

URBAN ACADEMY CHARTER SCHOOL

2016 ANNUAL REPORT



Minnesota Charter School District #4088
Dr. Mongsheer Ly, Superintendent
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1. School Information

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Grades Served

K-6

Board of Directors

7 Board Members-Community Member Majority- 5 Community Members, 1 Parent and 1 Teachers-Board Elections held in February

Programmatic Focus

Multicultural, urban-based teaching, learner-centered

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.

History

Opened Fall, 2003

Mission 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.”*

School Calendar/Hours of Operation

School was in session September 8, 2015 through June 10, 2016. The school day at UA ran from 9:00 a.m. to 4:00 p.m. Monday through Friday, and Summer school was in session from June 20, 2016 through July 15, 2016 from 8:00 a.m. to 2:30 p.m.

2. Authorizer Information

Novation Education Opportunities
Wendy Swanson-Choi
Wendy.swansonchoi@gmail.com
612-889-2103

UA began its relationship with the new sponsor, Novation Education Opportunities (NEO), in the 2011-2012 school year. The current contract is for 3 years running from 2016-2019. NEO ensures that UA is accountable and responsible in four key areas: (1) governance, (2) student and school performance, (3) operational performance, and (4) financial management. As part of NEO's oversight, NEO is contracted to attend at least two board meetings, reviews the annual report, reviews the school's report card, reviews the school's budget, and makes at least two site visits.

3. Parent Satisfaction

Parent Satisfaction: 88%

At the end of 2015, parent survey results were:

The very large majority of parents (94.8%) felt that their child is/children are very safe or safe while attending Urban Academy.

Also, a large majority of parents (89.4%) were satisfied or very satisfied with the education their child is/children are receiving at Urban Academy.

In the spring of 2016, Urban Academy conducted another parent satisfaction survey asking a few more questions. Parents were asked about their overall satisfaction, about their perceptions of student safety, and a few other questions addressing teacher communication and the school's welcoming environment. The school continued to get high satisfaction rates in all areas.

Following are the results:

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

Very Satisfied or Satisfied	Somewhat or Unsatisfied	# of Responses	% Very Satisfied or Satisfied
93	13	106	88%

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

Very Safe or Safe	Somewhat or Unsafe	# of Responses	% Very Safe or Safe
96	11	107	90%

3. How satisfied are you with the communication from teachers at Urban Academy?

Very Satisfied or Satisfied	Somewhat or Unsatisfied	# of Responses	% Very Satisfied or Satisfied
92	16	108	85%

4. How welcome do you feel at Urban Academy?

Very Welcome or Welcome	Somewhat or Not Welcome	# of Responses	% Very Welcome or Welcome
100	8	108	93%

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

Very Satisfied or Satisfied	Somewhat or Unsatisfied	# of Responses	% Very Satisfied or Satisfied
94	12	106	87%

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

Very Satisfied or Satisfied	Somewhat or Unsatisfied	# of Responses	% Very Satisfied or Satisfied
98	7	105	93%

4. Student Enrollment & Demographics

STUDENT ENROLLMENT

In 2015-2016, almost 100% of students were students of color and qualified for free or reduced lunch; these percentages have been consistent very consistent since UA's inception. UA continues to have a high number of Limited English Proficiency students and recent immigrants. The following tables below show the grade level distribution and important demographic characteristics of UA students.

2015-2016

Ethnicity	Count	Percent
American Indian/Alaskan Native	3	1.1%
Asian/Pacific Islander	156	55.5%
Hispanic	0	0.0%
Black, not of Hispanic Origin	119	42.3%
White, not of Hispanic Origin	3	1.1%
All Students	281	100.0%

2016 Enrollment by Special Population

	Count	Percent
English Learner	83	29.5%
Special Education	21	7.5%
Free/Reduced Priced Lunch	280	99.6%
Homeless	30	10.7%

Number of Students Enrolled	2014-15	2015-2016	2016-2017 (est.)
Kindergarten	50	56	36
1st Grade	56	62	53
2nd Grade	48	47	65
3rd Grade	46	40	51
4th Grade	47	40	35
5th Grade	37	48	40
6th Grade	33	31	32
Total	316	324	312
Total ADM (Average Daily Membership) for year	281.24	278.18	307.94

