Urban Academy Charter School
2020-2021
ANNUAL REPORT

School Information

Minnesota Charter School District #4088

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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, review the annual report, review the school's report card, review the school's budget, and make 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 an 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

Number of Students Enrolled	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Prekindergarten			28	55	44	37
Kindergarten	56	38	46	49	63	42
1st Grade	62	57	47	55	61	70
2nd Grade	47	66	62	50	68	72
3rd Grade	40	51	57	66	54	75
4th Grade	40	36	42	51	27	41
5th Grade	48	40	38	42	51	34
6th Grade	31	35	32	36	40	47
7th Grade						39
Total	**324**	**323**	**324**	**404**	**408**	**457**

Student Demographics (Grades preK-7 in FY2021)

Demographic Trends	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total Enrollment	324	323	324	366	408	457
Male	141 (43.5%)[1]	153 (47.4%)	166 (51.2%)	163 (44.5%)	185 (45.3%)	210 (45.9%)
Female	183 (56.5%)	170 (52.6%)	189 (58.3%)	203 (55.5%)	223 (54.7%)	251 (54.9%)
Special Education	26 (8.0%)	31 (9.6%)	25 (7.7%)	37 (10.1%)	47 (11.5%)	51 (11.15%)
LEP	109 (33.6%)	143 (44.3%)	186 (57.4%)	172 (47.0%)	199 (48.8%)	194 (42.45%)
African American	132 (40.7%)	100 (31.0%)	84 (25.9%)	82 (22.4%)	81 (19.9%)	66 (14.44%)
Latino/Hispanic	0 (0.0%)	0 (0.0%)	2 (0.6%)	6 (1.6%)	7 (1.7%)	4 (.0087%)
Asian/PI	185 (57.1%)	215 (66.6%)	262 (80.9%)	268 (73.2%)	312 (76.5%)	385 (84.2%)
American Indian	3 (0.9%)	3 (0.9%)	2 (0.6%)	3 (0.8%)	3 (0.7%)	3 (.0065%)
White	4 (1.2%)	5 (1.5%)	5 (1.5%)	4 (1.1%)	1 (0.2%)	3 (.0065%)
2 or more races	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (.8%)	4 (1.0%)	0 (0.0%)
F/R Lunch[2]	322 (99.4%)	323 (100.0%)	324 (100.0%)	366 (100.0%)	408 (100.0%)	457 (100%)

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 available), whether or not the student has a sibling enrolled at UA (applicants with enrolled siblings have higher priority), and the 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 admissions policy, then the School Board reviews the matter and renders a decision.

Student Attrition and Attendance

441 students were in attendance on October 1, 2020

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

16 students left the school after October 1, 2020

16 New students enrolled after October 1.

457 total students were enrolled on June 1, 2021.

356 K-5 students that were enrolled on June 1, 2021, re enrolled in September of 2021.

Student Attendance

FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
94.10%	94.10%	96.25%	96.20%	95.72%	96.71%	99.04%

Educational Approach & Curriculum

Overview

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. The 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 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 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.

What We Do and Why

This section presents the logic and major components of instructional practices at Urban Academy.

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

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

Data Driven Instruction (DDI)

What is DDI?

- DDI involves gathering data from assessments to improve the quality of teaching in the classroom.
- The central idea in data-driven instruction is using the data from assessments of key skills and concepts to figure out which students are struggling, which students are reaching competency, and which students need more help.

How do we apply DDI?

<u>SOAR Plans</u>

- Standards
- Objectives
- Assessments
- Reteaching/remediation

Professional Learning Community (PLC)

What is a PLC?

A **professional learning community**, or *PLC*, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. The term is also applied to schools or teaching faculties that use small-group collaboration as a form of professional development.

What are the four key questions in PLCs?

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

Response to intervention (RTI)

What is RTI?

Response to intervention (RTI) aims to identify struggling students early on and give them the support they need to thrive in school. The word intervention is key to understanding what RTI is all about. The goal is for the school to intervene, or step in, and start helping before a student falls far behind.

RTI isn't a specific program or type of teaching. It's a proactive approach: RTI measures students' skills and uses this data to decide which interventions to use.

RTI and PLCs have similar purposes!

Subject Area Practices (SAPs)

1. **Reading comprehension and fluency strategies The Big 5:**

   The National Reading Panel concluded there was sufficient evidence supporting the effectiveness of using multiple comprehension strategies when reading, such as question asking , monitoring, summarization, question answering, and story mapping. At UA, we call them the Big 5: predicting, summarizing, context clues, main idea, and author's purpose.

Why we use it

- We hope that students begin to naturally use the Big 5 strategies during reading on their own to aid in overall comprehension.

2. **Reading comprehension and fluency strategies Guided Reading:**

Definition

- Guided reading is a small-group instructional context in which a teacher supports each reader's development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty.

Why we use it

- Supports readers in expanding their processing competencies (in-the-head systems of strategic actions).
- Provides a context for responsive teaching - teaching that is grounded in the teacher's detailed knowledge of and respect for each student, supporting the readers' active construction of a processing system.
- Allows students to engage with a rich variety of texts.
- Helps students learn to think like proficient readers.
- Enables students to read more challenging texts with support.

3. **Reading and phonics strategies - CHUNK Phonics:**

Definition

- This strategy involves your breaking words into manageable 'chunks' to sound.

Why we use it

- Being able to figure out or sound out words is an essential building block when learning to read.

4. **Reading comprehension and fluency strategies - Shared Readings:**

Definition

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. The shared reading model often uses oversized books (referred to as big books) with enlarged print and illustrations.

Why we use it

- It provides struggling readers with necessary support.
- Shared reading of predictable text can build sight word knowledge and reading fluency.
- Allows students to enjoy materials that they may not be able to read on their own.
- Ensures that all students feel successful by providing support to the entire group.

5. **Reading comprehension and fluency strategies - Interactive Read Aloud:**

Definition

Interactive read-aloud is a whole-group instructional context in which you read aloud a selected text to the whole class, occasionally and selectively pausing for conversation. Students think about, talk about, and respond to the text as a whole group or in pairs, triads, or quads. Both reader and listeners actively process the language, ideas, and meaning of the text.

Why we use it

- Allows readers to experience rich, interesting texts that are age- and grade-appropriate, regardless of their independent or instructional reading level.
- Provides a context for learning how to talk about texts with others.
- Builds a community of learners with shared literary knowledge.
- Expands knowledge, language, and vocabulary
- Builds a foundation of mentor texts for reading and writing mini lessons.

6. **Reading comprehension and fluency strategies - Building Background knowledge:**

Definition

- Building background refers to the importance of helping students activate their existing foundational knowledge (their background knowledge or schema), as well as helping them connect it to their experience of the here and now, in order to prepare them for

their content and language learning journey.

- There is a virtual consensus that background knowledge is essential for reading comprehension. Put simply, the more you know about a topic, the easier it is to read a text, understand it, and retain the information

Why we use it

- Background knowledge helps students draw inferences, which develops critical thinking skills and makes reading more enjoyable.
- When they can grasp the material and link it back to their own experiences or existing knowledge, they're more likely to build a lifelong reading habit.

7. **Reading comprehension and fluency strategies - Culturally relevant texts:**

Definition

- Culturally relevant education is a conceptual framework that recognizes the importance of including students' cultural backgrounds, interests, and lived experiences in all aspects of teaching and learning within the classroom and across the school.

Why we use it

- Research has shown that comprehension increases when a student connects culturally to a text.

8. **Reading comprehension and fluency strategies - Reading Recovery:**

Definition

- Reading Recovery is an early intervention program to help low-achieving 6-year-olds learn to read. Originally developed by New Zealand educator and psychologist Marie M. Clay, Reading Recovery provides an alternative to traditional reading practices for educationally disadvantaged and learning-disabled students.

Why we use it

- Research studies indicate Reading Recovery contributes to students doing better standardized tests and maintain their gains in later years.

9. **Meaningful math instruction - Number Talks:**

Definition

- Number Talks are short 5-to 15-minute conversations about mathematical problems, the topic of which is selected by the teacher with the intention of helping students consolidate their understanding of mathematical concepts. This strategy can be implemented at the elementary or secondary level, and it is effective for all students,

including those with learning disabilities (LDs).

Why we use it

- Students move away from memorization and toward mathematical reasoning;
- Students are not distracted or intimidated by raised hands;
- Students interact and learn from one another;
- Errors are treated as learning opportunities, which creates a safe
- environment for risk-taking;
- Each student has a chance to share their thought process and solve the
- problem;
- Students are exposed to multiple strategies to solve the problem;
- Feedback is immediate, either from the teacher or other students.

10. **Meaningful math instruction - Using Real Life Problems and Data:**

Definition

- Using real life problems and data in math lessons is a way to help students attach meaning to the math concepts. "Real world" is <u>The</u> most repeated phrase in the MN Math Standards.

Why we use it

- In math (and science) lessons, real life problems and data helps students understand the math concepts.

11. **Science and Social Studies -** Project Based Learning:

Definition

- Project Based Learning (PBL) is a model and framework of teaching and learning in which students acquire content knowledge and skills in order to answer a driving question based on an authentic challenge, need, problem or concern.

