2021
Ying Thao	July 1, 2017	Member	UA Parent	07/2017- 06/2020
Caley Long	July 1, 2016	Member	Community	07/2019- 06/2022*
Nancy Smith	July 1, 2016	Member	Community	07/2019- 06/2022*
Yuyin Liao	July 1, 2017	Member	UA Teacher	07/2017- 06/2020
Ronsoie Xiong	July 1, 2018	Member	UA Parent	07/2018- 06/2021

* These board members were reelected to their respective seats in May 2019 and were seated in July 2019.

Board Structure 2020-21 School Year

Name	Date Seated	Positions	Affiliation	Current Term Month/Year to Month/Year
Melissa Jensen	July 1, 2016	Chair	Community	07/2019- 06/2022
Fong Lor	July 1, 2016	Vice Chair	Community	07/2019- 06/2022
Chao Yang	July 1, 2018	Member	UA Teacher	07/2018- 06/2021
Dr. Tamara Mattison	July 1, 2016	Finance Chair	Community	07/2018- 06/2021
Caley Long	July 1, 2016	Secretary	Community	07/2019- 06/2022
Nancy Smith	July 1, 2016	Member	Community	07/2019- 06/2022
Yuyin Liao	July 1, 2017	Member	UA Teacher	07/2020 - 06/2023*
Ronsoie Xiong	July 1, 2018	Member	UA Parent	07/2018- 06/2021

* This board member was reelected in May 2020 and was seated in July 2020.

Board Training

MN Statute 124E.07 Subd. 7. States, "Every charter school board member shall attend annual training throughout the member's term. All new board members shall attend initial training on the board's role and responsibilities, employment policies and practices, and financial management. A new board member who does not begin the required initial training within six months after being seated and complete that training within 12 months after being seated is automatically ineligible to continue to serve as a board member. The school shall include in its annual report the training each board member attended during the previous year."

All board members received and completed their required initial training within their first year of board service.

Ongoing/Annual Training – 2019-20

Board Member Name	Date	Topic	Presenter or Trainer
Melissa Jensen	February 22, 2020	Governance, Employment, Finance, Academics	Rod Haenke
Fong Lor	February 22, 2020	Governance, Employment, Finance, Academics	Rod Haenke
Chao Yang	February 22, 2020	Governance, Employment, Finance, Academics	Rod Haenke
Dr. Tamara Mattison	February 22, 2020	Governance, Employment, Finance, Academics	Rod Haenke
Ying Thao	February 22, 2020	Governance, Employment, Finance, Academics	Rod Haenke
Caley Long	February 22, 2020	Governance, Employment, Finance, Academics	Rod Haenke
Nancy Smith	February 22, 2020	Governance, Employment, Finance, Academics	Rod Haenke
Yuyin Liao	February 22, 2020	Governance, Employment, Finance, Academics	Rod Haenke
Ronsoie Xiong	February 22, 2020	Governance, Employment, Finance, Academics	Rod Haenke

Board Elections

MN Statute 124E.07 Subd. 5. states, "Staff members employed at the school, including teachers providing instruction under a contract with a cooperative, members of the board of directors, and all parents or legal guardians of children enrolled in the school are the voters eligible to elect the members of the school's board of directors. A charter school must notify eligible voters of the school board election dates at least 30 days before the election."

Board Election Results

Board Seats Opened for	Next Term of	Number of	Winner of the Seat in the Election

Election	the Seat	Candidates	
1	07/2020-06/2023	1	Yuyin Liao

Superintendent Evaluation and Professional Development

Dr. Ly reported to the board regarding his K-12 Principal and Superintendent Licenses which extend through June 2021 and was formally evaluated by the Board on May 28, 2020.

Finances

Key financial highlights for the 2019-2020 fiscal year include:

- General Fund revenues were $6,038,368 as compared to $5,352,107 of expenditures, an excess of $686,261.
- Total fund balance increased in fiscal year 2020 by $$686,261 to a positive balance of $2,099,599.
- The School continued its teacher compensation schedule to include Quality Compensation Programs and invest in quality teachers.
- School management continues to carefully monitor enrollment which is key to the financial stability of its programs.
- General fund revenues increased by 27.7% over the prior year, while expenditures increased by 13.6%.
- 2019-2020 student enrollment increased from 312.7 ADMs to 369.5 ADMs.

In regard to the 2019-2020 fiscal year audit:

- The School's auditors issued an unmodified opinion, otherwise known as a clean opinion, indicating that all amounts and disclosures are fairly presented, in all material respects, in the 2019-2020 financial statements.
- No deficiencies related to internal controls were noted during the audit.