STUDENT DEMOGRAPHICS

Demographic Trends	2014-2015	2015-2016	2016-2017 (est.)
Total Enrollment	316	324	312
Male	156	141	146
Female	160	183	166
Special Education	23	26	25
LEP	147	109	139
African American	156	132	97
Latino	0	0	0
Asian/PI	155	185	210
American Indian	2	3	3
White	3	4	2
F/R Lunch	316	322	312

Enrollment Procedures. UA actively recruited students from diverse communities as well as provided enrollment forms in multiple languages (English, Hmong, Karen and Spanish). Copies of UA's enrollment applications can be found in Appendix A. A limited amount of information is gathered on the forms as directed by law, including: the student's name, gender, grade (to determine if space is available), whether or not the student has a sibling enrolled at UA (applicants with enrolled siblings have higher priority), and parent or guardian contact information.

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

5. Student Attrition and Attendance

Student Attrition

Percentage of students* who are continuously enrolled between October 1 of 2014-15 school year and October 1 of 2015-16 school year.	50.3%
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Student Attendance

All	2014	94.4%
All	2015	94.1%
All	2016	94.1%

6. Academic Performance: Goals & Benchmarks

Urban Performance Framework Summary

October 2016

MCA Results

- ✓ Reading proficiency rates for all tested students have increased by more than 10 percentage points since 2014.
- ✓ Reading proficiency rates for the Free and Reduced focus group have increased by more than 10 percentage points since 2014.
- ✓ Reading proficiency rates for the Free and Reduced focus group are higher than the local school district for 2015-2016.
- ✓ In math, the school's EL students are exceeding the state's and district's proficiency rates for 2015-2016.
- ✓ In reading, the school's EL students are exceeding the state's proficiency rates for 2015-2016; and are on par with the local district.
- Math proficiency rates have been stagnant. Since math problems require a fair amount of reading, the school is working on supporting EL students with strategies for solving problems.

NWEA Results

Math

- On average, students who that were below grade level in math increased their percentile ranking by over 5 rankings.
- In math, students that were above grade level stayed above grade level at about the same level and, on average, students grew by the expected amount of points.
- 62% of all students met the expected growth target set by NWEA; and, on average, students grew by more than the expected amount.

Reading

- On average, students who that were below grade level in reading increased their percentile ranking by 5 rankings.
- On average, students who that were above grade level in reading maintained their percentile ranking and students grew by more than the expected amount.
- 65% of student below grade level in reading met the expected growth target set by NWEA; and, on average, students grew by more than the expected amount.
- 54% of all students met the expected growth target set by NWEA; and, on average, students grew by exactly the expected amount.

Contractual Academic Goal Reporting

Following is the school's performance framework within its charter contract with NEO. For each measure, reaching the "Satisfactory" rating is essentially the goal. Contractual goals are rolled up – in other words, at the end of the contract all of the data for each measure is aggregated. So goals are not met annually, but each year's data contributes to the aggregated total. Each year is an opportunity for both the school and the authorizer to know where the school's stands in reaching the overall goals. For many of these goals, comparisons are made between 2014 as the baseline year for data and the aggregated total of years 2015 and 2016.

I. All Children Ready for School (NA)	
I.A Ready for First Grade	
School Performance	Early-Reading Criteria (Grade K) - Fountas & Pinnell Leveled Literacy Intervention System
Exemplary	75 percent of kindergarten students ready for first grade by reaching Level C
Satisfactory	60-74 percent of kindergarten students ready for first grade by reaching Level C
Not Satisfactory	<i>Less than 60 percent of kindergarten students ready for first grade by reaching Level C</i>
School Performance Rating	Early-Math Criteria (Grade K) - NWEA MAP for Primary
Exemplary	75 percent of kindergarten students ready for first grade
Satisfactory	60-74 percent of kindergarten students ready for first grade
Not Satisfactory	<i>Less than 60 percent of kindergarten students ready for first grade</i>

- The school is not on target to meet these goals.
- Only 54% of Kindergarten students reached Level C.
- Only 32% of Kindergarten students reached a grade level score on the NWEA Map Math assessment.