Why we use it

- Project-based learning connects students to their learning in ways that traditional instruction often doesn't. Because they are doing work done by or for someone outside the classroom, students see the value of their efforts. Because their work goes beyond the purely academic, it addresses the question of "Who cares?"
- Project-based learning also provides an opportunity for students to apply knowledge to solve a problem, think more deeply about content, and learn to ask questions because they are necessary to solve a problem.

12. **Science and Social Studies - Content area reading strategies:**

Definition

- Content-area literacy might use variety of reading strategies such as monitoring comprehension, pre-reading, setting goals and a purpose for reading, activating prior knowledge, asking and generating questions, making predictions, re-reading, summarizing, and making inferences. The Big 5 is another example.

Why we use it

- Content area literacy and strategies are imbedded in the Minnesota Standards in Science and Social Studies.

13. **Science and Social Studies - Hands on/minds on (maximize student centered activity and minimize sitting and listening)**

Definition

- While doing hands-on activity, the learner is learning by doing but while minds-on learning, the learner **is thinking about what she or he is learning and doing**.

Why we use it

- The hands-on learning benefits that students experience in the classroom helps children of all ages retain knowledge and grow. This is where hands-on learning truly comes into play. One of the many great hands-on learning benefits is that hands-on learning helps to stimulate growth on both sides of the brain.

14. **English Language Learners - EL Strategies**

Definition

Strategies that support the content learning of English Language Learners include:

- Using language objectives.
- Turn and Talks.
- Sentence Frames
- RISA Dialogues
- Co-teaching

Why we use it

- Since we have such a large % of English Language Learners - we all need to consider ourselves ELL teachers.

15. **Other Methods - Gradual Release Method of Instruction**

Other Practices That Teachers Use to Engage Students: games, technology, art/creativity, music, etc...

Definition

- The Gradual Release Method of Instruction is a way to model thinking and conceptual development and allow for student practice and mastery
- UA teachers have the flexibility to use other methods of instruction that are effective and most importantly, require high levels of student engagement.

Why we use it

- While there is flexibility in how it is used, it can be an effective way to plan and deliver lessons that have a clear objective, aligned assessment, and an opportunity for differentiation.
- Teachers are encouraged to try out new methods and resources that will engage students and support their innate desire to learn.

Local Literacy Plan

Last revised: June 22, 2021

Developed by: Urban Academy Q Comp Team, Harold Lang, Instructional Coach

Purpose Statement

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. 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.

Use of Data

Comprehensive Needs Assessment (CNA)

Our Q Comp Leadership team regularly reviews achievement data at aggregate and disaggregated levels. During the process of reviewing and analyzing data, student groups in need of focused resources emerged as African American students and English Language Learners.

Urban Academy's student population is roughly 450 students. Of these students nearly 100% are Free-Reduced Lunch status and around 70% of the students are LEP or English learners. Urban Academy has engaged with continuous improvement planning for years. The school always takes a look at a variety of student performance data to analyze what is working and what needs work. Due to the pandemic, UA

does not have as much data as it normally would have. Available data for this needs assessment include the Fountas and Pinnell Benchmarking System, MCA Spring data, NWEA Spring 2021 data, and formative assessment data.

In the Fountas and Pinnell Benchmarking system we identified:

- Kindergarten 15/24 students were at grade level.
- 1st Grade: 10/32 students were at grade level.
- 2t=ns Grade: 9/31 students were at grade level.
- 3rd Grade: 16/34 students were at grade level.
- In total, 50/121 or 41% students were at grade level in grades K-3.
- On the MCA test, 44/172 or 26% in grades 3-7 achieved proficiency.
- 87/269 or 32% students were below grade level on the NWEA reading assessment.

We have also examined other formative assessment data and have concluded that two inhibitors to students attaining grade level proficiency are lower fluency levels and lower vocabulary levels. This is not uncommon for EL students. In addition, learning loss during the pandemic was likely significant for many students. The other challenge the data suggests is that we need to challenge our proficient learners to exceed proficiency. We feel we can do this by providing more rigor and challenge for those students.

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

> "Foundational Skills Benchmarks - The Foundational Skills Benchmarks are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to fluently read and comprehend texts across a range of types and disciplines."

UA teachers have always analyzed student MCA results, MAP results, and Fountas and Pinnell results from the previous year and to identify key concepts and skills that students need to master to become grade level proficient. But in order to assess more advanced grade level standards, Foundational Skills must be acquired by the students. 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. Staff then "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, Objectives, Assessments, and Respond. The SOAR Plans consist of 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.

We also learned from our teacher evaluation data that we need to continue to emphasize student activity and engagement. We plan to modify our teacher observation rubric to focus more on student output rather than teacher input. PLCs will continue to be an opportunity to share strategies for increasing student engagement and outcomes; and to monitor progress regularly.

The Leadership Team and Instructional Coach guided the teachers in a significant review of reading curriculum. Gaps were identified and new resources are being acquired for the 2021-2022 school year. This includes a new set of Guided Reading Books from Scholastic and additional classroom library books that represent more diversity and cultural relevance.

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Assessment Plan

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Assessments used and when administered:

- Students will be given bi-weekly assessments designed to evaluate student progress in phonics/phonemic awareness, vocabulary, fluency, and comprehension.
- Students will be assessed regularly in oral reading fluency within guided reading groups.
- Students are assessed using the Fountas and Pinnell leveling system.
- Students identified to work with the MN Reading Corps will be given weekly assessments and graded on a grade level rubric to determine proficiency.
- The students will also be assessed through the NWEA MAP tests three times a year
- Diagnostics tests will also be given as needed.

How proficiency is determined:

1. Students are screened:

All students are given the NWEA MAP assessment and RIT score levels that help identify students to receive more remediation and support.

All K-3 students are assessed using Fountas and Pinnell Benchmarking system. Each level corresponds to a grade level and a month within that grade level. We know what grade level they are at and so can either recommend them for individual work with Paraprofessionals targeting specific skills, Title One services, or Child Find.

All students will be assessed on oral reading fluency until they reach grade level fluency.

2. Students are flagged and prioritized to receive more remediation and support; and placed in appropriate programs.

3. As students make progress, they are exited from the special support programs.

Entrance and exit criteria for Title 1 are based on a combination of MAP, MCA, and classroom based assessments. Teacher recommendation is also used. Classroom based assessments include bi-weekly Big 5 reading assessments, oral reading fluency assessments, weekly spelling tests, benchmark assessments, and running records.

Entrance and exit for MN Reading Corps is determined based on Reading Corps criteria. It most often includes exiting students who are students who are almost at grade level.

Entrance and exit for Special Education is determined by Special Education assessments, as well as parent and teacher recommendation.

Action Planning for Continuous Improvement

Evidence-based Interventions

UA delivers scientifically-based reading instruction identified by the National Reading Panel (NRP) across all grade levels. In essence, the NRP recommends explicitly teaching students to hear the sounds within words (phonemic awareness), to decode (phonics), to read text aloud accurately, with appropriate speed, and with expression (fluency), to know the meanings of words, and to use reading strategies when reading text in order to understand it better (reading comprehension).
Teachers use a Balanced Literacy instructional framework using a variety of reading resources (MYON, Learning A to Z, Fountas and Pinnell Guided Reading, Pebble Go, NewsELA, Readworks.org, Mystery Science and Brainpop) to provided targeted instruction based on student needs. Key elements of the framework include: Interactive Read Alouds, Modeled Shared Readings and Close Reading, student use of the Big 5 (predicting, summarizing, context clues, main idea, and author's point of view), Direct Vocabulary Instructions, Guided Reading, Phonics/Word Study (Chunk Program), Direct Vocabulary Instruction, and Literature Circles. Teachers often teach specific reading strategies using the Gradual Release Method of Instruction. Due to the high need for reading instruction and the low efficacy of using instructional time for independent reading, teachers assign Independent Reading as homework. Teachers introduce books and provide school library books and teach "independent reading" strategies but encourage students to independently read at home. UA is reimagining what a "school library" looks like so that students have more access to books at home.

Interventions:

- Special Education
- Title 1
- MN Reading Corps
- RTI
- ESL
- Parent Collaboration

Reading interventions are based on a variety of student data. Teachers use the Fountas and Pinnell reading level assessment system to assess students reading level. Students need to be at level P to be at

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

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

UA also uses the Response to Intervention (RTI) framework that is used to improve outcomes for all students. According to the Minnesota Department of Education, "RTI helps to ensure the provision of high-quality instruction and interventions that are matched to the needs of students requiring additional academic and behavioral support. After the initial screening of all students, changes in instruction or goals can be made according to the level of student need. Student progress is monitored frequently and instruction is then differentiated and modified, as necessary (adapted from NASDSE, 2005)."

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.

The UA 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.

UA's ELL teachers support the reading skills of ELL students. The ELL instructors provide small group English and reading instruction for the ELL students either directly or within a co-teaching model.

Parent and Community Engagement

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.

Communication Plan

The parents are notified through goal sheets 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.