Fund Balance History- General Fund

Year	Annual Dollar Amount	Annual Percentage
2014-2015	$1,048,778	30%
2015-2016	$1,038,539	27%
2016-2017	$1,195,928	31%
2017-2018	$1,397,316	32%
2018-2019	$1,413,338	30%
2019-2020	$2,099,599	39%

State School Finance Award History

2015 Award for 2013-2014 Reporting	Received
2016 Award for 2014-2015 Reporting	Received
2017 Award for 2015-2016 Reporting	Received
2018 Award for 2016-2017 Reporting	Received
2019 Award for 2017-2018 Reporting	Received
2020 Award for 2018-2019 Reporting	Not Received: We met all criteria except for a clerical error on our auditor's part that resulted in a late submission of the audit, for which we received a written apology from the auditor

Audit Finding History and Analysis

Year	Finding	Corrective Action
2016-2017	none	
2017-2018	none	
2018-2019	Collateral for Deposits	We worked with our bank to get appropriate collateral in place within one month of receiving the finding
2019-2020	none	

Future Plans

Urban Academy built a new facility addition to the existing facility in 2019-2020 and consists of a new front office with several working offices, cafeteria/kitchen and gymnasium that totaled 14,454 SF. The school also has expanded into grade 7 with plans to grow to grade 8 in the 2021-2022 school year. Once school resumes in person, the use of the gymnasium for physical education, recess, and other events will commence. Everyone at UA is excited about this new facility and the potential for student use.

Since the pandemic hit in mid-March of 2020, Urban Academy students and families faced challenges that included the fact that almost all of the families did not have Internet access and/or an Internet ready device which eliminated the possibility of serving students using any of our online resources. A majority of UA's students come from families where English is not their first language making it necessary that the directions and instructions that come in packets are as clear and as meaningful as possible given that the students of all ages need to be the main audience and user of the materials in the packet. Since teachers have had to rely on minimal telephone communication with students, they had to maximize that time to focus on necessary instruction and documentation of assessment of learning.

Given these challenges, Urban Academy committed to a plan to be able to deliver more online learning as part of its distance learning implementation. This includes a commitment to providing Chromebooks and Internet access for all students in grades 4-7 with an eventual goal of having all families able to connect with their teacher online and not just via phone interactions.

Urban Academy continues to place its emphasis on curriculum development and instructional coaching daily provided by Tony Lang, Academic Lead. Rod Haenke, consultant, continues to provide support for the instructional leadership team and curriculum training. The instructional leadership team also conducts learning walks with teachers to they can share and learn from each other. Certainly, during

Distance Learning has accelerated the use of Chromebooks as the school is nearing a 1:1 ratio of devices to students. Once school resumes in person, Urban Academy continues to add Chromebooks that will be on mobile carts and used in the classroom for academic and testing periods. UA plans to be a leader in the utilization of technology beyond the Distance Learning period.

Attachment – NEO/Urban Performance Framework

(downloaded from NEO google site on 11.15.20)

Novation Education Opportunities- Urban Academy Charter School Performance Framework			
Urban Academy Charter School			
Date of Last Update/Review: 8/6/2020			
Contract Term: July 1, 2019- June 30, 2024			
Baseline Year Results: 2016-2019			
Charter Number: 4088			
Initial Year of Operation: 2003			
Grades Served: 2016-2017 (PK-6), 2017-2018 (PK-6), 2020-2021 (PK-7)			
These are the Academic Performance Indicators. They are 56.00% of the points possible.			
I. All Children are Ready for School			
I.A Early Literacy and Early Numeracy Goals			
Performance Rating	**Work Sampling System- Early Math Criteria (Grade Pre-K)**	**Point Value**	**Points Earned**
Exemplary	At least 75 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.	**4**	
Satisfactory	60-74 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.	**2**	
Not Satisfactory	Less than 60 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.	**0**	**4**

Results	**Year**	**Students Meeting or Exceeding Kindergarten Benchmark**	**Total Students Tested**	**Percent of Students Meeting or Exceeding Kindergarten Benchmark**	
	Baseline 2016-2018	16	20	80.00%	
	2018-2019	35	40	87.50%	
	2019-2020	35	39	89.74%	
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	70	79	88.61%	

Analysis	The 2019-2024 combined average Work Sampling System early math criteria rate is 88.61%.		

Performance Rating	Work Sampling System- Early Reading Criteria (Grade Pre-K)	Point Value	Points Earned
Exemplary	At least 75 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.	**4**	
Satisfactory	60-74 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.	**2**	
Not Satisfactory	Less than 60 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.	**0**	**4**

Results	Year	Students Meeting or Exceeding Kindergarten Benchmark	Total Students Tested	Percent of Students Meeting or Exceeding Kindergarten Benchmark	
	Baseline 2016-2018	16	20	80.00%	
	2018-2019	36	40	90.00%	
	2019-2020	35	39	89.74%	
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	71	79	89.87%	

Analysis	The 2019-2024 combined average Work Sampling System early reading criteria rate is 89.87%.		