We have selected two of our most experienced teachers into teaching Kindergarten this year. We are supporting them by working with them on weekly lesson plans and objectives in both reading and math. We have also purchased reading program that helps develop phonics as a foundation for students. This will help in getting more of Kindergarten students ready for first grade.

II.A. Attain Grade-level Proficiency- All Students Statewide Comparison	
School Performance Rating	MCA-Math (Grades 3-6)
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average
Satisfactory	The school's proficiency rate exceeds the state average by 1- 10 percentage points AND/OR school improves the proficiency rate by at least 10 percentage points
Not Satisfactory	<i>The school's proficiency rate does not exceed the state average</i>
School Performance Rating	MCA-Reading (Grades 3-6)
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average
Satisfactory	The school's proficiency rate exceeds the state average by 1- 10 percentage points AND/OR school improves the proficiency rate by at least 10 percentage points
Not Satisfactory	<i>The school's proficiency rate does not exceed the state average</i>

II.B. Attain Grade-level Proficiency- All Students Resident District (St Paul)	
School Performance Rating	MCA-Math (Grades 3-6)
Exemplary	The school's proficiency rate is greater than 10 percentage points above their resident district average
Satisfactory	The school's proficiency rate exceeds the resident district average by 1- 10 percentage points
Not Satisfactory	<i>The school's proficiency rate does not exceed the resident district average</i>
School Performance Rating	MCA-Reading (Grades 3-6)
Exemplary	The school's proficiency rate is greater than 10 percentage points above their resident district average
Satisfactory	The school's proficiency rate exceeds the resident district average by 1- 10 percentage points
Not Satisfactory	<i>The school's proficiency rate does not exceed the resident district average</i>

- The school is not on target to meet several of these goals. Urban Academy has had fewer percent of students reach proficiency than the statewide average or the St. Paul School District.
- ✓ However, the school is on target to meet the goal of increasing the proficiency rate in reading by more than 10 percentage points.

Grades	Subject	Students	Year	Urban	State	St. Paul
		All				
3-6	Math	Students	2014	31.5%	66.0%	44.0%
		All			65.8%	42.4%
3-6	Math	Students	2015	35.6%		
		All		24.5%	62.3%	40.8%
3-6	Math	Students	2016			
		All				
3-6	Math	Students	2015-2016	30.6%	65.1%	41.6%
				Urban	Statewide	St. Paul
		All				
3-6	Reading	Students	2014	21.3%	61.0%	39.8%
		All		37.1%	62.7%	40.5%
3-6	Reading	Students	2015			
		All		32.7%		39.7%
3-6	Reading	Students	2016		61.0%	
		All				
3-6	Reading	Students	2015-2016	35.1%	62.5%	40.1%

It should be noted that over 50% of tested students in 2015-2016 had been enrolled at Urban Academy less than 2 years. 66% of those students were at Urban Academy less than one year. We are not using that as an excuse but instead are realizing that we are becoming an attractive school for students that are new to the country and are EL students. So we are putting more effort into curriculum and professional development that matches this student body. We are using more math manipulatives, working in groups to build academic language, and are creating math groups based off our assessments that we give every other week.

II.C. Attain Grade-level Proficiency- FRM Focus Group State Comparison	
School Performance Rating	MCA-Math (Grades 3-6)
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average
Satisfactory	The school's proficiency rate exceeds the state average by 1- 10 percentage points AND/OR school improves the proficiency rate by at least 10 percentage points
Not Satisfactory	<i>The school's proficiency rate does not exceed the state average</i>
School Performance Rating	MCA-Reading (Grades 3-6)
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average
Satisfactory	<i>The school's proficiency rate exceeds the state average by 1- 10 percentage points AND/OR school improves the proficiency rate by at least 10 percentage points</i>
Not Satisfactory	The school's proficiency rate does not exceed the state average

II.C. Attain Grade-level Proficiency- FRM Focus Group District Comparison	
School Performance Rating	MCA-Math (Grades 3-6)
Exemplary	The school's proficiency rate is greater than 10 percentage points above the district average
Satisfactory	The school's proficiency rate exceeds the district average by 1- 10 percentage points
Not Satisfactory	<i>The school's proficiency rate does not exceed the district average</i>
School Performance Rating	MCA-Reading (Grades 3-6)
Exemplary	The school's proficiency rate is greater than 10 percentage points above the district average
Satisfactory	<i>The school's proficiency rate exceeds the district average by 1- 10 percentage points</i>
Not Satisfactory	The school's proficiency rate does not exceed the district average

