

Urban Academy Charter School

2017-2018 Annual Report



Minnesota Charter School District #4088
Dr. Mongsher Ly, Superintendent
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Board Approval: September 17, 2018

URL: http://www.urbanacademymn.org/about_urban_academy

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School Information



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1668 Montreal Ave, St Paul, MN 55116

(651) 215-9419

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Email: mly@urbanacademymn.org

History

Opened Fall, 2003

Grades Served

K-6

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

7 Board Members-Community Member Majority-4 Community Members, 2 Parent and 1 Teachers-Board Elections held 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 K-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

612-889-2103

UA began its relationship with the new sponsor, Novation Education Opportunities (NEO), in the 2011-2012 school year. The current contract is for 3 years running from 2016-2019. 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



Number of Students Enrolled	2015-2016	2016-2017	2017-2018 (est.)
Kindergarten	56	38	46
1st Grade	62	57	47
2nd Grade	47	66	62
3rd Grade	40	51	57
4th Grade	40	36	42
5th Grade	48	40	38
6th Grade	31	35	32
Total	324	323	324

Student Demographics

Demographic Trends	2015-2016	2016-2017	2017-2018 (est.)
Total Enrollment	324	323	324
Male	141	153	166
Female	183	170	189
Special Education	26	31	25
LEP	109	143	186
African American	132	100	84
Latino	0	0	2
Asian/PI	185	215	262
American Indian	3	3	2
White	4	5	5

F/R Lunch	322	323	324
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Enrollment Procedures

UA actively recruited students from diverse communities as well as provided enrollment forms in multiple languages (English, Hmong, Karen and Spanish). Copies of UA's enrollment applications can be found in Appendix A. 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 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 (see Appendix B). 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

341 students were in attendance on October 1, 2017.

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

26 students left the school after October 1, 2017 or

14 new students enrolled after October 1.

355 total students were enrolled on June 1, 2018.

253 K-5 students that were enrolled on June 1, 2018, reenrolled in September of 2018.

Student Attendance

FY15	94.1%
FY16	94.1%
FY17	96.25%
FY18	96.20%

Educational Approach & Curriculum



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

In 2017-2018, UA made a significant investment in Chromebooks and began a pilot with myON - an online library and curriculum resource. UA's teachers used the myON online books during guided reading, independent reading, and in mini lessons. Urban Academy students finished almost 35,000 books, read over half a million pages in myON, and spent almost a quarter million minutes reading. Many students used their online subscription at home as well. In fact, one third of the school's reading of myON occurred after school hours. 32% of all students read myON books outside of school. We started to see other patterns from the use of this new resource. The Pilot is continuing into the second year of usage and MYON is becoming the "go to" resource for UA teachers.

Math

In math, UA utilizes the Envisions mathematics curriculum, which aligns to the Minnesota Mathematics Standards. The Envisions curriculum has the advantage of providing a more visual approach to helping students understand math concepts. UA reviewed a few other possible curriculum resources but decided to order the updated version of Envisions for the 2018-2019 school year.

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 MAP twice a year.

Reading Corps

Reading Corps staff tutors students one-on-one using research based specific 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.

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 also 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.

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. Our lead EL teacher, Mr. Curran, had weekly meetings with teachers to co-plan during the grade level planning teams. Specific models of co-teaching used by UA teachers include:

- Station Teaching - The co-teaching pair divides the instructional content into parts; each

teacher instructs one of the groups, and groups then rotate or spend a designated amount of time at each station.

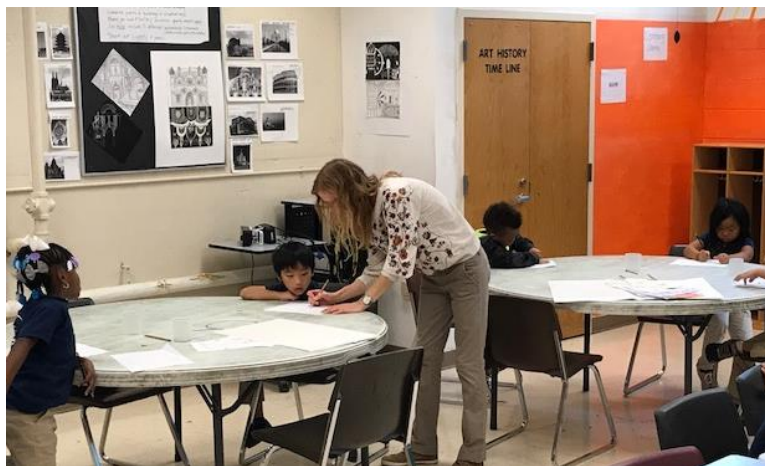
- **Team Teaching - Incorporates well planned, team taught lessons, exhibiting an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved in the lesson. Co-teaching is an ongoing process that forces teachers to communicate more intimately with each other and with their students.**
- **Parallel Teaching - Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategies.**
- **One Teach, One Assist - One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.**
- **Alternative or Differentiated Teaching - Each teacher provides two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.**

Two promising techniques for encouraging more academic talk by our ELLs included the Turn and Talk method and the RISA Dialogue method.

Leadership Team

The Leadership Team met 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 PLC. 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.

Innovative Practices & Implementation



Data Driven Instructional Practices

UA has 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 to “backwards plan” to benchmark assessments to determine mastery of standards. The staff has been trained in how to use weekly grade level team meetings to further analyze weekly student data from benchmark assessments in collaboration with ESL, special education, and paraprofessionals, and 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 get better at. They look at class breakdown report from NWEA and differentiate 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.

UA has a variety of structures for analyzing student data and developing interventions to help students meet grade level proficiency. The 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. 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, paraprofessional, and monitored by the instructional coach) to discuss the overall progress of students the effectiveness of interventions.

Staff are trained to “backwards plan” to benchmark assessments to determine mastery of standards. They 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.

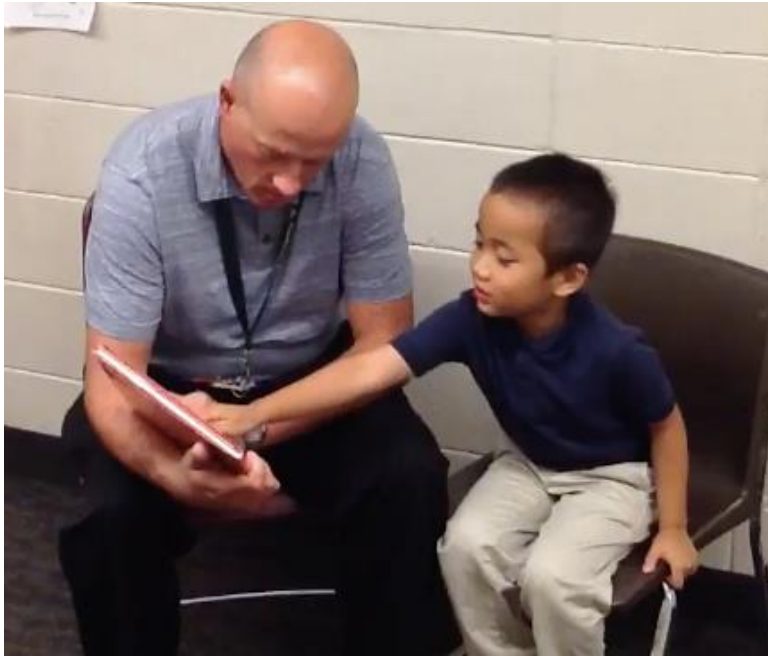
Urban Academy goes to great lengths to align their Title One, School Improvement Plan, Literacy Plan, and Q Comp plan so that resources are utilized wisely and efficiently to meet the needs of the students through these consistent and focused interventions that cut across each of these plans.

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 insure 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.