II. All Students are Ready for Career and College, Including Third Grade Literacy (As Measured by Grade Level Proficiency)

II.A Attain Grade-level Proficiency- All Students State Comparison

Performance Rating	MCA-Math (Grades 3-6)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.	**2**	
Satisfactory	The school's proficiency rate 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.	**1**	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.	**0**	**0**

Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	State Percent Proficient
	Baseline 2015-2018	105	371	28.30%	62.93%

	2018-2019	42	144	29.17%	58.28%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	42	144	29.17%	58.28%
Analysis	The school's combined 2019-2024 proficiency rate of 29.17% is 29.11 percentage points lower than the state's combined 2019-2024 proficiency rate of 58.28%.				
	From the baseline years 2015-2019 rate of 28.30% the school's proficiency increased to 29.17%, an increase of 0.86 percentage points.				

Performance Rating	MCA- Reading (Grades 3-6)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.	2	
Satisfactory	The school's proficiency rate 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.	1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.	0	0

Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	State Percent Proficient
	Baseline 2015-2018	128	371	34.50%	62.04%
	2018-2019	48	143	33.57%	60.16%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	48	143	33.57%	60.16%
Analysis	The school's combined 2019-2024 proficiency rate of 33.57% is 26.59 percentage points lower than the state's combined 2019-2024 proficiency rate of 60.16%.				
	From the baseline years 2015-2019 rate of 34.50% the school's proficiency decreased to 33.57%, a decrease of 0.93 percentage points.				

II.B Attain Grade-level Proficiency- All Students Resident District (St Paul) Comparison

Performance Rating	MCA-Math (Grades 3-6)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.	2	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.	1	0

Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			**0**	

Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	St Paul Percent Proficient
	Baseline 2015-2018	105	371	28.30%	38.31%
	2018-2019	42	144	29.17%	34.41%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	42	144	29.17%	34.41%
Analysis	The school's combined 2019-2024 proficiency rate of 29.17% is 5.24 percentage points lower than the resident district's combined 2019-2024 proficiency rate of 34.41%.				

Performance Rating	MCA- Reading (Grades 3-6)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.	**2**	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.	**1**	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.	**0**	**0**

Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	St Paul Percent Proficient
	Baseline 2015-2018	128	371	34.50%	39.34%
	2018-2019	48	143	33.57%	39.38%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	48	143	33.57%	39.38%
Analysis	The school's combined 2019-2024 proficiency rate of 33.57% is 5.81 percentage points lower than the resident district's combined 2019-2024 proficiency rate of 39.38%.				

III. All Racial and Economic Achievement Gaps Between Students are Closed (As Measured by Grade Level Focus Proficiency)

III.A Attain Grade-level Proficiency- FRP Focus Group State Comparison

Performance Rating	MCA-Math (Grades 3-6)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.	**2**	**0**

			Point Value	Points Earned
Satisfactory	The school's proficiency rate 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.		1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.		0	

Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	State Percent Proficient
	Baseline 2015-2018	102	367	27.79%	43.10%
	2018-2019	42	144	29.17%	37.59%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	42	144	29.17%	37.59%
Analysis	The school's combined 2019-2024 proficiency rate of 29.17% is 8.42 percentage points lower than the state's combined 2019-2024 proficiency rate of 37.59%.				
	From the baseline years 2015-2019 rate of 27.79% the school's proficiency increased to 29.17%, an increase of 1.37 percentage points.				

Performance Rating	MCA- Reading (Grades 3-6)		Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.		2	
Satisfactory	The school's proficiency rate 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.		1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.		0	0

Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	State Percent Proficient
	Baseline 2015-2018	124	367	33.79%	43.09%
	2018-2019	48	143	33.57%	41.13%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	48	143	33.57%	41.13%
Analysis	The school's combined 2019-2024 proficiency rate of 33.57% is 7.56 percentage points				

	lower than the state's combined 2019-2024 proficiency rate of 41.13%.		
	From the baseline years 2015-2019 rate of 33.79% the school's proficiency decreased to 33.57%, a decrease of 0.22 percentage points.		

III.B Attain Grade-level Proficiency- FRP Focus Group Resident District Comparison

Performance Rating	MCA-Math (Grades 3-6)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.	**2**	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.	**1**	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.	**0**	**1**

Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	St Paul Percent Proficient
	Baseline 2015-2018	102	367	27.79%	26.25%
	2018-2019	42	144	29.17%	22.58%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	42	144	29.17%	22.58%

Analysis	The school's combined 2019-2024 proficiency rate of 29.17% is 6.59 percentage points higher than the resident district's combined 2019-2024 proficiency rate of 22.58%.

Performance Rating	MCA- Reading (Grades 3-6)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.	**2**	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.	**1**	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.	**0**	**1**

Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	St Paul Percent Proficient
	Baseline 2015-2018	124	367	33.79%	26.77%
	2018-2019	48	143	33.57%	26.68%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021				
	2021-2022				

	2022-2023				
	2018-2023	48	143	33.57%	26.68%
Analysis	The school's combined 2019-2024 proficiency rate of 33.57% is 6.89 percentage points higher than the resident district's combined 2019-2024 proficiency rate of 26.68%.				