- ✓ The school is not on target to meet math goals. However, the rate of change was slightly less at Urban Academy than with the state or district. Both the state and district saw a larger decrease when comparing 2014 results with the combined 2015-2016 results.
- ✓ ***The school is on target to meet the reading goals. The school increased the proficiency rate by more than 10 points; and is exceeding the district average.***

				Urban	Statewide	St. Paul
3-6	Math	Free/Reduced Priced Lunch	2014	30.9%	47.7%	32.2%
3-6	Math	Free/Reduced Priced Lunch	2015-2016	29.4%	45.9%	29.5%
				Urban	Statewide	St. Paul
				21.5		
3-6	Reading	Free/Reduced Priced Lunch	2014	%	42.1%	26.8%
				34.0		
3-6	Reading	Free/Reduced Priced Lunch	2015-2016	%	43.6%	27.5%

We have been working to improving our reading program the past two years. We purchased A to Z reading as a comprehension resource and started working with a new reading curriculum that helps with phonics. We also are having team meetings to look at our two week planning guided to see what we can do to make them stronger, written in kid friendly language and make wonderings to get the teacher really thinking about what the lesson would look/sound like.

II.E. Attain Grade-level Proficiency- EL Focus Group State Comparison

School Performance Rating	MCA-Math (Grades 3-8)
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average
Satisfactory	<i>The school's proficiency rate exceeds the state average by 1- 10 percentage points AND/OR school improves the proficiency rate by at least 10 percentage points</i>
Not Satisfactory	The school's proficiency rate does not exceed the state average
School Performance Rating	MCA-Reading (Grades 3-8)
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average
Satisfactory	<i>The school's proficiency rate exceeds the state average by 1- 10 percentage points AND/OR school improves the proficiency rate by at least 10 percentage points</i>
Not Satisfactory	The school's proficiency rate does not exceed the state average

II.F. Attain Grade-level Proficiency- EL Focus Group Resident District Comparison

School Performance Rating	MCA-Math (Grades 3-8)
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average
Satisfactory	<i>The school's proficiency rate exceeds the resident district average by 1- 10 percentage points</i>
Not Satisfactory	The school's proficiency rate does not exceed the resident district average
School Performance Rating	MCA-Reading (Grades 3-8)
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average

Satisfactory	<i>The school's proficiency rate exceeds the resident district average by 1- 10 percentage points</i>
Not Satisfactory	The school's proficiency rate does not exceed the resident district average

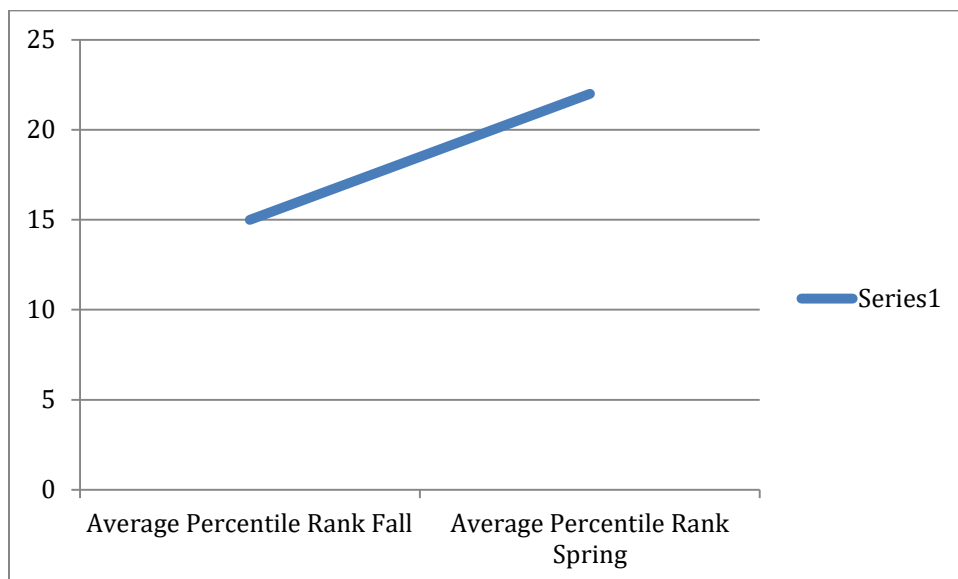
- ✓ *The school is on target to meet these goals.*
- ✓ *In math, the school's EL students are exceeding the state's and district's averages.*
- ✓ *In reading, the school is exceeding the state average for 2015-2016; and is on par with the district average.*