Reporting to Stakeholders

Urban Academy publishes an annual report and World's Best Workforce Summary Report that is published on the school's website. UA also has an annual meeting for the community where data and plans are shared. The Instructional Coach provides quarterly reports to the board sharing reading and other data on student performance.

Reporting to Parents/Guardians

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. We will send a notice home to parents that this plan is available on our website. We will also provide a notice that hard copies may be obtained from the front office, if needed.

Professional Development

UA staff participate in professional development in scientifically-based reading instruction identified by the National Reading Panel implemented within a Balanced Literacy instructional framework. Key elements of the framework include: Interactive Read Aloud, Modeled Shared Readings and Close Reading, Guided Reading, Phonics/Word Study, Oral Reading Fluency, Direct Vocabulary Instruction, and Literature Circles. Teachers are provided training in how to develop and analyze formative assessments, how to understand Minnesota State Standards and grade level proficiency benchmarks, how to track student progress, how to implement key components of Balanced Literacy and how to develop goal oriented lessons in reading. The regular Professional Learning Community meetings and the follow up support from the principal provides job embedded professional development aimed at improving teacher understanding of the concepts students need to master. Other professional development sessions are organized by the curriculum consultant and the principal in such areas as best practices in teaching, literacy, classroom management, etc. and these sessions are provided throughout the school year.

To ensure staff are actively engaged in improving their skills, each teacher has a Professional Development Plan (PDP) that clearly articulates skills they are working on. The PDP is organized around the teacher evaluation plan rubric; the principal will work with teachers to identify appropriate goals that are directly tied to the rubric areas.

There is one week of training in August for all instructional staff; also there are 7-8 additional all-staff professional development days during the school year.

Teachers are trained on collecting, processing and analyzing student data (e.g. MAP/Descartes data, data from benchmark assessments) and using it to address individualized learning goals.

UA pays for other off-site workshops (including getting a sub) if staff can justify – form to apply for such will include pre-approved areas of focus, e.g. classroom management, assessment, data-driven decision-making, literacy, math, and fit with Professional Development Plan. Off-site workshops are approved only if part of a teacher's PDP and if the training provided is expected to demonstrate a direct impact on UA's student achievement goals.

PLC meetings are held on Monday for 60 minutes. The PLC's sole purpose is for teachers to collaborate on essential outcomes and skills, particularly in reading; and identify how to help kids who are behind. Grade-level teams of teachers, with their assigned paraprofessionals, analyze MAP data, and data from curriculum-based measures, and determine what instructional strategies are utilized to help students who lack key skills or concepts.

Grade-level team meetings are held weekly, including paraprofessionals and specialists as well as classroom teachers, and monitored by the principal. At these meetings staff analyze assessment data to identify interventions and inform differentiation of instruction to meet the needs of all students.

The Instructional Coach acts as the main trainer with consultants from outside brought in as needed.

UA utilizes an ESL instructor to train and support teachers to effectively meet the needs of ELL students. The ESL instructor works with and advises classroom teachers about how to adapt lessons to better serve English Language Learners students.

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, paraprofessional, 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 strengths 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 modeled 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 the 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. 2020-2021 was the second 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. This challenge continued into the 2020-21 school year. The State MCA assessments were canceled as were fall and spring NWEA assessments. This gap in testing resulted in the 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.

As much as possible, data from 2019-2020 is presented in this academic section to show measurable progress with students for the prior school year. These results can serve as a reference point for when assessments are resumed in the future.

Strong and Continuing Improvements in Academic Growth – NWEA Results

The Fall 2019 NWEA Assessment was administered but the Spring 2020 Assessment was not. NWEA assessments were also not able to be administered in 2020-2021 due to the pandemic and complicating safety concerns. The prior school year data is provided here as a reference to how Urban Academy students did in the prior years. This data compares academic growth 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
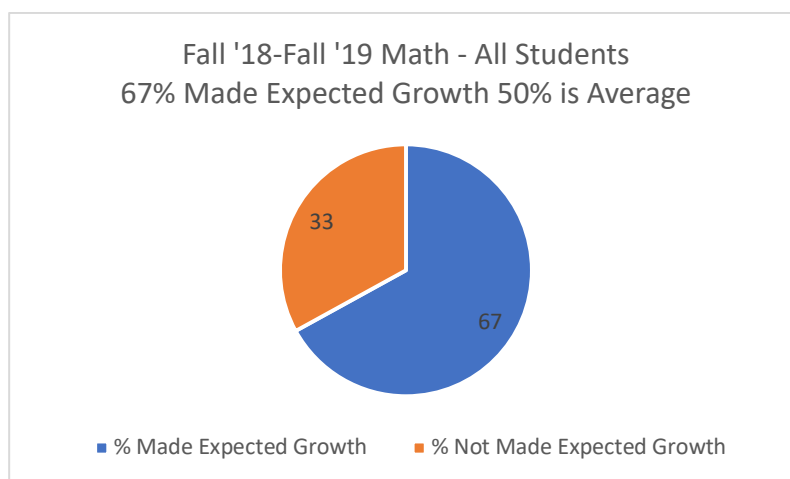
Most of Urban Academy students start below their grade level academically. Urban teachers and staff inquire and look carefully to help these students learn well to meet and exceed their Growth Targets. Much of the impressive growth data in this NWEA Math section is the result of the many below-grade-level 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
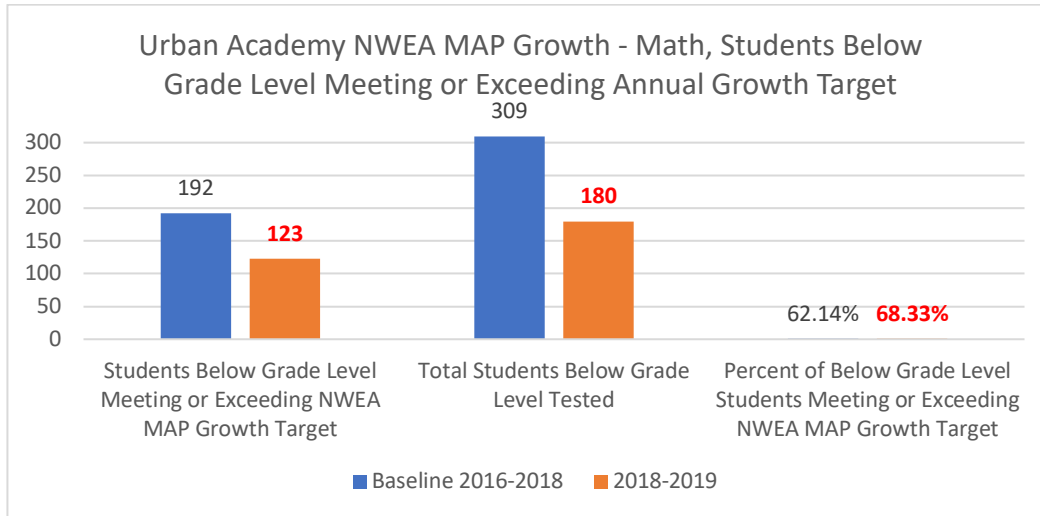
Math Growth Fall 2018 to Fall 2019 Assessment – Below Grade Level, Grades K-6

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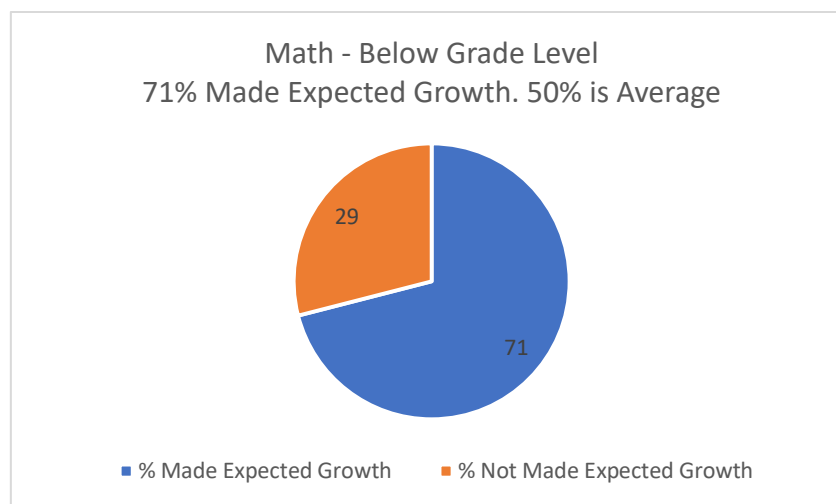
Math Growth as "Combined Average Growth" is also significant – Below Grade Level, Grades K-6