III.C Attain Grade-level Proficiency- EL Focus Group State Comparison

Performance Rating	MCA-Math (Grades 3-6)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.	2	
Satisfactory	The school's proficiency rate 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.	1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.	0	1

Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	State Percent Proficient
	Baseline 2015-2018	39	183	21.31%	26.23%
	2018-2019	20	83	24.10%	21.84%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	20	83	24.10%	21.84%
Analysis	The school's combined 2019-2024 proficiency rate of 24.10% is 2.26 percentage points higher than the state's combined 2019-2024 proficiency rate of 21.84%.				
	From the baseline years 2015-2019 rate of 21.31% the school's proficiency increased to 24.10%, an increase of 2.78 percentage points.				

Performance Rating	MCA- Reading (Grades 3-6)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.	2	
Satisfactory	The school's proficiency rate 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.	1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.	0	1

Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	State Percent Proficient
	Baseline 2015-2018	45	183	24.59%	18.66%

	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	St Paul Percent Proficient
	2018-2019	18	83	21.69%	16.47%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	18	83	21.69%	16.47%
Analysis	The school's combined 2019-2024 proficiency rate of 21.69% is 5.22 percentage points higher than the state's combined 2019-2024 proficiency rate of 16.47%.				
	From the baseline years 2015-2019 rate of 24.59% the school's proficiency increased to 21.69%, a decrease of 2.90 percentage points.				

III.D Attain Grade-level Proficiency- EL Focus Group Resident District Comparison

Performance Rating	MCA-Math (Grades 3-6)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.	2	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.	1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.	0	1

Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	St Paul Percent Proficient
	Baseline 2015-2018	39	183	21.31%	21.84%
	2018-2019	20	83	24.10%	17.94%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	20	83	24.10%	17.94%
Analysis	The school's combined 2019-2024 proficiency rate of 24.10% is 6.16 percentage points higher than the resident district's combined 2019-2024 proficiency rate of 17.94%.				

Performance Rating	MCA- Reading (Grades 3-6)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.	2	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.	1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.	0	1

Results	Year	Proficient Students	Total Students	Urban Percent	St Paul Percent

			Tested	Proficient	Proficient
	Baseline 2015-2018	45	183	24.59%	14.82%
	2018-2019	18	83	21.69%	13.95%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	18	83	21.69%	13.95%
Analysis	The school's combined 2019-2024 proficiency rate of 21.69% is 7.74 percentage points higher than the resident district's combined 2019-2024 proficiency rate of 13.95%.				

IV. All Students are Ready for Career and College (as Measured by Growth)

IV.A Meet or Exceed National Growth Norms- Students Below Grade Level Making High Growth

Performance Rating	Growth on NWEA MAP- Math (Grades K-6)	Point Value	Points Earned
Exemplary	More than 60 percent of students below grade level will make their NWEA expected growth target.	**4**	
Satisfactory	50-60 percent of students below grade level will make their NWEA expected growth target.	**2**	
Not Satisfactory	Less than 50 percent of students below grade level make their NWEA expected growth target.	**0**	**4**

Results	Year	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	
	Baseline 2016-2018	192	309	62.14%	
	2018-2019	123	180	68.33%	
	2019-2020	N/A	N/A	N/A	
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	123	180	68.33%	
Analysis	The 2019-2024 percent of students meeting or exceeding their NWEA MAP Math growth target is 68.33%.				

Performance Rating	Growth on NWEA MAP- Reading (Grades K-6)	Point Value	Points Earned
Exemplary	More than 60 percent of students below grade level will make their NWEA expected growth target.	**4**	**2**

Satisfactory	50-60 percent of students below grade level will make their NWEA expected growth target.	2	
Not Satisfactory	Less than 50 percent of students below grade level make their NWEA expected growth target.	0	

Results	Year	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	
	Baseline 2016-2018	168	308	54.55%	
	2018-2019	98	169	57.99%	
	2019-2020	N/A	N/A	N/A	
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	98	169	57.99%	
Analysis	The 2019-2024 percent of students meeting or exceeding their NWEA MAP Reading growth target is 57.99%.				

Performance Rating	Growth on NWEA MAP- Math (Grades K-6)	Point Value	Points Earned
Exemplary	At least 50 percent of the students below grade level achieve their NWEA growth target AND the students below grade level who achieve their NWEA growth target achieve at least 150 percent of the NWEA target growth.	4	
Satisfactory	At least 50 percent of the students below grade level achieve their NWEA growth target AND the students below grade level who achieve their NWEA growth target achieve 120-149 percent of the NWEA target growth.	2	
Not Satisfactory	Less than 50 percent of the students below grade level achieve their NWEA expected growth target AND/OR the students below grade level who achieve their NWEA growth target achieve less than 120 percent of the NWEA target growth.	0	2

Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	Percent of Students Below Grade Level Who Made Expected Growth
	Baseline 2016-2018	4310	2816	153.05%	62.14%
	2018-2019	2759	1889	146.06%	68.33%
	2019-2020	N/A	N/A	N/A	N/A

	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	Percent of Students Below Grade Level Who Made Expected Growth
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	2759	1889	146.06%	68.33%

Analysis	The 2019-2024 combined average growth for NWEA MAP Fall-Spring for math is 146.06% and the percent of students below grade level who made expected growth is 68.33%.