				Urban	State-wide	St. Paul
3-6	Math	English Learner	2014	38.2%	32.7%	29.7%
3-6	Math	English Learner	2015-2016	34.0%	29.9%	27.6%
				Urban	State-wide	St. Paul
3-6	Reading	English Learner	2014	11.8%	20.2%	26.8%
3-6	Reading	English Learner	2015-2016	27.7%	20.8%	27.5%

We have been working extremely hard on our ESL program. We are continuing to make gains as the data has shown, but are still working to make it better. So this year, we have made a 1st and 2nd grade ESL reading period where an ESL and classroom teacher are working on basic, everyday language to help our many, new-to-country students. We have our two ESL teachers pushing in and pulling out every day dictated by student need. We also have incorporated an online internet resource that works with building vocabulary and fluency with the students.

III. All Students Graduate from High School (as Measured by Growth on NWEA MAP)	
III.A. Meet or Exceed National Growth Norms- <i>Students Below Grade Level</i>	
School Performance Rating	Growth on NWEA MAP- Math (Grades K-6) <i>Students Below Grade Level</i>
Exemplary	On average, students who are below grade level will increase their percentile ranking by more than 10 rankings.
Satisfactory	<i>On average, students who are below grade level will increase their percentile ranking by more than 5 rankings.</i>
Not Satisfactory	On average, students who are below grade level will not increase their percentile ranking by more than 5 rankings.

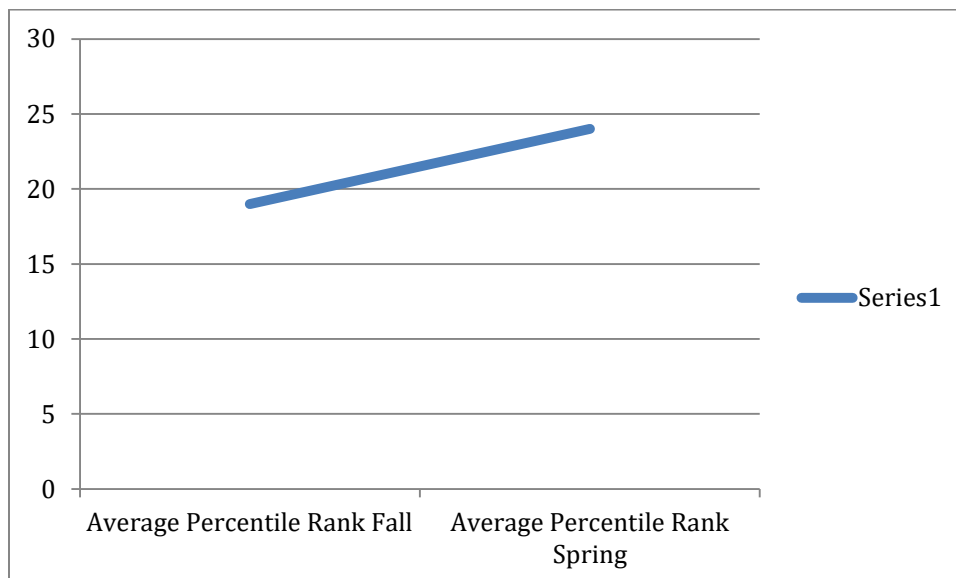
✓ *On track to meet this goal - On average, students who that were below grade level in math increased their percentile ranking by over 5 rankings.*



Average Percentile Rank Fall	15
Average Percentile Rank Spring	22

School Performance Rating	Growth on NWEA MAP- Reading (Grades K-6) - <i>Students Below Grade Level</i>
Exemplary	On average, students who are below grade level will increase their percentile ranking by more than 10 rankings.
Satisfactory	<i>On average, students who are below grade level will increase their percentile ranking by more than 5 rankings.</i>
Not Satisfactory	On average, students who are below grade level will not increase their percentile ranking by more than 5 rankings.