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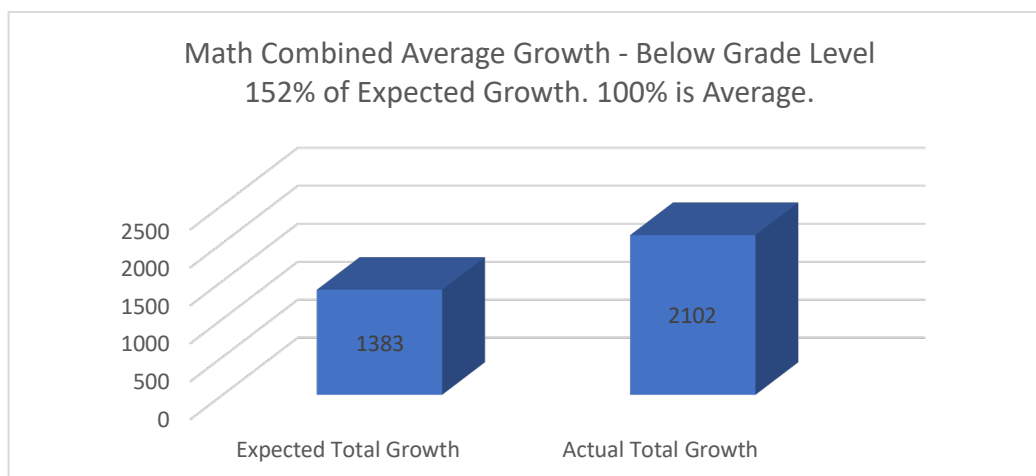
At or Above Grade Level Math Growth results are significant, Grades K-6

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	48	77	62.3%
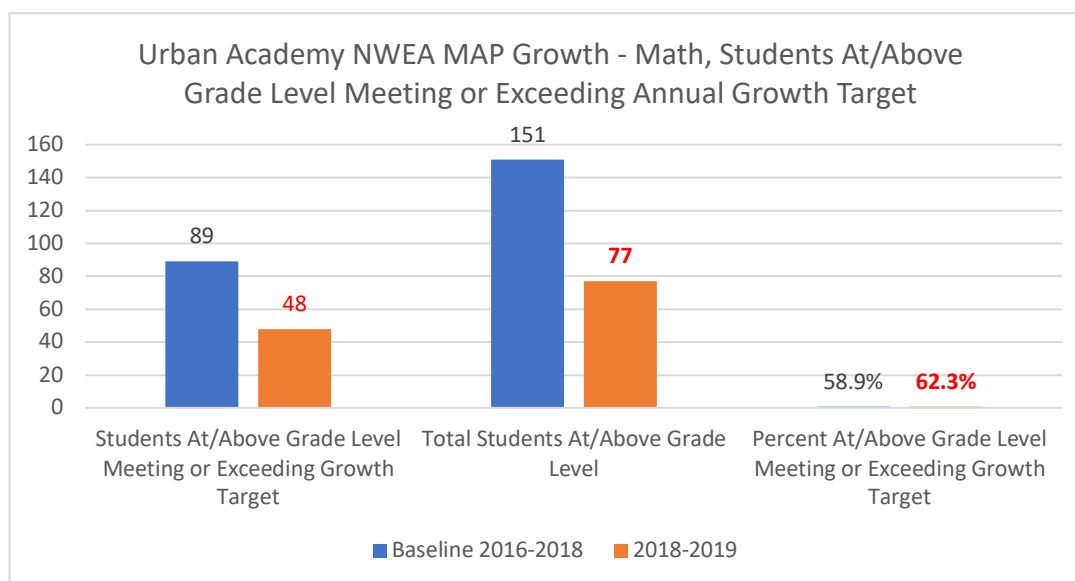
Urban Students' Math Growth is Exceptional When Compared Nationally – Grades K-6

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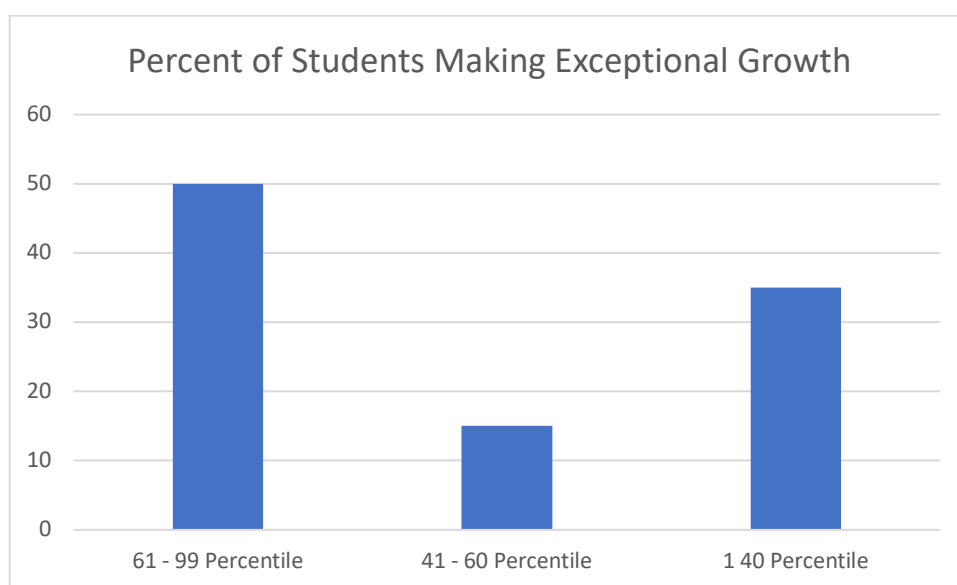
55% of the students ranked from the 61st to the 99th percentile for growth nationally in math. And of that 55%, 16.1% performed at the 91st to 99th percentile.

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

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

	Baseline 2016-2018	2018-2019
Students Below Grade Level Meeting or Exceeding NWEA MAP Growth Target	168	98
Total Students Below Grade Level Tested	308	169
Percent of Below Grade Level Students Meeting or Exceeding NWEA MAP Growth Target	54.55%	57.99%
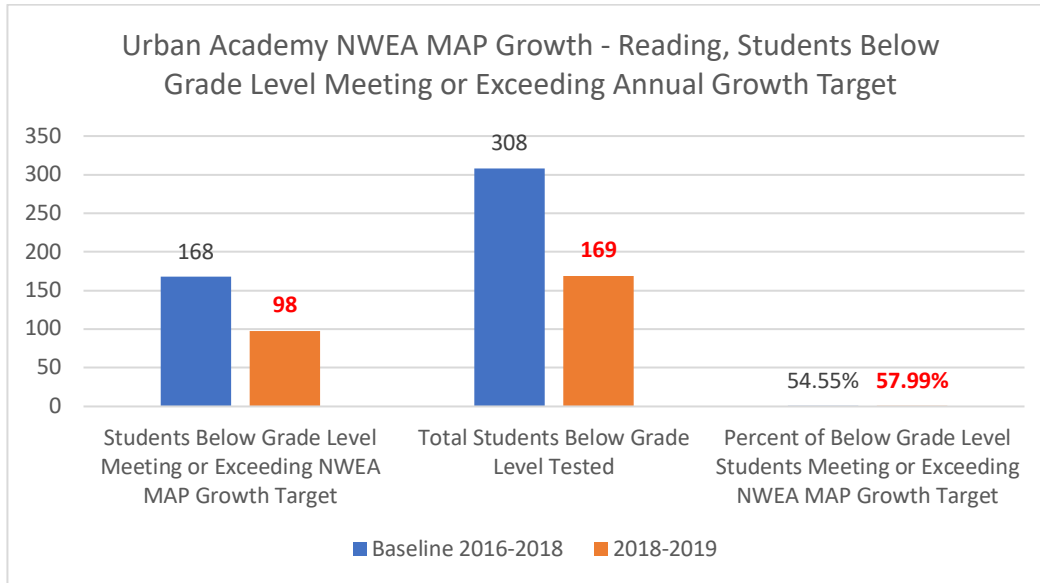
Reading Growth Fall 2018 to Fall 2019 Assessment - Students Below Grade Level - Grades K-6

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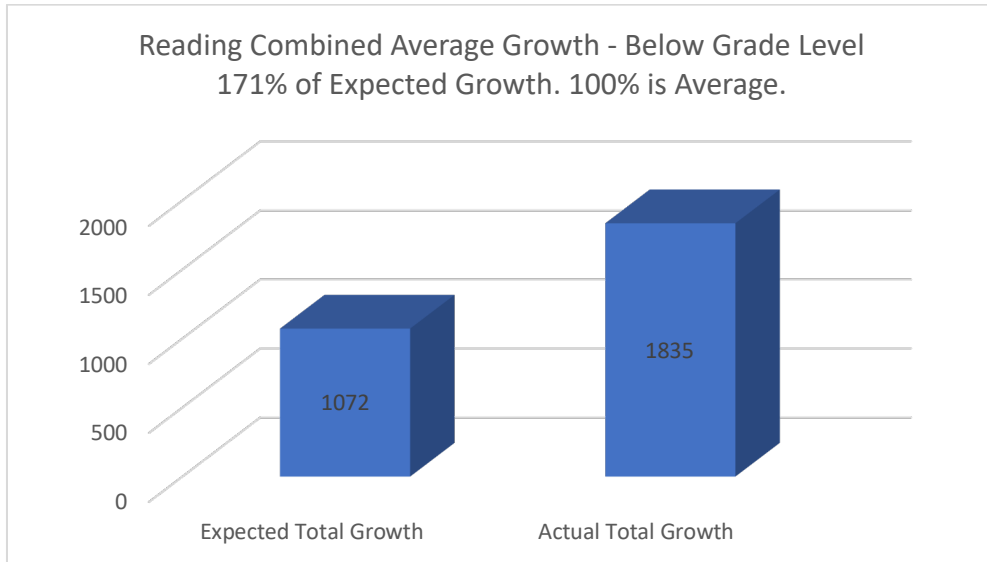
At or Above Grade Level Reading Growth results are significant, Grades K-6