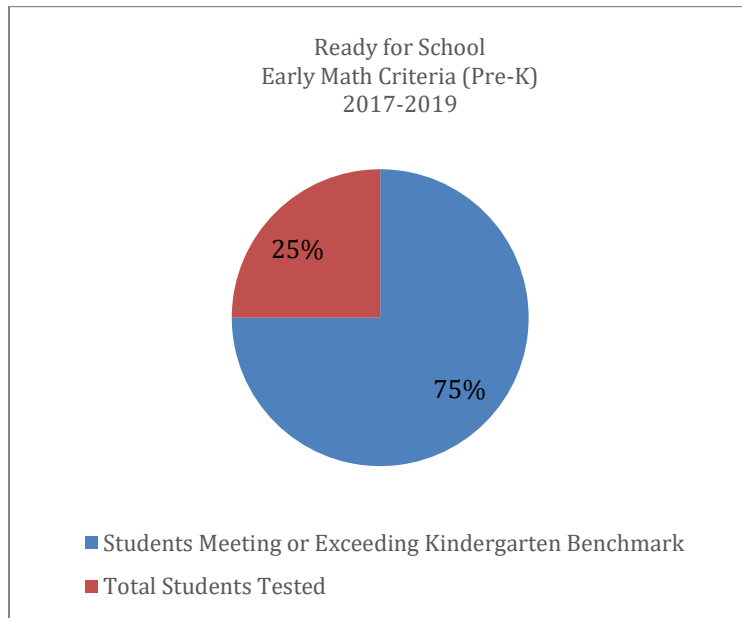
Academic Performance



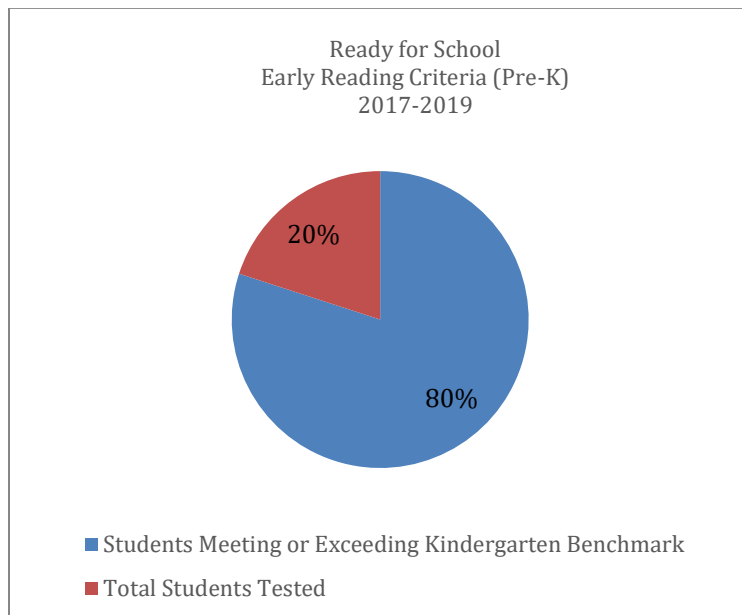
Successes

Urban Academy saw significant gains in reading and math proficiency as measured by the MCA Assessments administered in the spring of 2018. The school's students continued a pattern of demonstrating growth in reading and math as measured by the NWEA MAP Assessment administered in the fall of 2017 and the spring of 2018. The school's new PreK program also made achieved exemplary status in the Ready for School measure in the Urban/NEO Performance Framework. The school overall earned more than 70% of points possible overall and at least 50% of points possible in each area (including Academics) making it eligible for a five-year contract renewal. Following are highlights from the Performance Framework: (The complete updated Framework is an Attachment.)

All Children are Ready for School: Work Sampling System- Early Math Criteria (Grade Pre-K)
From 2017-2018 75% of students met or exceeded Kindergarten benchmarks.

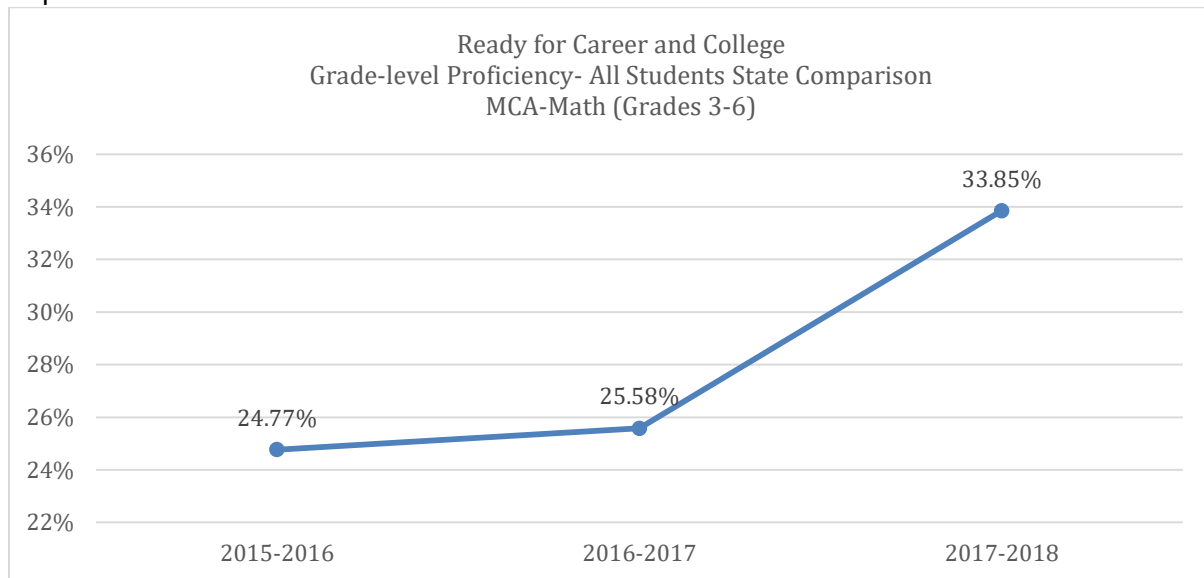


All Children are Ready for School: Work Sampling System- Early Reading Criteria (Grade Pre-K)
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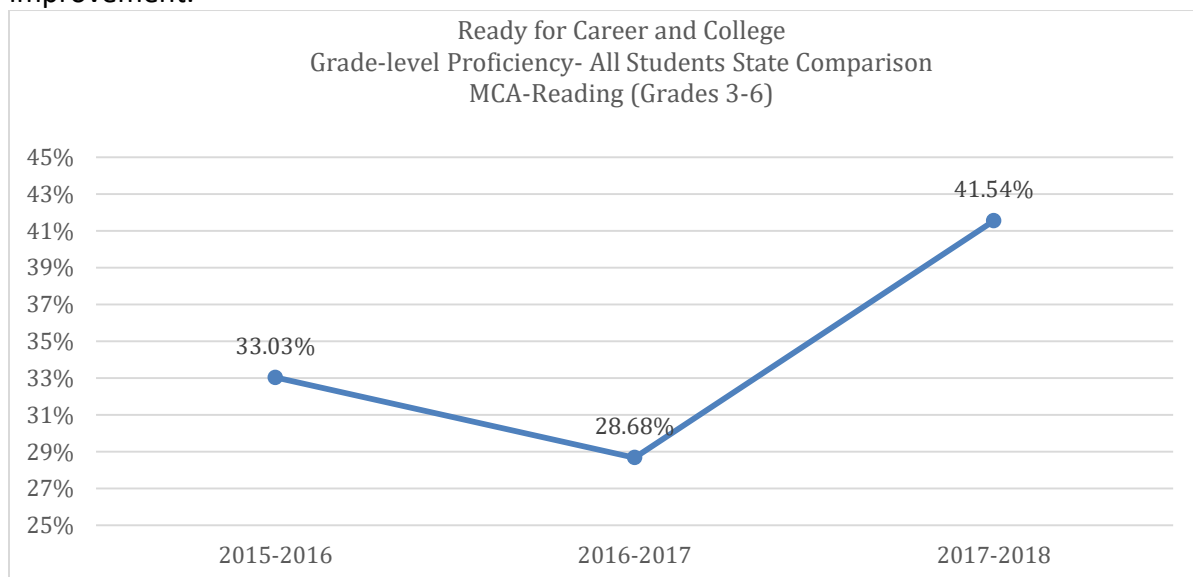
All Students are Ready for Career and College, Including Third Grade Literacy (As Measured by Grade Level Proficiency): MCA-Math (Grades 3-6)

From 2015-2018 student's math proficiency increased from 24.77% to 33.85%, which is a 37% improvement.



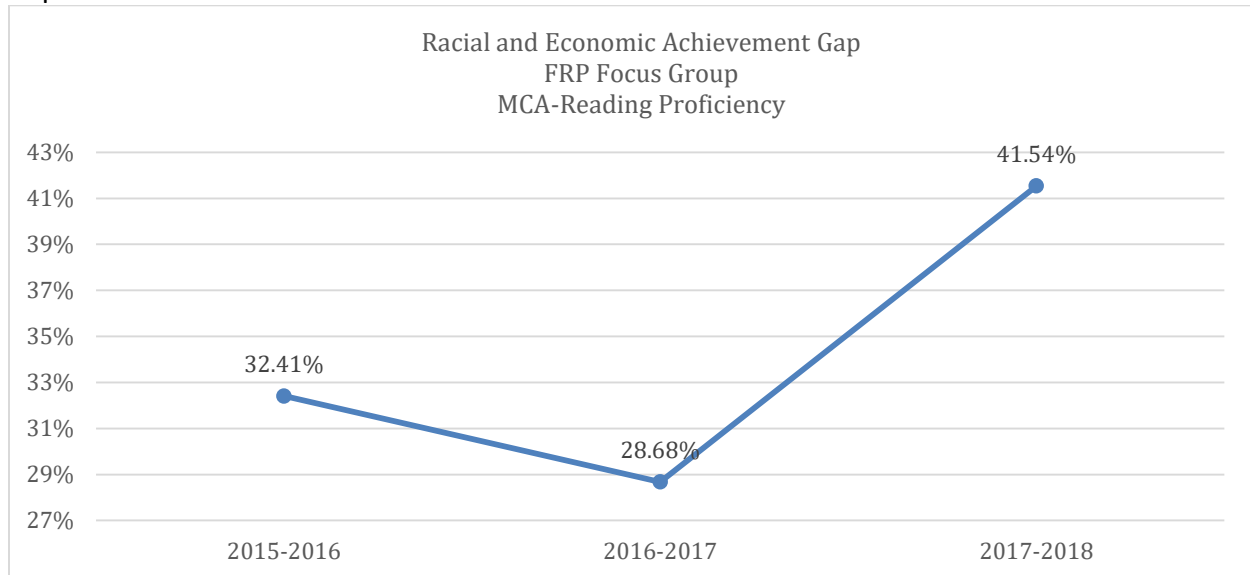
All Students are Ready for Career and College, Including Third Grade Literacy (As Measured by Grade Level Proficiency): MCA-Reading (Grades 3-6)

From 2015-2018 student reading proficiency increased from 33.03% to 41.54%, which is a 26% improvement.