✓ *On track to meet this goal - On average, students who that were below grade level in reading increased their percentile ranking by 5 rankings.*

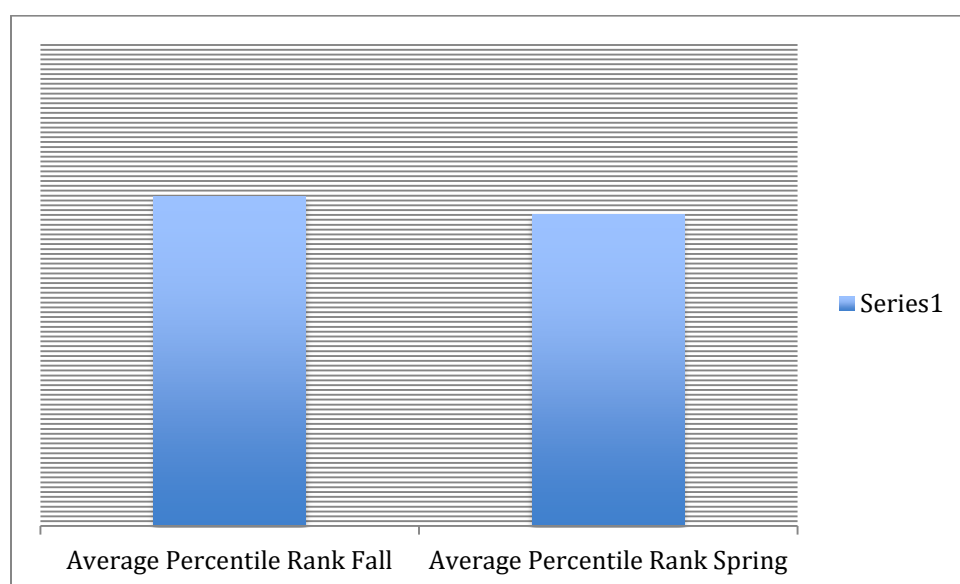


Average Percentile Rank Fall	19
Average Percentile Rank Spring	24

✓ *Additionally, **65%** of student below grade level met the expected growth target set by NWEA.*

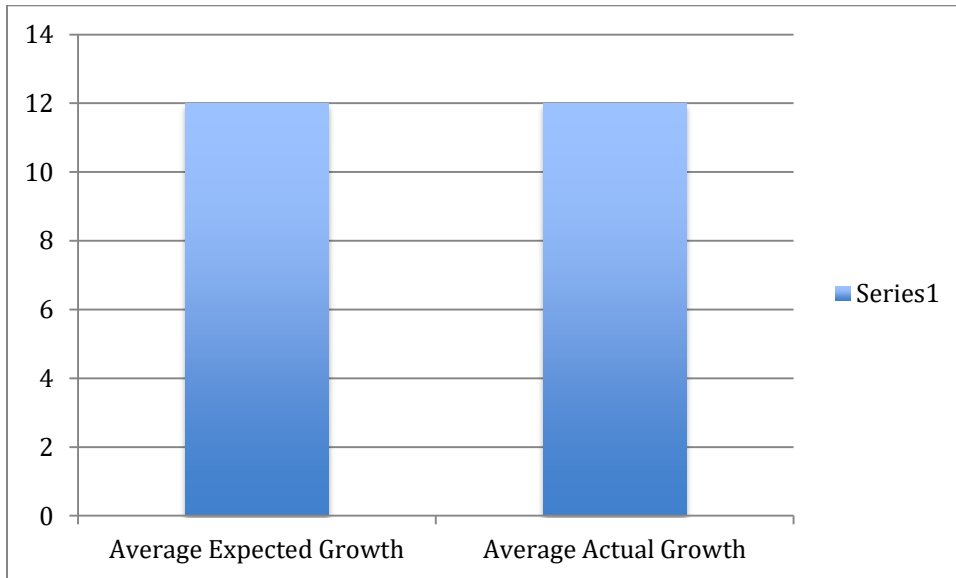
III.B. Meet or Exceed National Growth Norms- <i>Students At or Above Grade Level</i>		
School	Growth on NWEA MAP- Math (Grades K-6)	Poi
Exemplary	On average, students who are at or above grade level will increase their percentile ranking by 2 or more rankings.	2
Satisfactory	On average, students who are at or above grade level will maintain their percentile ranking.	1
Not Satisfactory	<i>On average, students who are at or above grade level will not maintain their percentile ranking.</i>	0