Performance Rating	Growth on NWEA MAP- Reading (Grades K-6)	Point Value	Points Earned
Exemplary	At least 50 percent of the students below grade level achieve their NWEA growth target AND the students below grade level who achieve their NWEA growth target achieve at least 150 percent of the NWEA target growth.	4	
Satisfactory	At least 50 percent of the students below grade level achieve their NWEA growth target AND the students below grade level who achieve their NWEA growth target achieve 120-149 percent of the NWEA target growth.	2	
Not Satisfactory	Less than 50 percent of the students below grade level achieve their NWEA expected growth target AND/OR the students below grade level who achieve their NWEA growth target achieve less than 120 percent of the NWEA target growth.	0	2

Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	Percent of Students Below Grade Level Who Made Expected Growth
	Baseline 2016-2018	3482	2371	146.86%	54.55%
	2018-2019	1336	900	148.44%	57.99%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	1336	900	148.44%	57.99%

Analysis	The 2019-2024 combined average growth for NWEA MAP Fall-Spring for math is 148.44% and the percent of students below grade level who made expected growth is 57.99%.

IV.B Meet or Exceed National Growth Norms- Students at or Above Grade Level

Performance Rating	Growth on NWEA MAP- Math (Grades K-6)	Point Value	Points Earned
Exemplary	More than 60 percent of students at or above grade level will make the NWEA expected growth target.	4	4

Satisfactory	50-60 percent of students at or above grade level will make the NWEA expected growth target.		**2**	
Not Satisfactory	Less than 50 percent of students at or above grade level will make the NWEA expected growth target.		**0**	

Results	Year	Students At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target	Total Students At/Above Grade Level Tested	Percent At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target	
	Baseline 2016-2018	89	151	58.94%	
	2018-2019	48	77	62.34%	
	2019-2020	N/A	N/A	N/A	
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	48	77	62.34%	
Analysis	The 2019-2024 percent of students meeting or exceeding their NWEA MAP Math growth target is 62.34%.			

Performance Rating	Growth on NWEA MAP- Reading (Grades K-6)		Point Value	Points Earned
Exemplary	More than 60 percent of students at or above grade level will make the NWEA expected growth target.		**4**	
Satisfactory	50-60 percent of students at or above grade level will make the NWEA expected growth target.		**2**	
Not Satisfactory	Less than 50 percent of students at or above grade level will make the NWEA expected growth target.		**0**	**2**

Results	Year	Students At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target	Total Students At/Above Grade Level Tested	Percent At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target	
	Baseline 2016-2018	86	153	56.21%	
	2018-2019	50	87	57.47%	
	2019-2020	N/A	N/A	N/A	
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	50	87	57.47%	
Analysis	The 2019-2024 percent of students meeting or exceeding their NWEA MAP Reading growth target is 57.47%.			

These are the Climate Performance Indicators. They are 6.00% of the points possible.			

V. The School Conditions Promote a Climate of Engagement

V.A Attendance Rates

Performance Rating	Attendance Rate (Grades K-6)	Point Value	Points Earned
Exemplary	At least 95 percent attendance rate.	2	
Satisfactory	90-94 percent attendance rate.	1	
Not Satisfactory	Below 90 percent attendance rate.	0	1

Results	Year	Attendance Rate			
	Baseline 2015-2017	95.89%			
	2019-2020	92.40%			
	2020-2021				
	2021-2022				
	2017-2022	92.40%			
Analysis	The 2019-2024 combined average attendance rate is 92.40%.				

V.B Parent Satisfaction

Performance Rating	5-Point Parent Satisfaction Survey	Point Value	Points Earned
Exemplary	At least 90 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.	2	
Satisfactory	75-89 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.	1	
Not Satisfactory	Less than 75 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.	0	2

Results	Year	Number of Parents Agreeing or Strongly Agreeing	Total Number of Parents	Parent Satisfaction Survey Percent	Percent Participation of Parent Respondents
	Baseline 2016-2018	257	281	91.46%	79.83%
	2018-2019	169	180	93.89%	94.24%
	2019-2020	197	215	91.63%	
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	366	395	92.66%	
Analysis	The 2019-2024 combined average parent satisfaction rate is 92.66%.				

V.C Mobility					

Performance Rating	Mobility (Grades K-6)			Point Value	Points Earned
Exemplary	Fewer than 10 percent of students transfer out of school after October 1 based on most recent MDE Mobility Report data available at the MDE Data and Analytics site.			2	
Satisfactory	10 - 15 percent of students transfer out of school after October 1.			1	
Not Satisfactory	More than 15 percent of students transfer out of school after October 1.			0	
Results	Year	Number of Transfers Out	Total Number of Students	Percent Transferring Out	
	Baseline 2015-2017	91	585	84.44%	
	2019-2020	397	413	3.87%	
	2020-2021				
	2021-2022				
	2017-2022	397	413	3.87%	
Analysis	The 2019-2024 combined average mobility rate is XX.XX%.				

These are the Operational Performance Indicators. They are 20.00% of the total Performance Framework points possible.