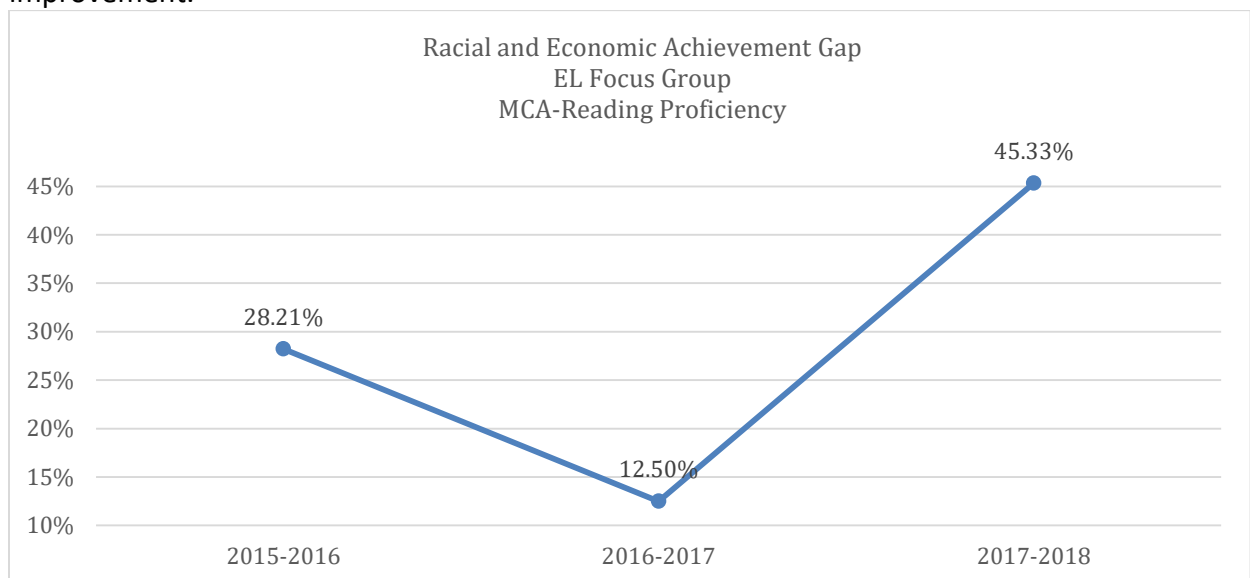
All Racial and Economic Achievement Gaps Between Students are Closed (As Measured by Grade Level Focus Proficiency): Grade-level Proficiency- FRP Focus Group Resident MCA- Reading (Grades 3-6)

From 2015-2018 student reading proficiency increased from 32.41% to 41.54%, which is a 28% improvement.



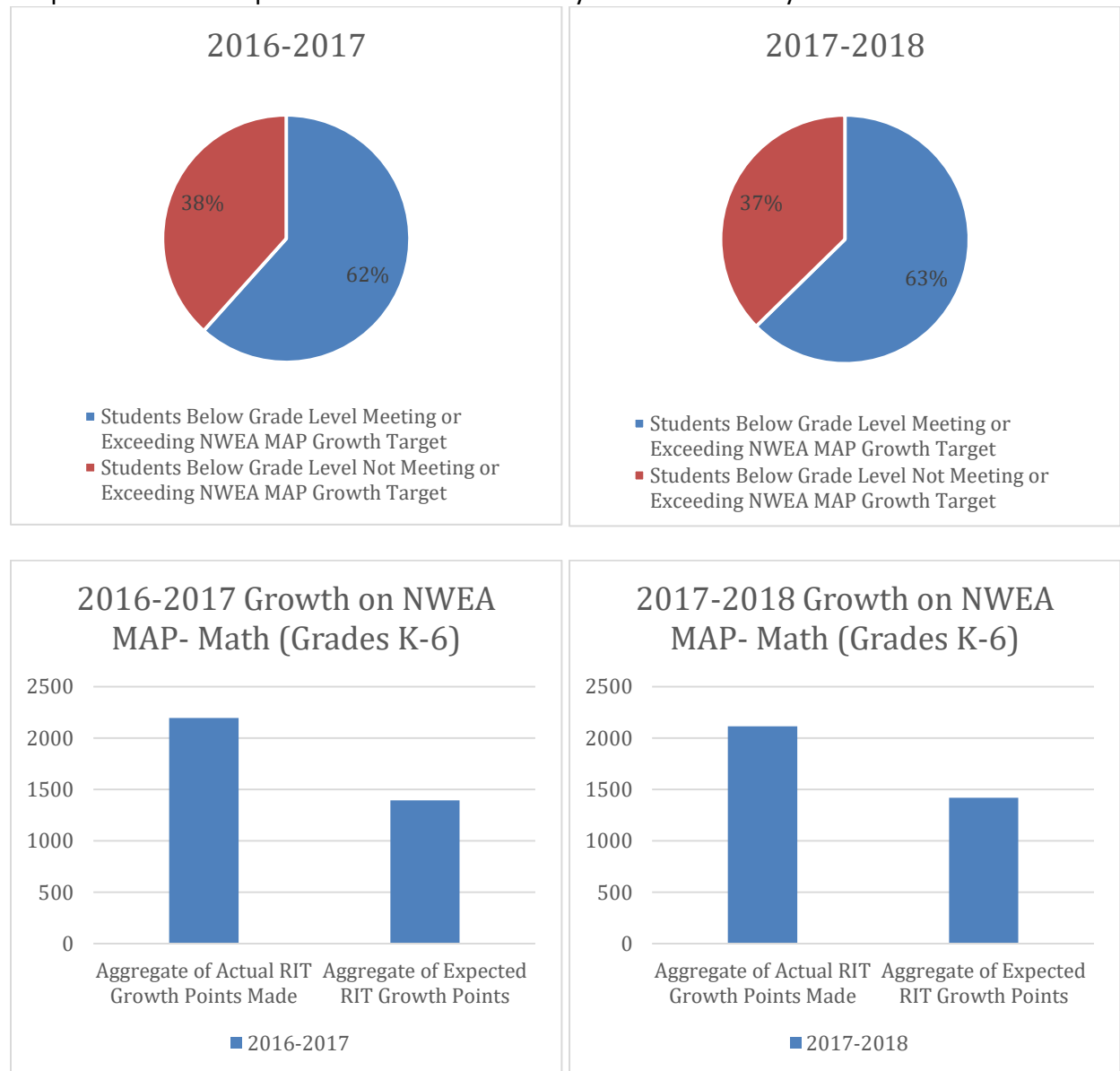
All Racial and Economic Achievement Gaps Between Students are Closed (As Measured by Grade Level Focus Proficiency): Grade-level Proficiency- EL Focus Group MCA- Reading (Grades 3-6)

From 2015-2018 student reading proficiency increased from 28.21% to 45.33%, which is a 61% improvement.