- Not track to meet this goal - On average, students who that were above grade level in math did not maintain their percentile ranking.



Average Percentile Rank Fall 69
Average Percentile Rank Spring 65

- ✓ However, the slight decrease was not statistically significant due to standard error of measurement*. Essentially, students that were above grade level stayed above grade level at about the same level and, on average, students grew by the expected amount of points.



Average Expected
Growth

12

Average Actual
Growth

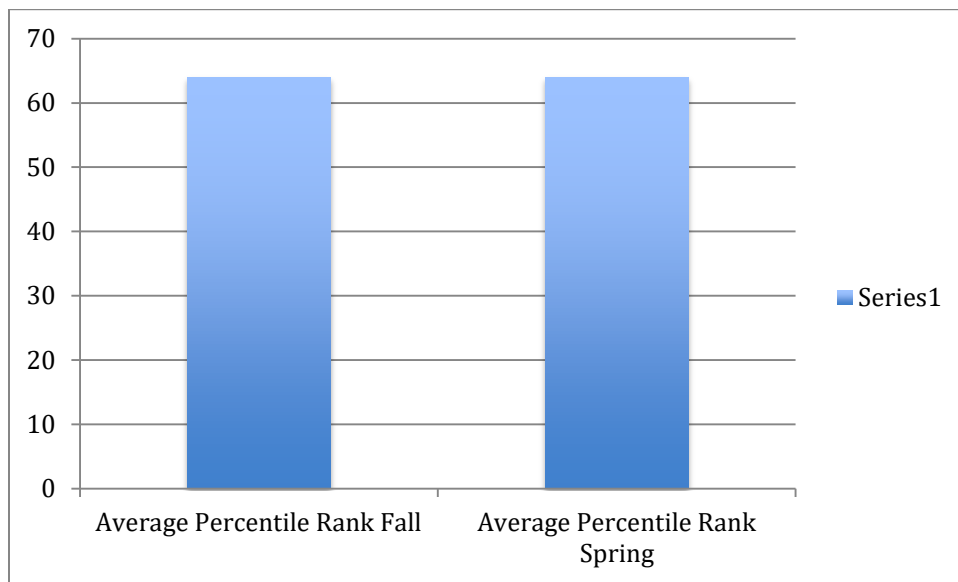
12

(RIT points)

*The **standard error of measurement** (SEm) estimates how repeated measures of a person on the same instrument tend to be distributed around his or her “true” score. The true score is always an unknown because no **measure** can be constructed that provides a perfect reflection of the true score.