VI. School is Compliant with Contract and Statute

VI.A Compliance

Performance Rating	Compliance	Point Value	Points Earned
Exemplary	No infractions.	20	
Satisfactory	No more than three infractions AND any infraction is resolved by assigned deadline.	10	
Not Satisfactory	More than three infractions or infractions not resolved by assigned deadline.	0	20
Analysis	The school had __ compliance infractions in 2023-2024.		

These are the Finance Performance Indicators. They are 18.00% of the total Performance Framework points.

VII. School is Financially Solvent/Sustainable

VII.A Finance Awards

Performance Rating	Awards	Point Value	Points Earned
Exemplary	NEO Stewardship Award in Finance Recipient.	4	
Satisfactory	MDE Finance Award Recipient in FY 2024.	2	
Not Satisfactory	Not an MDE or NEO Finance Award Recipient.	0	4

	Analysis	The school earned a NEO Stewardship Award in Finance in FY 2019 and an MDE FY 2019 School Finance Award for FY 2018 financial reporting.		

VII.B Fund Balance

Performance Rating	Fund Balance			Point Value	Points Earned
Exemplary	Reserve is at least three months' expenditures (20%) as measured by end of year reserves.			**10**	
Satisfactory	Reserve is enough to cover one full payroll as measured by end of year reserves in FY 2023.			**5**	
Not Satisfactory	Reserve is less than one full payroll as measured by end of year reserves.			**0**	**10**
Results	**Fund Balance**	**Expenditures**	**SOD Calculation**		
	$1,413,338	$4,675,684	30.23%		
Analysis	The school has built a fund balance reserve of 30.23% in 2018-2019.				

VII.C Financial Audit

Performance Rating	Financial Audit	Point Value	Points Earned
Exemplary	No findings cited in the audit.	**4**	
Satisfactory	No more than one finding (nonmaterial) cited in the audit in FY 2024.	**2**	
Not Satisfactory	More than one finding cited in the audit.	**0**	**4**
Analysis	The school had no material audit findings in 2018-2019.		

Contract Renewal and Intervention

Each school must earn 50-70% of points possible overall and in each area to be automatically recommended for a three-year contract renewal.

Each school must earn more than 70% of points possible overall and at least 50% of points possible in each area to be automatically recommended for a five-year contract renewal.

Schools that earn less than 50% of the points possible overall or in any one area are a candidate for a nonrenewal in their final contract year or intervention in the other contract years.

Summary and Analysis

Based on information available to date, Urban Academy Charter School has earned ___ points out of a total of 100 points possible, XX.XX%.

Based on information available to date, Urban Academy would be automatically recommended for a ___-year or five-year contract renewal.

Academic Performance Points Earned	30
Academic Performance Total Points Possible	56

Academic Performance Percent of Points Earned	53.57%			
Academic Performance Percent of Total Framework Points	56.00%			
Climate Performance Points Earned	3			
Climate Performance Total Points Possible	6			
Climate Performance Percent of Points Earned	50.00%			
Climate Performance Percent of Total Framework Points	6.00%			
Operations Performance Points Earned	20			
Operations Performance Total Points Possible	20			
Operations Performance Percent of Points Earned	100.00%			
Operations Performance Percent of Total Framework Points	20.00%			
Finance Performance Points Earned	18			
Finance Performance Total Points Possible	18			
Finance Performance Percent of Points Earned	100.00%			
Finance Performance Percent of Total Framework Points	18.00%			
Performance Framework Points Earned	71			
Performance Framework Total Points Possible	100			
Performance Framework Percent of Total Points	71.00%			

Attachment – World's Best Work Force Summary Report

District or Charter Name: Urban Academy Charter School

Grades Served: K-6

WBWF Contact: Dr. Mongsher Ly

Title: Superintendent

Phone: 651-215-9419

Email: mly@urbanacademymn.org

This report delivers relevant information showing Urban Academy Charter School's progress on World's Best Workforce goals and programs. This school is not in the Achievement and Integration Program.

This report has one part:

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.

> - *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.*
>   - *Website Link: http://www.urbanacademymn.org/about_urban_academy*

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.

> - *Provide the date of the school board annual public meeting to review progress on the WBWF plan (and A&I plan for participating districts) for the 2018-19 school year.*
>   - *Public Meeting Date:* August 20, 2018

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 2017-18 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	Role in District	Are they part of the

Members FY2019		Achievement and Integration leadership team? (Mark X if Yes)
Dr. Mongsher Ly	Superintendent	X
Harold Lang	Instructional Coach	X
Rod Haenke	Consultant	X
Robert McCabe	Lead Teacher	X
Shannon Curran	RTI Lead	X
Katie Anderson	PLC Lead	X
Roger Sykes	Parent	X
Maiger Vue	Paraprofessional	X
Joe Thompson	PLC Lead	X
Ying Thao	Parent	X
Ron Xiong	Parent	X
Lwai Say	Parent	X
Ku Thay	Parent	X
April Gasper	Parent	X
Nadine Moss	Parent	X

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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.