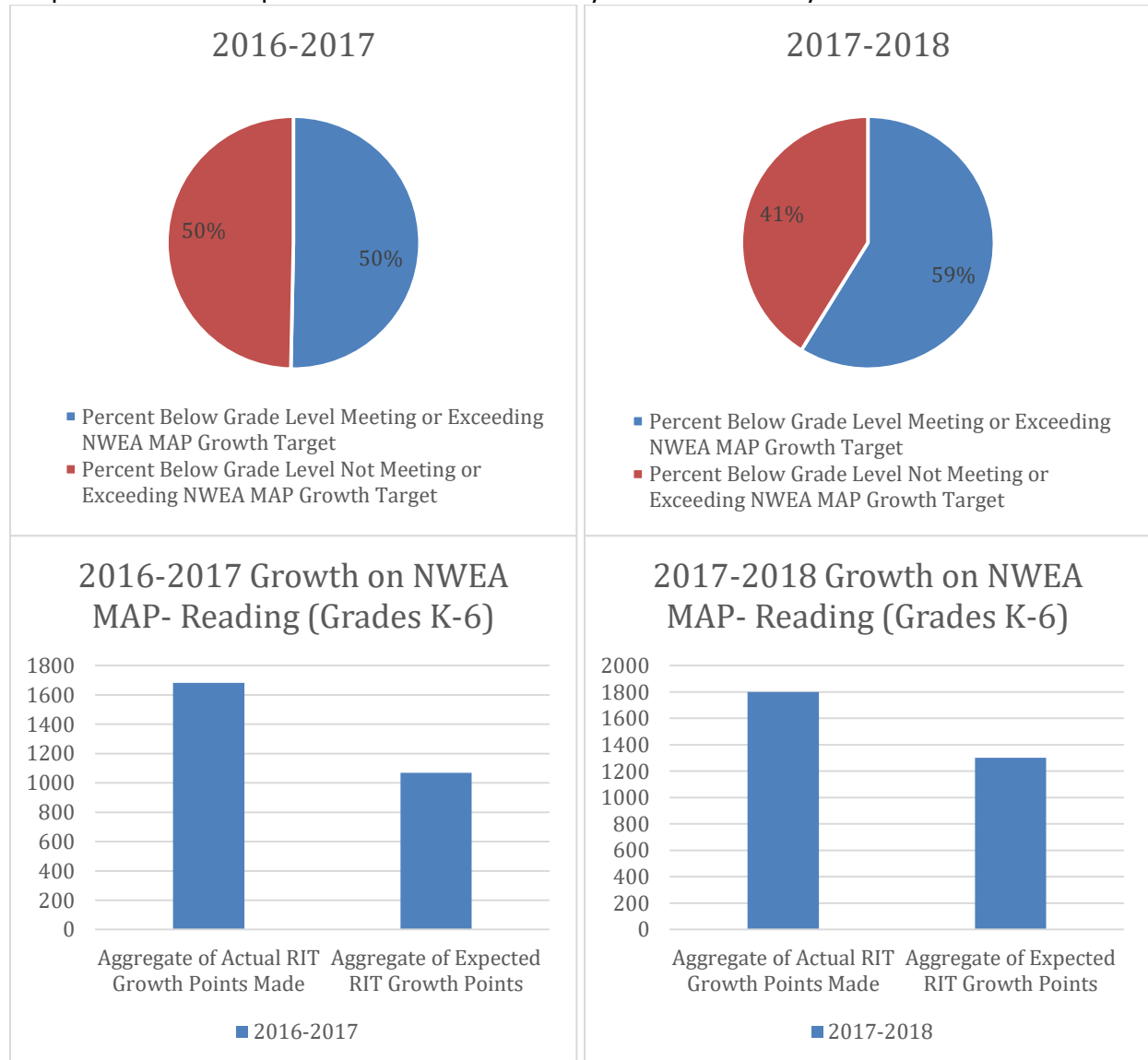
All Students are Ready for Career and College (as Measured by Growth): Students Below Grade Level Making Expected Growth on NWEA MAP- Math (Grades K-6)

Urban stayed consistent with most students meeting or exceeding math growth targets and outperformed the expected RIT Growth Points by over 140% both years.



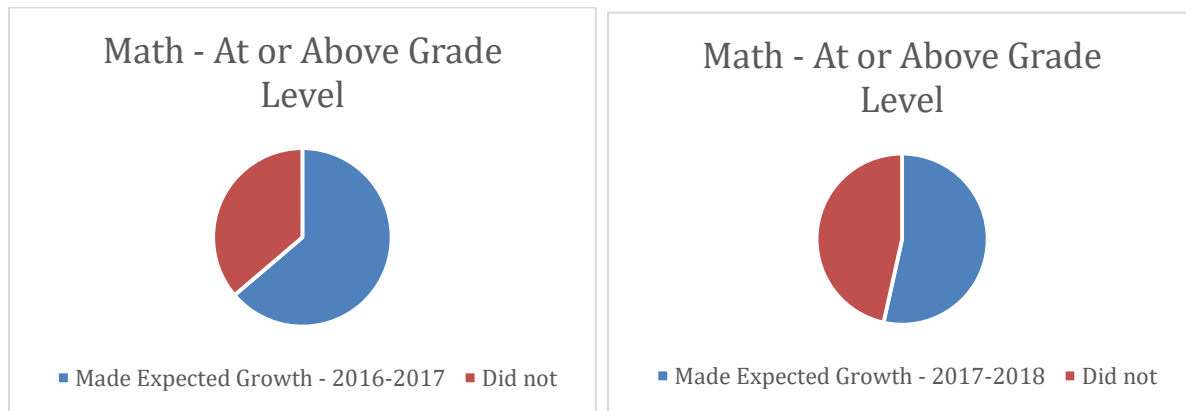
All Students are Ready for Career and College (as Measured by Growth): Students Below Grade Level Making Expected Growth on NWEA MAP- Reading (Grades K-6)

Urban stayed consistent with most students meeting or exceeding reading growth targets and outperformed the expected RIT Growth Points by over 130% both years.



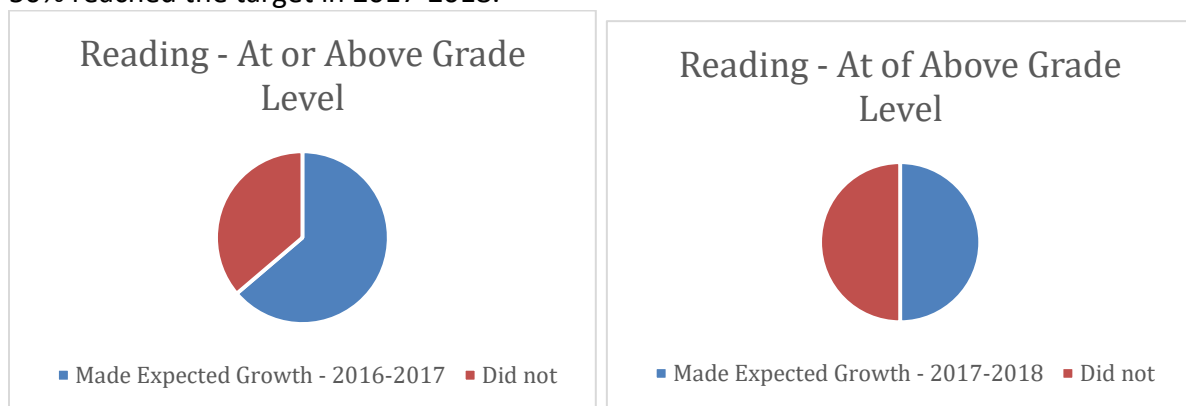
All Students are Ready for Career and College (as Measured by Growth): Students At or Above Grade Level Making Expected Growth on NWEA MAP- Math (Grades K-6)

In both the last two years, Urban students exceeded expectations nationally by having well over 50% of students reach expected growth targets. In 2016-2017, 66.15% reached the target and 53.49% reached the target in 2017-2018.



All Students are Ready for Career and College (as Measured by Growth): Students At or Above Grade Level Making Expected Growth on NWEA MAP- Reading (Grades K-6)

In both the last two years, Urban students exceeded expectations nationally by having well over 50% of students reach expected growth targets. In 2016-2017, 63.7% reached the target and 50% reached the target in 2017-2018.

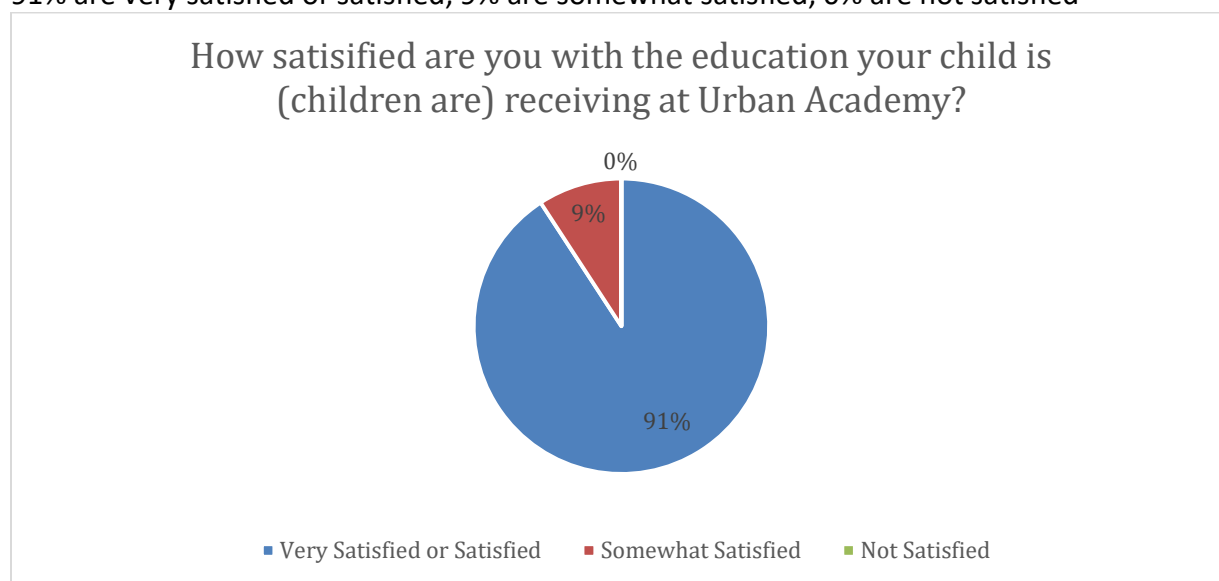


Parent Satisfaction

Urban Academy continues to get high ratings from parents regarding their satisfaction with the school in many areas as the following graphs demonstrate:

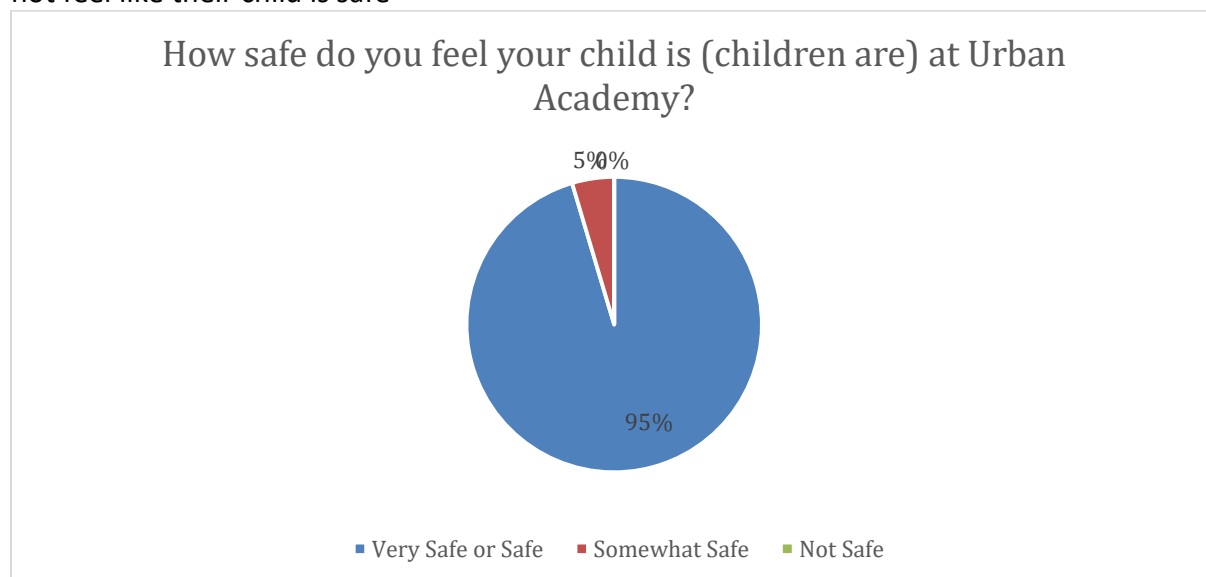
Parents are satisfied with the education at Urban Academy

91% are very satisfied or satisfied, 9% are somewhat satisfied, 0% are not satisfied



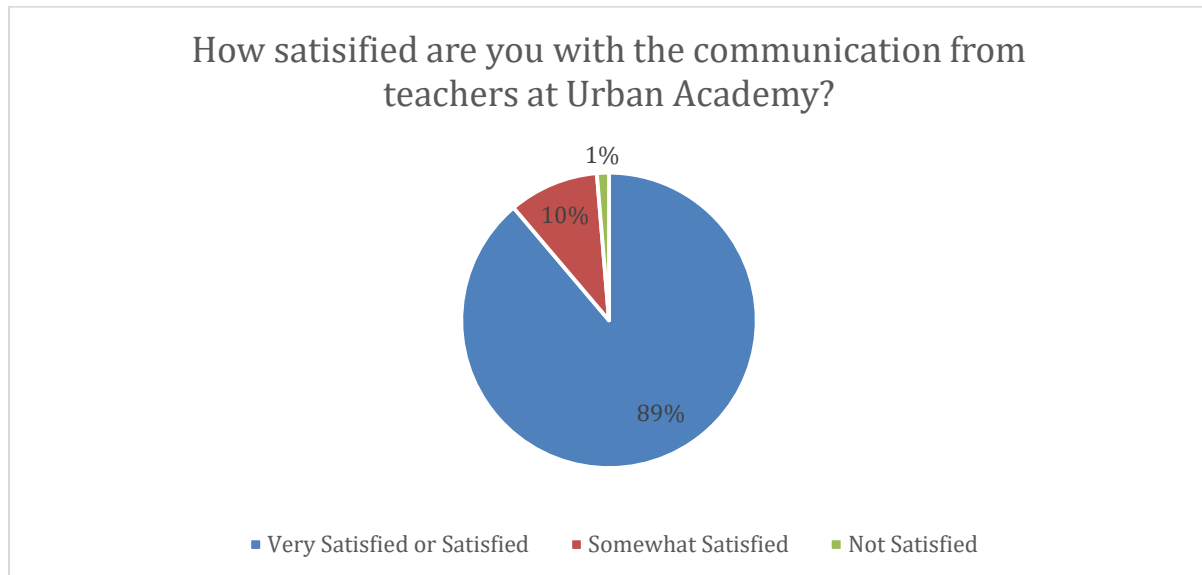
Parents are satisfied with the safety at Urban Academy

95% feel like their child is very safe or safe, 5% feel like their child is somewhat safe and 0% do not feel like their child is safe



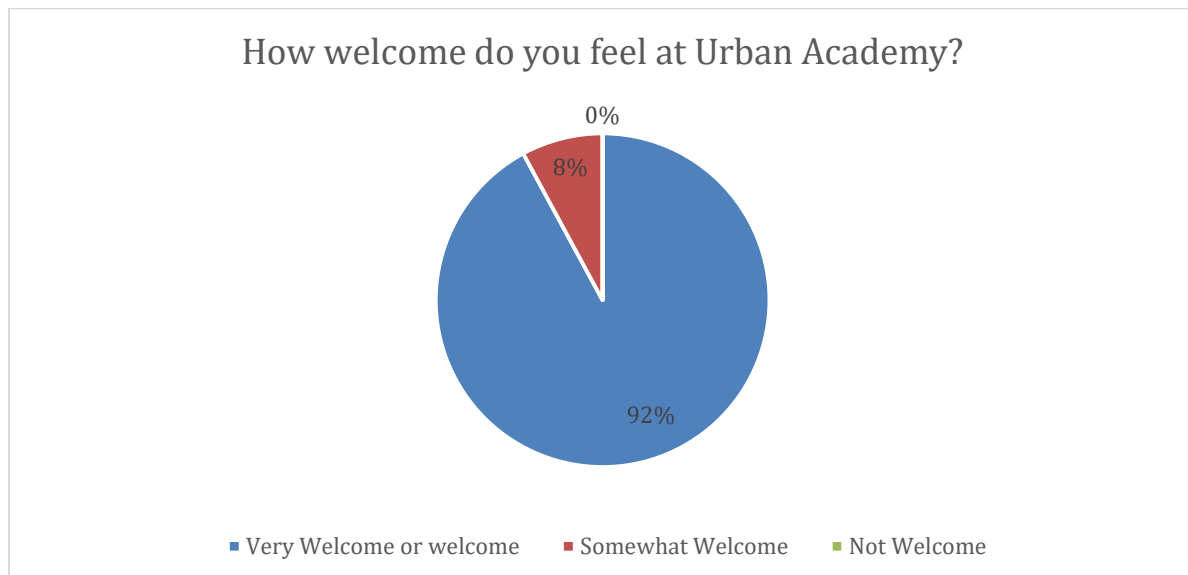
Parents are satisfied with the communication from teachers at Urban Academy

89% are very satisfied or satisfied, 10% are somewhat satisfied and 1% are not satisfied.



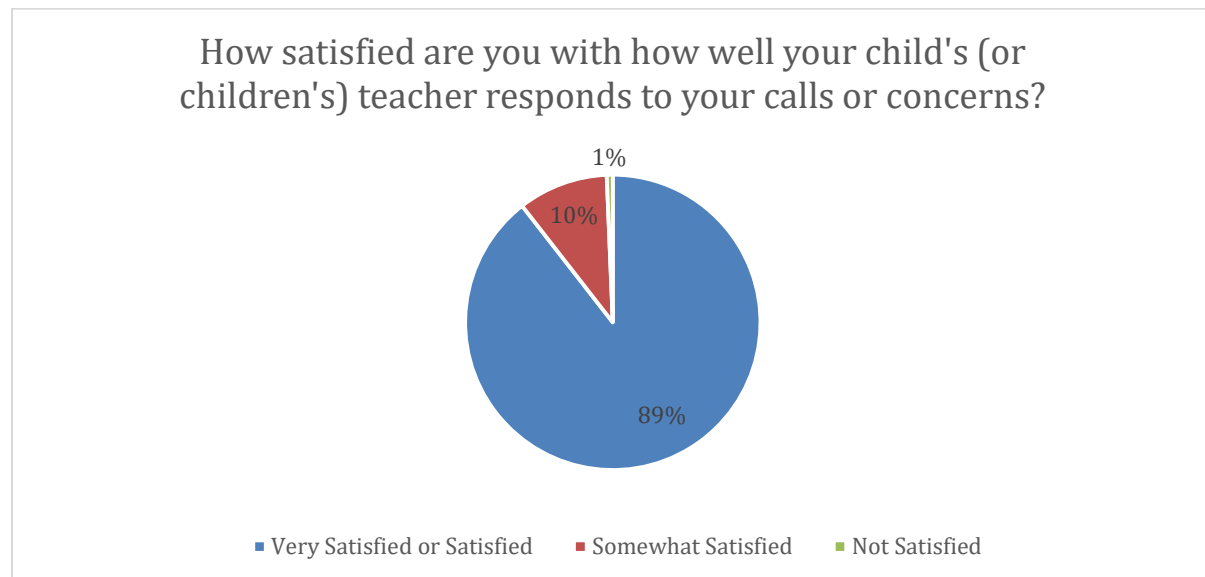
Parents feel welcomed at Urban Academy

92% feel very welcome or welcome, 8% feel somewhat welcome and 0% do not feel welcome.