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	Total Students At/Above Grade Level Tested	Percent At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target
Baseline 2016-2018	86	153	56.2%
2018-2019	50	87	57.5%
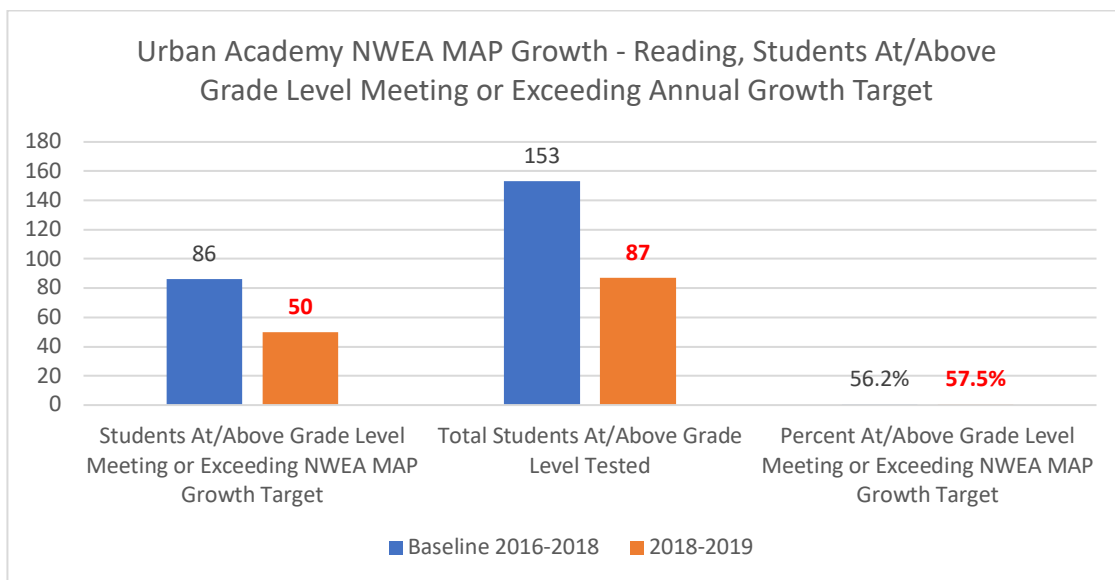
Urban Students' Reading Growth is Exceptional When Compared Nationally – Grades K-6

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.
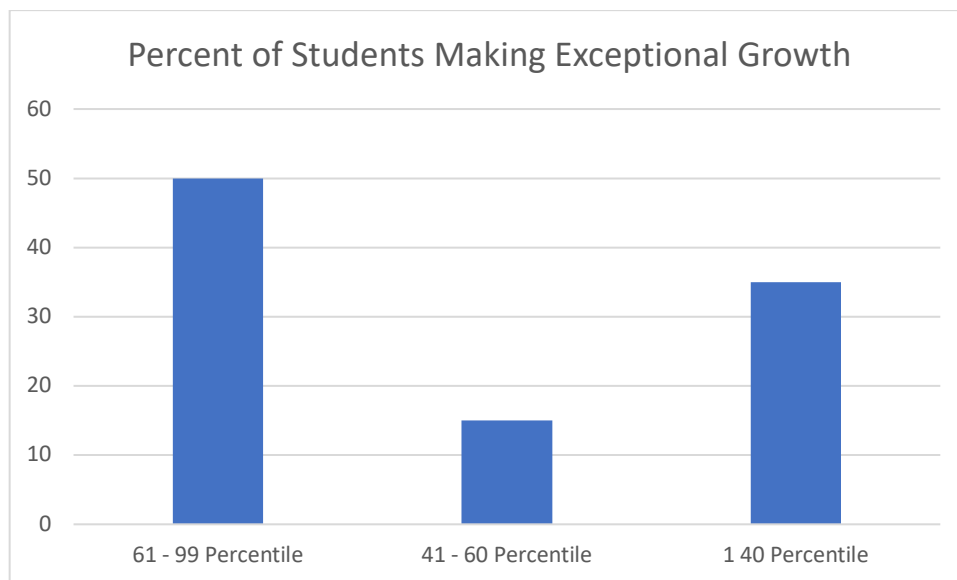
50% of the students ranked from the 61st to the 99th percentile for growth nationally in reading. And of that 50%, 17.7% performed at the 91st to 99th percentile.
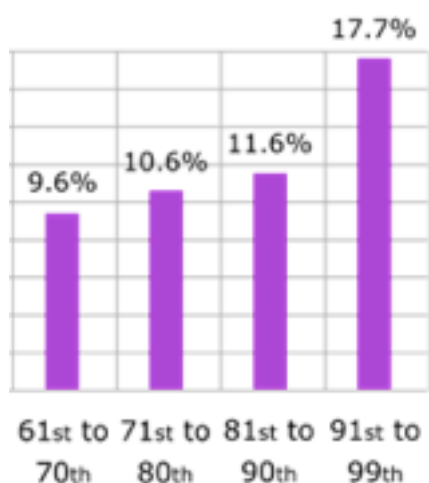
Pre-Schoolers Continue to Shine to get Ready for School - FY2021 Results

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. However, these assessments were not able to be administered in 2020-2021. Through the year teachers and parents continued supporting preschoolers' growth and learning.

Assessments are reported for the prior year here, as reference.

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.
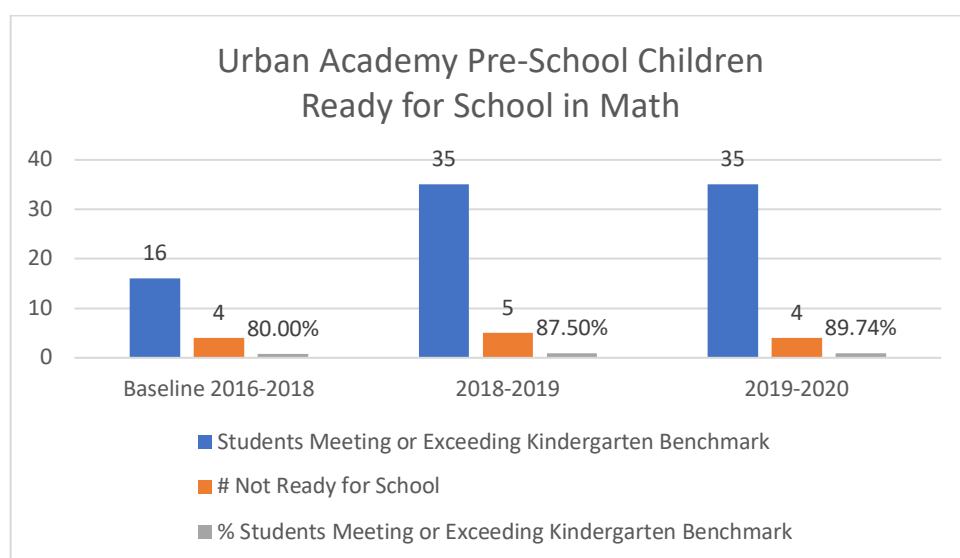
Ready for School for Reading

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 Pre-School Children Ready for School in Reading

	Baseline 2016-2018	2018-2019	2019-2020
Students Meeting or Exceeding Kindergarten Benchmark	16	36	35
# Not Ready for School	4	4	4
Percent of Students Meeting or Exceeding Kindergarten Benchmark	80.00%	90.00%	89.74%
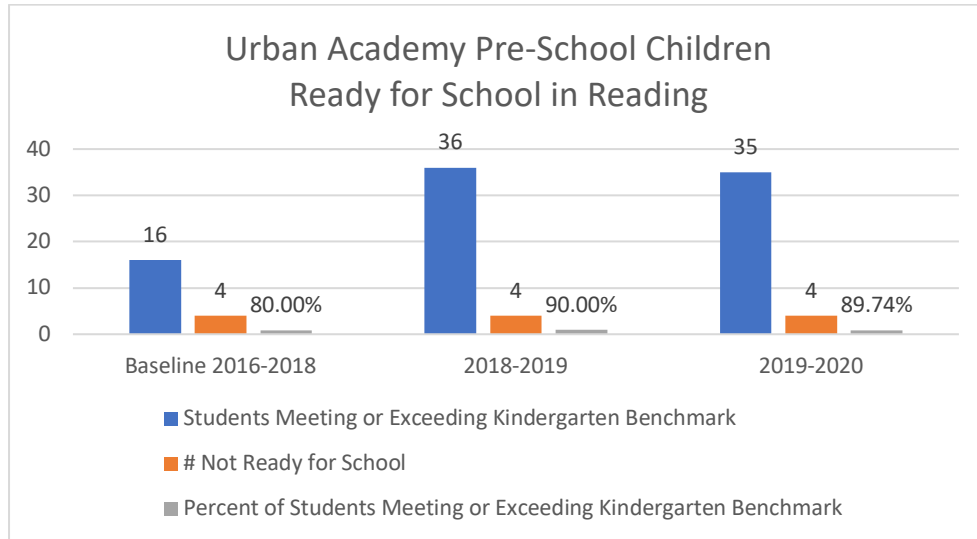
Urban Academy Students Continue to Improve in Academic Proficiency - Trend Data for MCA

Note: Testing with MCA Math and Reading in Spring 2021 was resumed but some data is incomplete due to the pandemic. The gap in testing in Spring 2020 resulted in a break in MCA data trends across 2019-2021 for all state data including for Urban Academy.