Equitable Access to Experienced, Effective, and In-Field Teachers

- *Who is included in the conversations to review equitable access data and when do these occur?*

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.

- *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*

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.

- *What are the root causes contributing to your gaps?*

Availability of well qualified teachers by ethnicity at time of a hiring need combined with requirements to comply with laws and regulations for qualified, in-field licensed teachers. The operational requirement for filling this gap is to have highly qualified, in-field teachers who also fulfill the ethnicity gap need. Qualified and experienced teachers are the first priority then their ethnicity. There are discrimination concerns that also affect the selection process of a teacher that contribute to the root causes.

- *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*

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 statue 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.

Access to Diverse Teachers

- *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*

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.

- *What efforts are in place to increase the diversity of the teachers in the district?*

Urban Academy seeks to first recruit qualified teachers and if they have similar ethnicities to our students that is better. The school provides assistance needed for teachers to be productive educators. All teachers are committed to our program, mission, students and families. We seek the best teachers,

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report 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. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2018-19 WBWF summary report submission, please check the box if 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.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

☒ My district has CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted on the MDE website.

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.

ACADEMIC PERFORMANCE

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based.

All Students Ready for School

☒ WBWF Goal **Only** ☐WBWF /A & I Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year. • 60-74 percent of pre-kindergarten students meet or exceed the kindergarten math benchmark in the combined FY	*Provide the result for the 2018-19 school year that directly ties back to the established goal.* • 87.5% of 20 Pre-K students met or exceeded kindergarten math readiness benchmarks in 2017-	*Check **one** of the following:* ***Multi-Year Goal:*** ☒ On Track ☐ Not On Track ***One-Year Goal***

		☐ *Goal Met*
2017-FY 2019. • 60-74 percent of pre-kindergarten students meet or exceed the kindergarten reading benchmark in the combined FY 2017-FY 2019.	2018 school year. • 90% of 20 Pre-K students met or exceeded kindergarten reading readiness benchmarks in 2017-2018 school year.	☐ *Goal Not Met* ☐ *District/ charter does not enroll students in kindergarten*

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? We look at benchmark data from the Work Sampling and Creative Curriculum that the PreK Teacher administers regularly.
- What strategies are in place to support this goal area? We push in with paraprofessional support to work with individual students on number and letter recognition. The PreK teacher is trained to "backwards plan" to benchmark assessments to determine mastery of PreK Minnesota learning standards. They develop weekly SOAR plans to make sure lesson plans are focused on the Standards. SOAR stands for – Standards, Objectives, Assessments, and Respond. The SOAR Plans consist of a 2-week unit plans that include the content and language objectives for each lesson, the assessment to be administered at the end of the unit, the results of the assessments at the end of the unit, and analysis and troubleshooting of how to support students based on results.
- How well are you implementing your strategies?` 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.
- How do you know whether it is or is not helping you make progress toward your goal? The PreK meets weekly in teams to analyze assessment results and devise interventions for students not reaching mastery.

All Students in Third Grade Achieving Grade-Level Literacy

☒ WBWF Goal **Only** ☐WBWF /A & I Goal	**Result**	**Goal Status**
Provide the established SMART goal for the 2018-19 school year. • The school's combined FY 2016-FY 2018 proficiency rate exceeds the state combined FY 2016-FY 2018 proficiency rate for grades 3-6 AND/OR the school improves its proficiency rate from the baseline years of FY 2015-FY	*Provide the result for the 2018-19 school year that directly ties back to the established goal.* • The school's reading proficiency rate for grades 3-6 for 2018-19 was 33.57%. The 3-year average is 34.50%. This measure is not on track to the goal of 43.79% by FY 2024.	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On Track ☒ Not On Track ***One-Year Goal*** ☐ *Goal Met* ☐ *Goal Not Met*

2018 (33.79%) by at least 10 percentage points by FY24.		☐ *District/ charter does not enroll students in grade 3*

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? The third grade teachers look at benchmark data from the Fountas and Pinnell guided reading curriculum as well as NWEA MAP Fall results in reading.
- What strategies are in place to support this goal area? The third grade teachers are trained to "backwards plan" to benchmark assessments to determine mastery of PreK Minnesota English Language Arts standards. They develop weekly SOAR plans to make sure lesson plans are focused on the Standards.
- How well are you implementing your strategies? The third grade teachers have been implementing Balanced Literacy strategies for vocabulary and comprehension skill development. Ongoing job-embedded training continues during weekly PLC meetings focused on reading strategies, interactive read-alouds, ELL strategies, and the Big 5 graphic organizer strategy.
- How do you know whether it is or is not helping you make progress toward your goal? Proficiency rates have been increasing. This is due to fidelity of practice between teaching and teams meeting weekly in to analyze assessment results and devise interventions for students not reaching mastery.