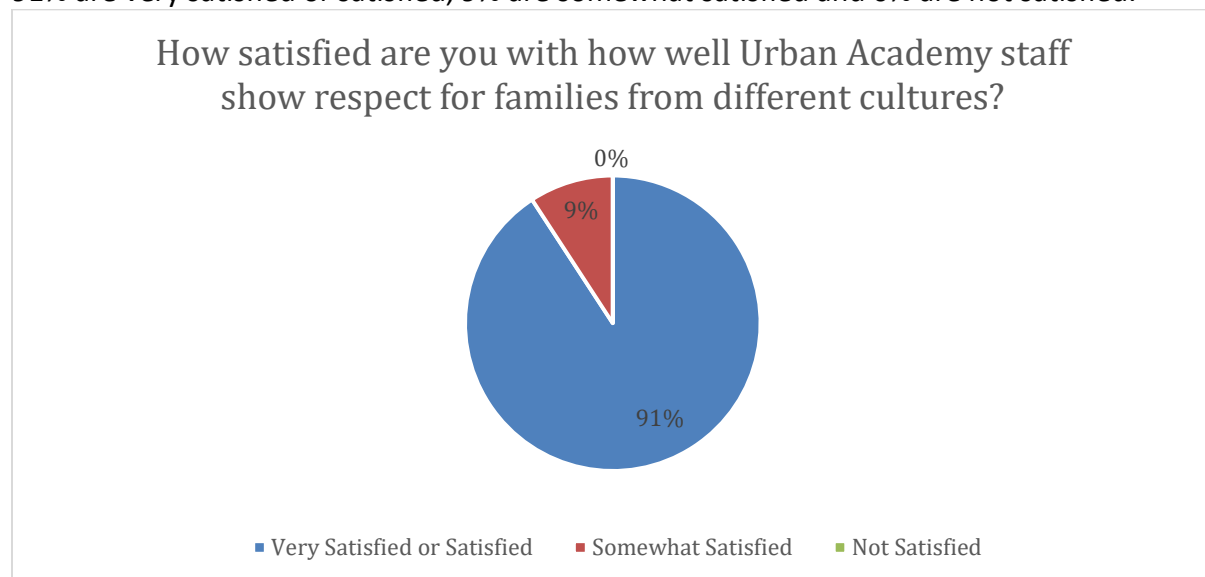
Parents are satisfied with teacher response to calls or concerns.

89% are very satisfied or satisfied, 10% are somewhat satisfied and 1% are not satisfied.



Parents are satisfied with how Urban Academy's staff shows respect for families from different cultures

91% are very satisfied or satisfied, 9% are somewhat satisfied and 0% are not satisfied.



Staffing



UA served 355 students in 2017-2018, they believe in refining its staff to find those who best fit UA's vision and mission.

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.

The classroom teacher to student ratio was 20.5:1. All UA classroom teachers are Highly Qualified Teachers as defined by MDE. Certainly, some staff will move for many reasons from districts with greater pay, relocation and more opportunities after serving at UA for a time.

2017-18 Licensed Teaching Staff

Last Name	First Name	File #	Assignment	Status*
Anderson	Katie	478239	3 rd Grade	R
Blau	Ashley	499148	Kindergarten	R

Burkhardt	Laura		Art	R
Chantland	Mary	475327	1 st Grade	NR
Conrad	Cheryl		5 th Grade	R
Curran	Shannon	376988	ESL	R
Evans	Kristin	425130	Special Ed	NR
Heieie	Erik	349941	4 th Grade	R
Heuer	Amy	470232	2 nd Grade	R
Fortier	Grace	491139	6 th Grade	NR
Gitar	Debra	410994	Kindergarten	NR
James	Katryn	492920	5 th Grade	NR
Lang	Harold	422103	Academic Lead	R
Liao	Yuyin	423068	Special Ed	R
Mackey	Jessica	493508	3 rd Grade	R
McCabe	Robert	454698	2 nd Grade	R
McCauley	Patty	285948	Technology	R
Smith	Michelle	426114	6 th Grade	NR
Theis	Amy	481323	1 st Grade	R
Thompson	Joseph	395612	4 th Grade	R
Yang	Pakou	360268	Title I	R

* R = Returning, NR = Not Returning

2017-18 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	R

* R = Returning, NR = Not Returning

2017-18 Non-Licensed Staff

Last Name	First Name	File #	Assignment	Status*
Brown-Pena	Victoria		Special Ed Paraprofessional	R
Elliott	Ralph		Site Director	R
Harris	Phillip		Janitor	NR
Hickman	Shelley		Family Specialist	R
James	Christina		Office Manager	R
Lay	Minn		ESL Paraprofessional	NR
Naing	Aung		ESL Paraprofessional	R
Olson	Luke	500698	Paraprofessional	R

Last Name	First Name	File #	Assignment	Status*
Patrick	Crystal		ESL Paraprofessional	NR
Paw	Hkee Lah		Cafeteria	R
Paw	Htee		Cafeteria	NR
Riley	Cedric		Special Ed Paraprofessional	
Say	Lwai		ESL Paraprofessional	R
Say	Kaw Gay		Janitor	R
Vang	Choua	490673	Paraprofessional	R
Vang	Douachee	486393	Paraprofessional	R
Vang-Yang	Pang		Paraprofessional	R
Vue	Kia		Special Ed Paraprofessional	R
Vue	Maiger		Lead Paraprofessional	R
Xiong	Ronsoie	484456	Test Coordinator/Paraprofessional	R
Yang	Chao	392714	Paraprofessional	R

* R = Returning, NR = Not Returning

2018-2019 Licensed Teaching Staff - NEW

Last Name	First Name	File #	Assignment
DesLauriers	Kari		Pre-K
Copacasa	Melissa		5 th Grade
Jones	Andy		Special Ed
Lonnes-Spatola	Amelia		ESL
Olson	Cathleen		1 st Grade

2018-19 Non-Licensed Staff - NEW

Last Name	First Name	Assignment
Dae	Tha	Janitor
Stevenson	LQ	Special Ed Paraprofessional
Paw	Thway	Special Ed Paraprofessional

Governance and Management



The school is administered by Dr. Mongsher Ly, the Superintendent, who holds a K-12 Principal License and Minnesota Superintendents license. 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 Membership FY18

Name	Date Seated	Positions: Officer of board or Committee chair	Affiliation [Teacher (File Folder#), parent, community member]	Current Term
Melissa Jensen	July 1, 2016	Chair	Community	2019-2022
Fong Lor	July 1, 2016	Vice Chair	Community	2016-2019
Kristin Evans	July 1, 2014	Secretary	UA Teacher	2014-2017
Dr. Tamara Mattison	July 1, 2016	Finance Chair	Community	2018-2021
Ying Thao	July 1, 2017	Member	UA Parent	2017-2020
Caley Long	July 1, 2016	Member	Community	2016-2019
Nancy Smith	July 1, 2016	Member	Community	2016-2019
Yuyin Liao	July 1, 2017	Member	UA Teacher	2017-2020

Board Training

All current board members have completed mandatory board trainings in governance, finance, and charter school law.

Annual Training – FY18			
Board Member Name	Date of Training	Training Title or Topic	Presenter or Trainer
Melissa Jensen	January 22, 2018	Governance, Finance, Law	Rod Haenke
Fong Lor	January 22, 2018	Governance, Finance, Law	Rod Haenke
Kristin Evans	January 22, 2018	Governance, Finance, Law	Rod Haenke
Dr. Tamara Mattison	January 22, 2018	Governance, Finance, Law	Rod Haenke
Ying Thao	January 22, 2018	Governance, Finance, Law	Rod Haenke
Caley Long	January 22, 2018	Governance, Finance, Law	Rod Haenke
Nancy Smith	January 22, 2018	Governance, Finance, Law	Rod Haenke

Finances

Financial Highlights:

Key financial highlights for the 2017-2018 fiscal year include:

- General Fund revenues were \$4,566,134 as compared to \$4,364,743 of expenditures, an excess of \$201,391.
- Total fund balance increased in fiscal year 2018 by \$196,793 to a positive balance of \$1,410,282.
- 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.
- The School's net position was adjusted for changes in actuarial assumptions related to the state pension plans (GASB 68).
- General fund revenues increased by 12.1%, while expenditures increased by 11.5%
- 2017-2018 student enrollment increased by 19 ADM
- Urban Academy again received the Minnesota Department of Education 2018 finance award for excellence in financial reporting for the 2016-2017 school year.

In regards to the 2017-2018 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 2017-2018 financial statements.
- No deficiencies related to internal controls were noted during the audit.
- No audit findings were issued.

Future Plans



Urban Academy plans on building a gymnasium and on expanding to grade 8. Many parents have requested that the school grow to serve both 7th and 8th grade students because they like the

Urban Academy continues to place its emphasis on curriculum development and instructional coaching daily provided by Tony Lang, Academic Lead. Rod Haenke, consultant, will continue to observe teachers both formally and informally as well as providing support for the instructional leadership team and curriculum training. The instructional leadership team also conducts learning walks with teachers so they can share and learn from each other.