MCA participation rates were lower than usual in almost all settings across Minnesota. This was also true for Urban Academy students in math and reading.

2017 - 2021 Participation

Statewide — Urban Academy Charter School — Urban Academy Charter School

⚠ Due to COVID-19, no summarized assessment data is available for 2020

2017 - 2021 Participation

Statewide — Urban Academy Charter School — Urban Academy Charter School

⚠ Due to COVID-19, no summarized assessment data is available for 2020
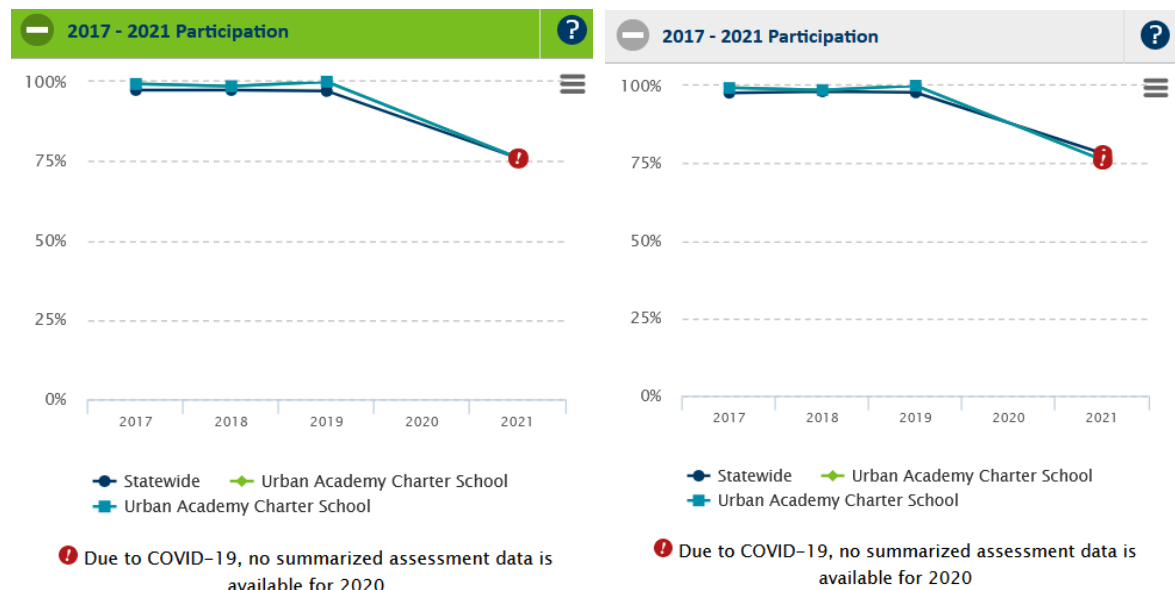
Math Participation   Reading Participation

All measures in state MCA results for math and reading subjects showed declines in the percent of students meeting or exceeding standards from 2019 to 2021. The percent of English Language Learner (ELL) students and the percent of Free Reduced Lunch (FRL) students tested is shown in the light blue cells of the next two tables. Use these figures to compare test results for the three different groups.

All Students Math

Year		Exceeds	Meets	Partially meets	Does not meet	# Tested	ELL Tested	FRL Tested
2019	Count	4	40	39	67	150	86	150
	Percent	2.7%	26.7%	26.0%	44.7%		57.3%	100.0%
2020	Count	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Percent	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021	Count	2	23	27	120	172	110	172
	Percent	1.2%	13.4%	15.7%	69.8%		64.0%	100.0%

All Students Reading

Year		Exceeds	Meets	Partially meets	Does not meet	# Tested	ELL Tested	FRL Tested
2019	Count	9	41	37	63	150	86	149
	Percent	6.0%	27.3%	24.7%	42.0%		57.3%	99.3%
2020	Count	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Percent	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021	Count	6	38	34	94	172	110	172
	Percent	3.5%	22.1%	19.8%	54.7%		64.0%	100.0%

ELL All Students Math

Year		Exceeds	Meets	Partially meets	Does not meet
2019	Count	0	21	21	44
	Percent	0.0%	24.4%	24.4%	51.2%
2020	Count	N/A	N/A	N/A	N/A
	Percent	N/A	N/A	N/A	N/A
2021	Count	0	9	19	82
	Percent	0.0%	8.2%	17.3%	74.5%

ELL All Students Reading

Year		Exceeds	Meets	Partially meets	Does not meet
2019	Count	2	16	21	47
	Percent	2.3%	18.6%	24.4%	54.7%
2020	Count	N/A	N/A	N/A	N/A
	Percent	N/A	N/A	N/A	N/A
2021	Count	0	15	17	78
	Percent	0.0%	13.6%	15.5%	70.9%

All Students FRL Math

Year		Exceeds	Meets	Partially meets	Does not meet
2019	Count	4	40	39	67
	Percent	2.7%	26.7%	26.0%	44.7%
2020	Count	N/A	N/A	N/A	N/A

	Percent	N/A	N/A	N/A	N/A
2021	Count	2	23	27	120
	Percent	1.2%	13.4%	15.7%	69.8%

All Students FRL Reading

Year		Exceeds	Meets	Partially meets	Does not meet
2019	Count	9	40	37	63
	Percent	6.0%	26.8%	24.8%	42.3%
2020	Count	N/A	N/A	N/A	N/A
	Percent	N/A	N/A	N/A	N/A
2021	Count	6	38	34	94
	Percent	3.5%	22.1%	19.8%	54.7%

Other State Assessment Trend Results

The following MCA Results are from the prior school years. Due to the pandemic MCA testing was restricted in Spring 2021, resulting in some data, but not sufficient to use for analysis.

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
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 for 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 2020-2021 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 are summarized with the following measures.

Parents are satisfied with the education their children are receiving at Urban Academy.

Of 228 responses 96.49% are Very Satisfied or Satisfied and 3.51% are Somewhat Satisfied or Very Unsatisfied with the education their children are receiving at Urban Academy.

% of Parters Satisfied or Very Satisfied

Overall Satisfaction Rating by Parents with Urban Academy Survey Questions - 2020-2021, 228 responders
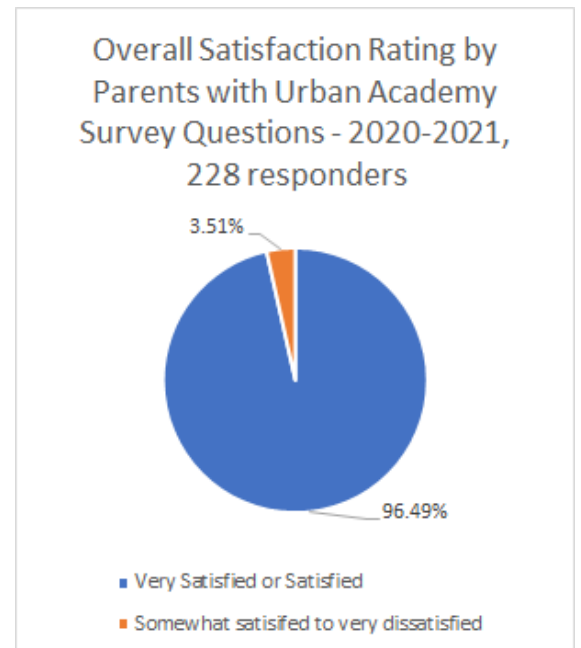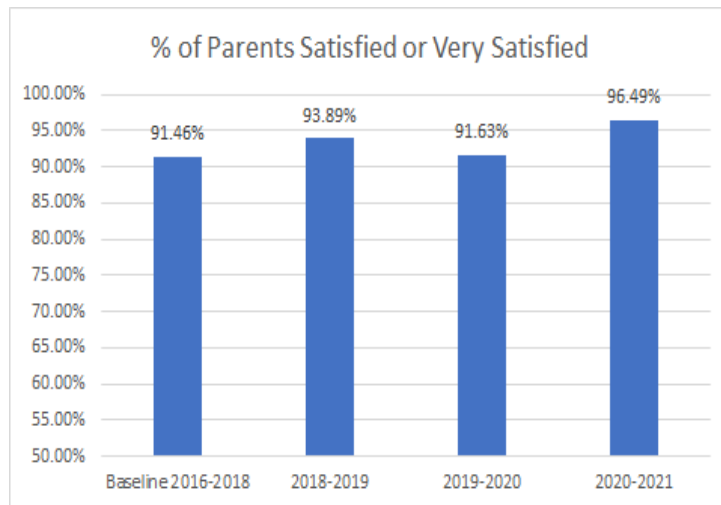
Staffing

UA served 457 students in 2020-2021. 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	FY20-FY21
Number of Licensed Teachers	21	24	26	28
Licensed Teacher Retention Rate	71.40%	83.30%	92.30%	82.14%
Number of Non-Teaching Staff	23	31	25	26
Non-Teaching Staff Retention	78.30%	96.80%	96.00%	76.92%
All Staff Retention Rate	75.00%	90.90%	94.10%	79.63%

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.