Close the Achievement Gap(s) Between Student Groups

☒ WBWF Goal **Only** ☐WBWF /A & I Goal	**Result**	**Goal Status**
Provide the established SMART goal for the 2018-19 school year. • The school's combined FY 2019-FY 2024 reading proficiency rate for FRP population exceeds the St. Paul district combined FY 2019-FY 2024 proficiency rate by FY 2024. • The school's combined FY 2019-FY 2024 reading proficiency rate for EL population exceeds the resident district combined FY 2019-FY 2024 proficiency rate by FY 2024.	*Provide the result for the 2018-19 school year that directly ties back to the established goal.* • The school's combined FY 2019-FY 2024 reading proficiency rate of 33.57% is 6.89 percentage points higher than the resident district's combined FY2015-FY2018 proficiency rate of 26.68%. • The school's combined FY 2019-FY 2024 reading proficiency rate of 21.69% is 5.22 percentage points higher than the resident district's combined 2015-2018 proficiency rate of 16.47%.	*Check **one** of the following:* ***Multi-Year Goal:*** ☒ On Track ☐ Not On Track ***One-Year Goal*** ☐ *Goal Met* ☐ *Goal Not Met*

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? We use MCA data to examine overall how our FRP and EL students are doing in comparison to the local school district. Nearly all of our students qualify for FRP. A higher percent of our EL students reach proficiency than their counterparts in the local school district.
- What strategies are in place to support this goal area? For FRP and EL students, in weekly RTI meetings we sort students from the MAP score in the fall – those that are at or below grade level.

Then we identify the interventions for students below grade level. UA used two primary methods to serve ELLs - individual/small group support and co-teaching. Co-teaching is an ongoing process that requires teachers to communicate more intimately with each other and with their students; and incorporates well planned, team taught lessons. We evaluate how successfully we implement strategies in our weekly SOAR planning meetings, our RTI meetings, and during our PLCs.

- How well are you implementing your strategies? Teachers meet weekly in teams to analyze assessment results and devise interventions for students not reaching grade level in reading and math. Teachers use the Fountas and Pinnell reading level assessment system to assess students reading level. 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.
- How do you know whether it is or is not helping you make progress toward your goal? Weekly assessments and bi-weekly reviews by teachers and teams help to assess progress and growth by students. The MCA results provide additional evidence.

All Students Career- and College-Ready by Graduation

☒ WBWF Goal **Only** ☐ WBWF /A & I Goal	**Result**	**Goal Status**
Provide the established SMART goal for the 2018-19 school year. • More than 60 percent of students below grade level will make their math NWEA expected growth target in the combined FY 2017-FY 2019. • 50-60 percent of students below grade level will make their reading NWEA expected growth target in the combined FY 2017-FY 2019. • More than 50 percent of the students below grade level achieve their math NWEA growth targets AND the students below grade level who achieve their NWEA growth targets achieve more than 149 percent of the NWEA target growth in the combined FY 2017-FY 2019. • More than 50 percent of the students below grade level achieve their reading NWEA growth targets AND the students below grade level who achieve their NWEA growth targets achieve more than 149 percent of the NWEA target growth in the combined FY 2017-FY 2019.	*Provide the result for the 2018-19 school year that directly ties back to the established goal.* • 62.14% of students below grade level met their math NWEA growth targets, averaged over FY2017 and FY2018, which exceeded the goal. • 54.55% of students below grade level met their reading NWEA growth targets, averaged over FY2017 and FY2018, which meets the goal. • The 2016-2019 combined average growth for NWEA MAP Fall-Spring for math is 157.31% and the percent of students below grade level who made expected growth is 61.64%. • The 2016-2019 combined average growth for NWEA MAP Fall-Spring for reading is 157.34% and the percent of students below grade level who made expected growth is 50.32%.	*Check **one** of the following:* ***Multi-Year Goal:*** ☒ On Track ☐ Not On Track ***One-Year Goal*** ☐ *Goal Met* ☐ *Goal Not Met*

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? UA teachers analyze student MCA results from the previous year and MAP results to identify key concepts and skills that students need to master to become grade level proficient.
- What strategies are in place to support this goal area? Then they identify assessments that measure mastery of those benchmarks and identify curriculum resources that will help students understand the concepts and develop the skills that lead to mastery.
- How well are you implementing your strategies? Staff are trained to "backwards plan" to benchmark assessments to determine mastery of standards. Teachers meet weekly in teams to analyze assessment results and devise interventions for students not reaching grade level in reading and math. Teachers use the Fountas and Pinnell reading level assessment system to assess students reading level. 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.
- How do you know whether it is or is not helping you make progress toward your goal? The students are also assessed in reading and math through MAP twice a year.

All Students Graduate

☒ WBWF Goal **Only** ☐WBWF /A & I Goal	**Result**	**Goal Status**
Provide the established SMART goal for the 2018-19 school year.	*Provide the result for the 2018-19 school year that directly ties back to the established goal.*	*Check **one** of the following:*
		Multi-Year Goal:
		☐ On Track
		☐ Not On Track
		One-Year Goal
		☐ *Goal Met*
		☐ *Goal Not Met*
		☒ *District/ charter does not enroll students in grade 12*

- 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?