Urban Academy will continue to build its technology resource centers. This year, Urban Academy will purchase 100 Chromebooks that will be on mobile carts and used in the classroom for academic and testing periods. All teachers have laptops and can project websites and learning applications on the overhead. Classroom teachers can check out the Chromebooks for student use as all students will have their own account. The technology teacher collaborates with classroom teachers to do technology enhanced projects. Urban Academy is piloting an innovative online reading program - MYON - where students can read interactive books and take online quizzes.

Facility wise, we hope to add a gymnasium and possibly expand the facility to be able to house a growing student body.

Attachment - NEO/Urban Performance Framework

Novation Education Opportunities- Urban Academy Charter School Performance Framework					
Urban Academy Charter School					
June 30, 2017					
Contract: July 1, 2016- June 30, 2019 (Revised June 30, 2017)					
Baseline: 2013-2015					
District Number: 4088					
Initial Year of Operation: 2003					
Grades Served: 2016-2017 (PK-6)					
Enrollment: 2016-2017 (325 students)					
These are the Academic Performance Indicators. They are 56.00% of the points possible. Urban Academy Charter School earned __ points out of __ 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 kindergarten benchmark.			4	4
Satisfactory	60-74 percent of pre-kindergarten students meet or exceed the kindergarten benchmark in the combined FY 2017-FY 2019.			2	
Not Satisfactory	Less than 60 percent of pre-kindergarten students meet or exceed the kindergarten benchmark.			0	
Results		Students Meeting or Exceeding Kindergarten Benchmark	Total Students Tested	Percent of Students Meeting or Exceeding Kindergarten Benchmark	
	Year				
	2016-2017	NA	NA	NA	
	2017-2018	15	20	75.00%	
	2018-2019			#DIV/0!	
	2017-2019	15	20	75.00%	
Analysis	The 2017-2019 combined average Work Sampling System early math criteria rate is %.				
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 kindergarten benchmark.			4	4
Satisfactory	60-74 percent of pre-kindergarten students meet or exceed the kindergarten benchmark in the combined FY 2017-FY 2019.			2	
Not Satisfactory	Less than 60 percent of pre-kindergarten students meet or exceed the kindergarten benchmark.			0	
Results	Year	Students Meeting or Exceeding Kindergarten Benchmark	Total Students Tested	Percent of Students Meeting or Exceeding Kindergarten Benchmark	
	2016-2017	NA	NA	NA	
	2017-2018	16	20	80.00%	
	2018-2019			#DIV/0!	
	2017-2019	16	20	80.00%	
Analysis	The 2017-2019 combined average Work Sampling System early reading criteria rate is %.				
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	0
Satisfactory	The school's combined FY 2016-FY 2018 proficiency rate exceeds the state combined FY 2016-FY 2018 proficiency rate AND/OR the school improves its proficiency rate from the baseline years of FY 2013-FY 2015 (33.46%) by at least 10 percentage points by FY 2019.			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 2013-2015	#REF!	#REF!	33.46%	#REF!
	2015-2016	27	109	24.77%	64.50%
	2016-2017	33	129	25.58%	63.05%
	2017-2018	45	133	33.83%	
	2015-2018	105	371	28.30%	63.77%
Analysis	The school's combined 2015-2018 proficiency rate of 25.21% is 38.56 percentage points				

	lower than the state's combined 2015-2018 proficiency rate of 63.77%.				
	From the baseline years 2013-2015 rate of 33.46% the school's proficiency decreased to 25.58% in the combined years 2015-2018, a decrease of 8.25 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	0
Satisfactory	The school's combined FY 2016-FY 2018 proficiency rate exceeds the state combined FY 2016-FY 2018 proficiency rate AND/OR the school improves its proficiency rate from the baseline years of FY 2013-FY 2015 (29.41%) by at least 10 percentage points by FY19.			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 2013-2015	#REF!	#REF!	29.41%	#REF!
	2015-2016	36	109	33.03%	62.25%
	2016-2017	37	129	28.68%	61.96%
	2017-2018	55	133	41.35%	
	2015-2018	128	371	34.50%	62.11%
Analysis	The school's combined 2015-2018 proficiency rate of 30.67% is 31.44 percentage points lower than the state's combined 2015-2018 proficiency rate of 62.11%.				
	From the baseline years 2013-2015 rate of 29.41% the school's proficiency increased to 30.67% in the combined years 2015-2018, an increase of 1.26 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	0
Satisfactory	The school's combined FY 2016-FY 2018 proficiency rate exceeds the state combined FY 2016-FY 2018 proficiency rate by FY 2019.			1	
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 2013-2015	#REF!	#REF!	33.46%	#REF!
	2015-2016	27	109	24.77%	40.83%

	2016-2017	33	129	25.58%	38.21%
	2017-2018	45	133	33.83%	
	2015-2018	105	371	28.30%	39.51%
Analysis	The school's combined 2015-2018 proficiency rate of 25.21% is 14.30 percentage points lower than the resident district's combined 2015-2018 proficiency rate of 39.51%.				
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	0
Satisfactory	The school's combined FY 2016-FY 2018 proficiency rate exceeds the district combined FY 2016-FY 2018 proficiency rate by FY 2019.			1	
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 2013-2015	#REF!	#REF!	29.41%	#REF!
	2015-2016	36	109	33.03%	39.73%
	2016-2017	37	129	28.68%	38.83%
	2017-2018	55	133	41.35%	
	2015-2018	128	371	34.50%	39.27%
Analysis	The school's combined 2015-2018 proficiency rate of 30.67% is 8.60 percentage points lower than the resident district's combined 2015-2018 proficiency rate of 39.27%.				
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
Satisfactory	The school's combined FY 2016-FY 2018 proficiency rate exceeds the state combined FY 2016-FY 2018 proficiency rate AND/OR the school improves its proficiency rate from the baseline years of FY 2013-FY 2015 (32.41%) by at least 10 percentage points by FY19.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results			Total Students Tested	Urban Percent Proficient	State Percent Proficient
	Year	Proficient Students			

	Baseline 2013-2015	#REF!	#REF!	32.41	#REF!
	2015-2016	26	108	24.07%	44.96%
	2016-2017	33	129	25.58%	43.17%
	2017-2018	43	130	33.08%	
	2015-2018	102	367	27.79%	44.07%
Analysis	The school's combined 2015-2018 proficiency rate of 24.89% is 19.18 percentage points lower than the state's combined 2015-2018 proficiency rate of 44.07%.				
	From the baseline years 2013-2015 rate of 32.41% the school's proficiency decreased to 25.58% in the combined years 2015-2018, a decrease of 7.52 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 combined FY 2016-FY 2018 proficiency rate exceeds the state combined FY 2016-FY 2018 proficiency rate AND/OR the school improves its proficiency rate from the baseline years of FY 2013-FY 2015 (28.69%) by at least 10 percentage points by FY19.			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 2013-2015	#REF!	#REF!	28.69%	#REF!
	2015-2016	35	108	32.41%	43.31%
	2016-2017	37	129	28.68%	42.84%
	2017-2018	52	130	40.00%	
	2015-2018	124	367	33.79%	43.07%
	Analysis	The school's combined 2015-2018 proficiency rate of 30.38% is 12.69 percentage points lower than the state's combined 2015-2018 proficiency rate of 43.07%.			
From the baseline years 2013-2015 rate of 28.69% the school's proficiency increased to 30.38% in the combined years 2015-2018, an increase of 1.69 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	1
Satisfactory	The school's combined FY 2016-FY 2018 proficiency rate exceeds the state combined FY 2016-FY 2018 proficiency rate by FY 2019.			1	