2020-21 Licensed Teaching Staff

Last Name	First Name	File #	Assignment	Status*
Wade	Ashley	463107	PreK	R
Scheuer	Kelly	495896	PreK	R
Heller	Mary	495719	Kindergarten	NR
Yang	Chao	392714	Kindergarten	R
Olson	Cathleen	337623	1st Grade	R
McCabe	Beth	511121	1st Grade	R
Haley	Zach	1000874	2nd Grade	NR
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	NR
Conrad	Cheryl	297941	5th Grade	R
Cavanaugh	Matt	491923	6th Grade	R
Olson	Luke	500698	6th Grade	R
Hughes	Clint	473960	7th Grade – Soc. St.	R
Christopher	Jane	370443	7th Grade – Science	R
Burkhardt	Laura	375931	Art	R
Curran	Shannon	376988	ESL	R
Lonnes-Spatola	Amelia	479518	ESL	NR
Cisek	Abby	497619	ESL	NR
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
Lang	Harold	422103	Academic Lead	R

* R = Returning, NR = Not Returning

2020-21 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
Hickman	Shelley		Family Specialist	R
Thay	Ku		Janitor	R
Too	Kanyaw		Janitor	R
Vue	Maiger		Lead Paraprofessional	R
James	Christina		Executive Assistant	R
Vang	Choua	490673	Paraprofessional	R
Vang	Douachee	486393	Paraprofessional	R
Yang	Isique		Paraprofessional	R
Vang-Yang	Pang		Admin. Assistant	NR
Yang	Isique		Paraprofessional	R
Paw	La		PreK Paraprofessional	NR
Puie	Paw Ler		PreK Paraprofessional	NR
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
Soe	Eh Doh		Special Ed Paraprofessional	R
Riley	Cedric		Special Ed Paraprofessional	NR
Stevenson	LQ		Special Ed Paraprofessional	NR

Thao	Kia		Special Ed Paraprofessional	NR

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 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
Dr. Mongsher Ly	1999	Ex-Officio	Superintendent	1999-Current
Ralph Elliott	2012	Advisory	Admin Academy	2012-Current
Luis Brown-Pena	2010	Advisory	Community Professional	2010-Current

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.

Initial Board Training

Board member name	Date of Training	Topic
Melissa Jensen	11/12/2016	Governance, Employment, Finance, Academics
Fong Lor	11/12/2016	Governance, Employment, Finance, Academics
Chao Yang	1/22/2018	Governance, Employment, Finance, Academics
Dr. Tamara Mattison	11/12/2016	Governance, Employment, Finance, Academics
Caley Long	11/12/2016	Governance, Employment, Finance, Academics
Nancy Smith	11/12/2016	Governance, Employment, Finance, Academics
Yuyin Liao	1/22/2018	Governance, Employment, Finance, Academics
Ronsoie Xiong	1/22/2018	Governance, Employment, Finance, Academics
Dr. Mongsher Ly	11/12/2016	Governance, Employment, Finance, Academics
Ralph Elliott	11/12/2016	Governance, Employment, Finance, Academics
Luis Brown-Pena	11/12/2016	Governance, Employment, Finance, Academics

Ongoing/Annual Training – 2020-2021

Board Member Name	Date	Topic	Presenter or Trainer
Melissa Jensen	February 22, 2021	Create a Board Plan + start MNCharterBoard.com	Rod Haenke
Fong Lor	February 22, 2020	Create a Board Plan + start MNCharterBoard.com	Rod Haenke
Chao Yang	February 22, 2020	Create a Board Plan + start MNCharterBoard.com	Rod Haenke
Dr. Tamara Mattison	February 22, 2020	Create a Board Plan + start MNCharterBoard.com	Rod Haenke

Ying Thao	February 22, 2020	Create a Board Plan + start MNCharterBoard.com	Rod Haenke
Caley Long	February 22, 2020	Create a Board Plan + start MNCharterBoard.com	Rod Haenke
Nancy Smith	February 22, 2020	Create a Board Plan + start MNCharterBoard.com	Rod Haenke
Yuyin Liao	February 22, 2020	Create a Board Plan + start MNCharterBoard.com	Rod Haenke
Ronsoie Xiong	February 22, 2020	Create a Board Plan + start MNCharterBoard.com	Rod Haenke

Superintendent Evaluation and Professional Development

Dr. Ly reported to the board regarding his K-12 Principal and Superintendent Licenses which extend through June 2021. These licenses were renewed. He was formally evaluated by the Board in FY2021.

Finances

Key financial highlights for the 2020-2021 fiscal year include:

- General Fund revenues were $6,585,183 as compared to $5,844,366 expenditures, an excess of $766,530.
- Total fund balance increased in fiscal year 2021 by $766,530 to a positive balance of $2,882,762.
- 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
- 19% over the prior year, while expenditures increased by 9%.
- 2020-2021 student enrollment increased from 369 ADMs to 412 ADMs.

In regard to the 2020-2021 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 2020-2021 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%
2020-2021	$2,882,762	49%

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
2021 Award for 2019-2020 Reporting	Received

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	
2020-2021	waiting completion	

Future Plans

Urban Academy remodeled the former cafeteria and converted the space into four new classrooms. These rooms are planned for the seventh grade in FY2021 with plans to grow to grade 8 in the 2021-2022 school year. This is in addition to the new facility addition completed in 2019-2020. Once school fully 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, a 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.

Urban Academy's Safe Learning Summary for FY21

Urban Academy followed the guidance in Minnesota's [Safe Learning Plan](#) to continue to educate students and keep our community healthy during the COVID-19 pandemic. Minnesota's Safe Learning Plan was created at the request of Governor Tim Walz and Lt. Governor Peggy Flanagan by the Minnesota Department of Education (MDE) and the Minnesota Department of Health (MDH). The State allows schools to implement different learning models as long as schools take steps to prevent the spread of COVID-19.

At the beginning of the year, the distance learning model was the priority. The In-Person model was implemented when restrictions and guidance from the MDH and MDE allowed for safe in-person learning in the Urban facility. This started at the end of January and February of 2021.

Distance Learning Plans and Protocols (September through late January-early February)

At the beginning of the year, all students were in the Distance Learning Model. Because of technology limitations by families students were provided packets for their daily learning activities. This approach provided equal access to learning by converting Urban's standard program and curriculum content to printed packets. Packets covered all subjects by grade level and were distributed to all students on at least a weekly basis. Custom packets were provided to students with lEPs and/or English Learner (EL) Learning Plans to allow for accommodations and to maintain student progress according to their plans. Each student with an IEP received ongoing services to the degree possible in the Distance Learning Model.

Gradually during distance learning, there was a shift to online learning from packets. Students were issued Chromebooks and internet access to their homes was established. Learning plans, curricula, and management were adapted from packets to online learning curricula. For students in distance learning their teachers tracked student activity and progress through online activity and online feedback during the week. This was supplemented by phone conversations, texts, and other means as appropriate. Parents need to support each student's schedule and activities.

Each day teachers communicated with each student to connect personally and discover how the student is doing with activities and learning. Some instruction and help were provided during these times. Student IEPs and ELL Learning Plans were managed and implemented through personal communications and online tools with teachers and teacher aides.

Each week EL teachers communicated with students according to an established pattern of interaction and in collaboration with the students' teachers. Service and plans were adjusted based on feedback and assessments. Special Education teachers communicate weekly with students according to a plan and based on the student's IEP, in collaboration with teachers, paraprofessionals, and parents.

As has been standard practice, teachers and other staff communicated regularly with parents and students about plans, adjustments, needs, and so on. Communications were made to best serve the

parents and students – by phone calls, with the help of a translator as needed, by email, text, and possibly other means.

Instructional leadership, as in the normal school practice, was provided by Dr. Mongsher Ly, Instructional Coach Harold Lang, and the Instructional Leadership Team. This was through regular online meetings and by continually monitoring student engagement, teacher practices, and curriculum development.

Any Urban Academy students whose parents are qualified emergency workers were given care at the Urban Academy facility according to MDE and State requirements. Staff present with the students managed student needs within the expected constraints to minimize transmission of the virus and also to support students as they worked on their learning activities.

The In-Person Learning Model at Urban Academy (late January – end of Year)

The In-Person Learning Model became the primary model starting around the end of January 2021. Some families/students decided to remain in distance learning as described above for the remainder of the year.