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 2013-2015	#REF!	#REF!	32.54%	#REF!
	2015-2016	26	108	24.07%	28.76%
	2016-2017	33	129	25.58%	25.74%
	2017-2018	44	130	33.85%	
	2015-2018	103	367	28.07%	27.25%
Analysis	The school's combined 2015-2018 proficiency rate of 24.89% is 2.36 percentage points lower than the resident district's combined 2015-2018 proficiency rate of 27.25%.				
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	1
Satisfactory	The school's combined FY 2016-FY 2018 proficiency rate exceeds the district combined FY 2016-FY 2018 proficiency rate by FY 2019.			1	
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 2013-2015	#REF!	#REF!	28.69%	#REF!
	2015-2016	35	108	32.41%	27.39%
	2016-2017	37	129	28.68%	25.47%
	2017-2018	54	130	41.54%	
	2015-2018	126	367	34.33%	26.43%
Analysis	The school's combined 2015-2018 proficiency rate of 30.38% is 3.95 percentage points higher than the resident district's combined 2015-2018 proficiency rate of 26.43%.				
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	0
Satisfactory	The school's combined FY 2016-FY 2018 proficiency rate exceeds the state combined FY 2016-FY 2018 proficiency rate AND/OR the school improves its proficiency rate from the baseline years of FY 2013-FY 2015 (41.57%) by at least 10 percentage points by FY19.			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 2013-2015	#REF!	#REF!	41.57%	#REF!
	2015-2016	8	39	20.51%	28.40%
	2016-2017	11	64	17.19%	25.58%
	2017-2018	20	80	25.00%	
	2015-2018	39	183	21.31%	27.00%
Analysis	The school's combined 2015-2018 proficiency rate of 18.45% is 8.55 percentage points lower than the state's combined 2015-2018 proficiency rate of 27.00%.				
	From the baseline years 2013-2015 rate of 41.57% the school's proficiency decreased to 17.19% in the combined years 2015-2018, a decrease of 23.13 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	2
Satisfactory	The school's combined FY 2016-FY 2018 proficiency rate exceeds the state combined FY 2016-FY 2018 proficiency rate AND/OR the school improves its proficiency rate from the baseline years of FY 2013-FY 2015 (21.35%) by at least 10 percentage points by FY19.			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 2013-2015	#REF!	#REF!	21.35%	#REF!
	2015-2016	11	39	28.21%	20.24%
	2016-2017	8	64	12.50%	17.79%
	2017-2018	26	80	32.50%	
	2015-2018	45	183	24.59%	19.03%
Analysis	The school's combined 2015-2018 proficiency rate of 18.45% is 0.58 percentage points lower than the state's combined 2015-2018 proficiency rate of 19.03%.				
	From the baseline years 2013-2015 rate of 21.35% the school's proficiency decreased to 18.45% in the combined years 2015-2018, 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	0
Satisfactory	The school's combined FY 2016-FY 2018 proficiency rate exceeds the resident district combined FY 2016-FY 2018 proficiency rate by FY 2019.			1	
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 2013-2015	#REF!	#REF!	41.57%	#REF!
	2015-2016	8	39	20.51%	25.02%
	2016-2017	11	64	17.19%	20.13%
	2017-2018	20	80	25.00%	
	2015-2018	39	183	21.31%	22.64%
Analysis	The school's combined 2015-2018 proficiency rate of 18.45% is 4.19 percentage points lower than the resident district's combined 2015-2018 proficiency rate of 22.64%.				
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	2
Satisfactory	The school's combined FY 2016-FY 2018 proficiency rate exceeds the resident district combined FY 2016-FY 2018 proficiency rate by FY 2019.			1	
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 2013-2015	#REF!	#REF!	21.35%	#REF!
	2015-2016	11	39	28.21%	16.46%
	2016-2017	8	64	12.50%	12.99%
	2017-2018	26	80	32.50%	
	2015-2018	45	183	24.59%	14.78%
Analysis	The school's combined 2015-2018 proficiency rate of 18.45% is 3.67 percentage points higher than the resident district's combined 2015-2018 proficiency rate of 14.78%.				
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	4
Satisfactory	50-60 percent of students below grade level will make their NWEA expected growth target in the combined FY 2017-FY 2019.			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	
	2016-2017	98	159	61.64%	
	2017-2018	94	150	62.67%	
	2018-2019			#DIV/0!	
	2016-2019	192	309	62.14%	
Analysis	The 2016-2019 percent of students meeting or exceeding their NWEA MAP Math growth target is 61.64%.				
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 in the combined FY 2017-FY 2019.			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	
	2016-2017	78	155	50.32%	
	2017-2018	90	153	58.82%	
	2018-2019			#DIV/0!	
	2016-2019	168	308	54.55%	
Analysis	The 2016-2019 percent of students meeting or exceeding their NWEA MAP Reading growth target is 50.32%.				
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			4	4

	students below grade level who achieve their NWEA growth target achieve at least 150 percent of the NWEA target growth.				
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 in the combined FY 2017-FY 2019.			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	
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
	2016-2017	2196	1396	157.31%	61.64%
	2017-2018	2114	1420	148.87%	62.67%
	2018-2019			#DIV/0!	#DIV/0!
	2016-2019	4310	2816	153.05%	62.14%
Analysis	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%.				
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 in the combined FY 2017-FY 2019.			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
	2016-2017	1682	1069	157.34%	50.32%
	2017-2018	1800	1302	138.25%	58.82%
	2018-2019			#DIV/0!	#DIV/0!
	2016-2019	3482	2371	146.86%	54.55%
Analysis	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%.				

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	2
Satisfactory	50-60 percent of students at or above grade level will make the NWEA expected growth target in the combined FY 2017-FY 2019.			2	
Not Satisfactory	Less than 50 percent of students at or above grade level will make the NWEA expected growth target.			0	
Results		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	
	Year				
	2016-2017	43	65	66.15%	
	2017-2018	46	86	53.49%	
	2018-2019			#DIV/0!	
	2016-2019	89	151	58.94%	
Analysis	The 2016-2019 percent of students meeting or exceeding their NWEA MAP Math growth target is 66.15%.				
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	2
Satisfactory	50-60 percent of students at or above grade level will make the NWEA expected growth target in the combined FY 2017-FY 2019.			2	
Not Satisfactory	Less than 50 percent of students at or above grade level will make the NWEA expected growth target.			0	
Results		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	
	Year				

	2016-2017	44	69	63.77%	
	2017-2018	42	84	50.00%	
	2018-2019			#DIV/0!	
	2016-2019	86	153	56.21%	
Analysis	The 2016-2019 percent of students meeting or exceeding their NWEA MAP Reading growth target is 63.77%.				
These are the Climate Performance Indicators. They are 6.00% of the points possible. Urban Academy Charter School earned __ points out of __ 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	2
Satisfactory	90-94 percent attendance rate in the combined FY 2016-FY 2019.			1	
Not Satisfactory	Below 90 percent attendance rate.			0	
Results	Year	Attendance Rate			
	2015-2016	95.51%			
	2016-2017				
	2017-2018				
	2015-2018	95.51%			
Analysis	The 2015-2018 combined average attendance rate is 95.51%.				
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	2
Satisfactory	75-89 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school in the combined FY 2017-FY 2019.			1	
Not Satisfactory	Less than 75 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			0	
Results		Number of Parents Agreeing or Strongly Agreeing	Total Number of Parents	Parent Satisfaction Survey Percent	Percent Participation of Parent Respondents
	Year				
	2016-2017	119	129	92.25%	95.56%
	2017-2018	138	152	90.79%	#DIV/0!
	2018-2019			#DIV/0!	#DIV/0!

	2016-2019	257	281	91.46%	208.15%
Analysis	The 2016-2019 combined average parent satisfaction rate is 92.25%.				
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	0
Satisfactory	10 - 15 percent of students transfer out of school after October 1 in the combined FY 2016-FY 2019.			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	
	2015-2016	56	281	19.93%	
	2016-2017			#DIV/0!	
	2017-2018			#DIV/0!	
	2015-2018	56	281	19.93%	
Analysis	The 2015-2018 combined average mobility rate is 19.93%.				
These are the Operational Performance Indicators. They are 20.00% of the total Performance Framework points possible. Urban Academy Charter School earned __ points out of __ points possible (__. __%)					
VI. School is Compliant with Contract and Statute					
VI.A Compliance					
Performance Rating	Compliance			Point Value	Points Earned
Exemplary	No infractions.			20	20
Satisfactory	No more than three infractions AND any infraction is resolved by assigned deadline in the combined FY 2017-FY 2019.			10	
Not Satisfactory	More than three infractions or infractions not resolved by assigned deadline.			0	
Analysis	The school had no compliance infractions in 2015-2018.				
These are the Finance Performance Indicators. They are 18.00% of the total Performance Framework points. Urban Academy Charter School earned __ points out of __ points possible (__. __%)					
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	4

Satisfactory	MDE Finance Award Recipient in FY 2019			2	
Not Satisfactory	Not an MDE or NEO Finance Award Recipient			0	
Analysis	The school earned a NEO Stewardship Award in Finance in FY 2018 for FY 2017 financial reporting and an MDE FY 2018 School Finance Award for FY 2017 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	10
Satisfactory	Reserve is enough to cover one full payroll as measured by end of year reserves in FY 2019.			5	
Not Satisfactory	Reserve is less than one full payroll as measured by end of year reserves.			0	
Results	Fund Balance	Expenditures	SOD Calculation		
	\$1,195,928	\$3,905,094	30.62%		
Analysis	The school has built a fund balance reserve of 30.62% in 2016-2017.				
VII.C Financial Audit					
Performance Rating	Financial Audit			Point Value	Points Earned
Exemplary	No findings cited in the audit.			4	4
Satisfactory	No more than one finding (nonmaterial) cited in the audit in FY 2019.			2	
Not Satisfactory	More than one finding cited in the audit.			0	
Analysis	The school had no material audit finding in 2016-2017.				
Contract Renewal and Intervention					
Each school must earn 50-70% of points possible overall and in each area to be eligible 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 eligible 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					
Urban Academy Charter School has earned __ out of a total of __ points possible, XX.XX%, as of DATE.					
Therefore, Urban Academy Charter School would be eligible for a ____-year renewal, if renewed this year.					

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		4			
Climate Performance Total Points Possible		6			
Climate Performance Percent of Points Earned		66.67%			
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		72			
Performance Framework Total Points Possible		100			
Performance Framework Percent of Total Points		72.00%			