Students in the in-person model followed additional safety precautions while in the school, including using face coverings as mandated by state officials. The In-Person Learning Model was made as close as possible to the standard program design prior to the start of the pandemic. Students attended school from 9:00-3:30 Monday through Friday. Students are provided transportation to and from school by bus with modifications in practice to meet health and safety requirements. Adjustments are made as appropriate to current regulations and guidelines.

Families continued to have the option of distance learning at the beginning of each quarter throughout the academic year. Students choosing distance learning remained in distance learning until the end of the quarter.

Special Education - IEP or 504 Plan

Programming and services were based on the individual student's needs as determined by the individual education program (IEP) team and as documented in the IEP or 504 plans. Each student with an IEP received ongoing services to the degree possible through either learning model. Each student's IEP was monitored and the appropriate teacher worked with their students through online communications, customized packets, phone calls, mail, and conversations with others who support the student's learning and learning plan. Progress was assessed through conversations and weekly assessments.

For students in the In-Person Learning Model, their services were provided in a similar manner to before the pandemic started. Some adjustments were made to ensure health and safety protocols were met.

Serving English Learners

Each student with an ELL Individual Learning Plan received ongoing services to the degree possible through distance learning. Each student's Individualized Learning Plan is monitored, and the appropriate teacher worked with the student through online tools and other resources, phone calls, and conversations with others who support the student's learning and learning plan. Progress was assessed through weekly assessments and verbally administered WIDA assessments, by student reporting and reading of work done for specific activities.

For students in the In-Person Learning Model, their services are provided in a similar manner as before the pandemic started. Some adjustments were made to ensure health and safety protocols are met.

Attachment – NEO/Urban Performance Framework

<table>
<tr><td colspan="5">Novation Education Opportunities- Urban Academy Charter School Performance Framework</td></tr>
<tr><td colspan="5">Urban Academy Charter School</td></tr>
<tr><td colspan="5">Date of Last Update/Review: 1/26/2021</td></tr>
<tr><td colspan="5">Contract Term: July 1, 2019- June 30, 2024</td></tr>
<tr><td colspan="5">Baseline Year Results: 2016-2019</td></tr>
<tr><td colspan="5">Charter Number: 4088</td></tr>
<tr><td colspan="5">Initial Year of Operation: 2003</td></tr>
<tr><td colspan="5">Grades Served: 2016-2017 (PK-6), 2017-2018 (PK-6), 2020-2021 (PK-7)</td></tr>
</table>

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	N/A	N/A	N/A	
	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**	**4**

	Not Satisfactory	Less than 60 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.		0	

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	N/A	N/A	N/A	
	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	25	172	14.53%	44.20%
	2021-2022				
	2022-2023				
	2018-2023	67	316	21.20%	51.24%
Analysis	The school's combined 2019-2024 proficiency rate of 21.20% is 30.04 percentage points lower than the state's combined 2019-2024 proficiency rate of 51.24%.			
	From the baseline years 2015-2019 rate of 28.30% the school's proficiency decreased to 14.53%, a decrease of 13.77 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

			Point Value	
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	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	44	172	25.58%	52.50%
	2021-2022				
	2022-2023				
	2018-2023	92	315	29.21%	56.33%
Analysis	The school's combined 2019-2024 proficiency rate of 29.21% is 27.12 percentage points lower than the state's combined 2019-2024 proficiency rate of 56.33%.			
	From the baseline years 2015-2019 rate of 34.50% the school's proficiency decreased to 25.58%, a decrease of 8.92 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	
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	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	25	172	14.53%	21.40%
	2021-2022				
	2022-2023				
	2018-2023	67	316	21.20%	27.91%
Analysis	The school's combined 2019-2024 proficiency rate of 21.20% is 6.70 percentage points lower than the resident district's combined 2019-2024 proficiency rate of 27.91%.			
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	44	172	25.58%	33.30%
	2021-2022				
	2022-2023				
	2018-2023	92	315	29.21%	36.34%
Analysis	The school's combined 2019-2024 proficiency rate of 29.21% is 7.13 percentage points lower than the resident district's combined 2019-2024 proficiency rate of 36.34%.				

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	
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	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	25	172	14.53%	22.70%
	2021-2022				
	2022-2023				
	2018-2023	67	316	21.20%	30.15%
Analysis	The school's combined 2019-2024 proficiency rate of 21.20% is 8.94 percentage points lower than the state's combined 2019-2024 proficiency rate of 30.15%.				
	From the baseline years 2015-2019 rate of 27.79% the school's proficiency decreased to 14.53%, a decrease of 13.26 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	44	172	25.58%	32.40%
	2021-2022				
	2022-2023				
	2018-2023	92	315	29.21%	36.77%
Analysis	The school's combined 2019-2024 proficiency rate of 29.21% is 7.56 percentage points lower than the state's combined 2019-2024 proficiency rate of 36.77%.				
	From the baseline years 2015-2019 rate of 33.79% the school's proficiency decreased to 25.58%, a decrease of 8.21 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	25	172	14.53%	9.70%
	2021-2022				
	2022-2023				
	2018-2023	67	316	21.20%	16.14%
Analysis	The school's combined 2019-2024 proficiency rate of 21.20% is 5.06 percentage points higher than the resident district's combined 2019-2024 proficiency rate of 16.14%.				

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

	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	State Percent Proficient
	2020-2021	44	172	25.58%	20.30%
	2021-2022				
	2022-2023				
	2018-2023	92	315	29.21%	23.49%
Analysis	The school's combined 2019-2024 proficiency rate of 29.21% is 5.72 percentage points higher than the resident district's combined 2019-2024 proficiency rate of 23.49%.				

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**	**0**
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	9	110	8.18%	9.20%
	2021-2022				
	2022-2023				
	2018-2023	29	193	15.03%	15.52%
Analysis	The school's combined 2019-2024 proficiency rate of 15.03% is 0.49 percentage points lower than the state's combined 2019-2024 proficiency rate of 15.52%.				
	From the baseline years 2015-2019 rate of 21.31% the school's proficiency decreased to 8.18%, a decrease of 13.13 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**	
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%
	2018-2019	18	83	21.69%	16.47%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	15	110	13.64%	9.10%
	2021-2022				

	2022-2023				
	2018-2023	33	193	17.10%	12.79%
Analysis	The school's combined 2019-2024 proficiency rate of 17.10% is 4.31 percentage points higher than the state's combined 2019-2024 proficiency rate of 12.79%.				
	From the baseline years 2015-2019 rate of 24.59% the school's proficiency decreased to 13.64%, a decrease of 10.95 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	9	110	8.18%	5.90%
	2021-2022				
	2022-2023				
	2018-2023	29	193	15.03%	11.92%
Analysis	The school's combined 2019-2024 proficiency rate of 15.03% is 3.11 percentage points higher than the resident district's combined 2019-2024 proficiency rate of 11.92%.				

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	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	15	110	13.64%	7.20%
	2021-2022				
	2022-2023				
	2018-2023	33	193	17.10%	10.58%
Analysis	The school's combined 2019-2024 proficiency rate of 17.10% is 6.52 percentage points higher than the resident district's combined 2019-2024 proficiency rate of 10.58%.				

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	N/A	N/A	N/A
	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**	
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**	**2**
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	N/A	N/A	N/A
	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
	2020-2021	N/A	N/A	N/A	N/A
	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	N/A	N/A	N/A	N/A
	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	
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	4

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	N/A	N/A	N/A	
	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%	

	Year			
	2019-2020	N/A	N/A	N/A	
	2020-2021	N/A	N/A	N/A	
	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	2

Results	Year	Attendance Rate			
	Baseline 2015-2017	95.89%			
	2019-2020	92.40%			
	2020-2021	99.01%			
	2021-2022				
	2017-2022	95.71%			
Analysis	The 2019-2024 combined average attendance rate is 95.71%.				

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%	100.00%
	2020-2021	220	228	96.49%	76.51%
	2021-2022				
	2022-2023				
	2018-2023	586	623	94.06%	88.49%
Analysis	The 2019-2024 combined average parent satisfaction rate is 94.06%.				

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	15.56%	
	2019-2020	20	417	4.80%	
	2020-2021	15	444	3.38%	
	2021-2022				
	2017-2022	35	861	4.07%	
Analysis	The 2019-2024 combined average mobility rate is 4.07%.				

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 was a MDE Finance Award Recipient and NEO Stewardship Award for FY20 for FY19 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**

			Point Value	Points Earned
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	

Results	Fund Balance	Expenditures	SOD Calculation		
	$2,110,296	$4,801,360	43.95%		
Analysis	The school has built a fund balance reserve of 43.95% in 2019-2020.				

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 2019-2020.		

Contract Renewal and Intervention

NEO schools must achieve at least a Satisfactory Rating (50% of points possible) in the Performance Framework overall and in each performance area (Academic, Climate, Compliance, Finance) to be automatically recommended for a three-year contract renewal.

NEO schools must achieve at least an Exemplary Rating (70% of points possible) in the Performance Framework overall 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 71 points out of a total of 100 points possible, 71.00%.

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

Academic Performance Points Earned	29
Academic Performance Total Points Possible	56
Academic Performance Percent of Points Earned	51.79%
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			71		
Performance Framework Total Points Possible			100		
Performance Framework Percent of Total Points			71.00%		