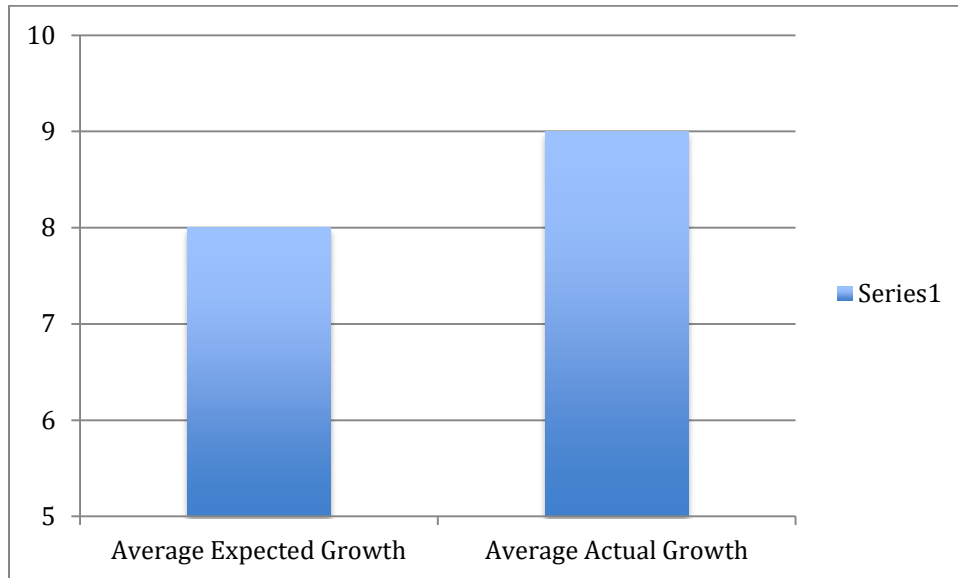
School	Growth on NWEA MAP- Reading (Grades K-6)
Exemplary	On average, students who are at or above grade level will increase their percentile ranking by 2 or more rankings.
Satisfactory	<i>On average, students who are at or above grade level will maintain their percentile ranking.</i>
Not Satisfactory	On average, students who are at or above grade level will not maintain their percentile ranking.

- *On track to meet this goal - on average, students who that were above grade level in reading maintained their percentile ranking.*



Average Percentile Rank Fall	64
Average Percentile Rank Spring	64

✓ *And, on average, students grew by more than the expected amount.*

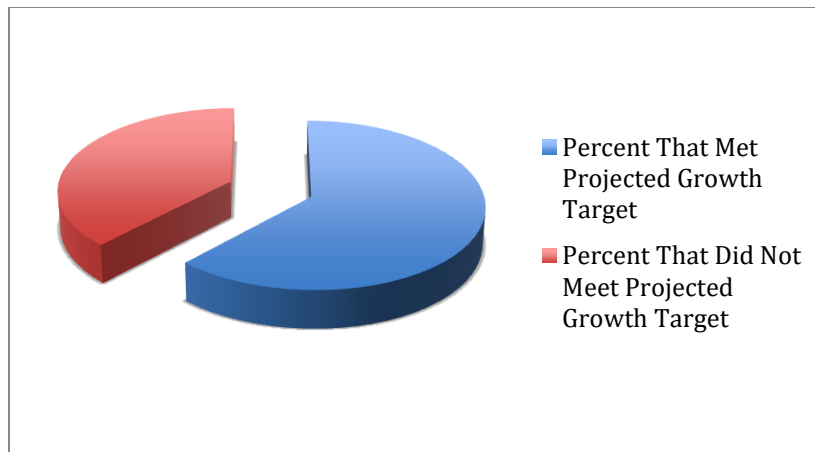


Average Expected Growth	8
Average Actual Growth	9

(RIT points)

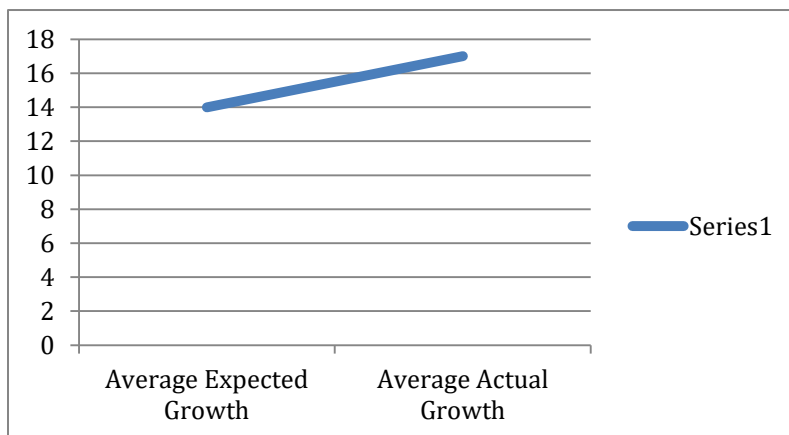
Additional Growth Data and Results on NWEA MAP Math – All Students Grades K-6

✓ *Over 60% of all students met the expected growth target set by NWEA.*



Percent That Met Projected Growth Target	62%
Percent That Did Not Meet Projected Growth Target	38%

✓ *And, on average, students grew by more than the expected amount.*

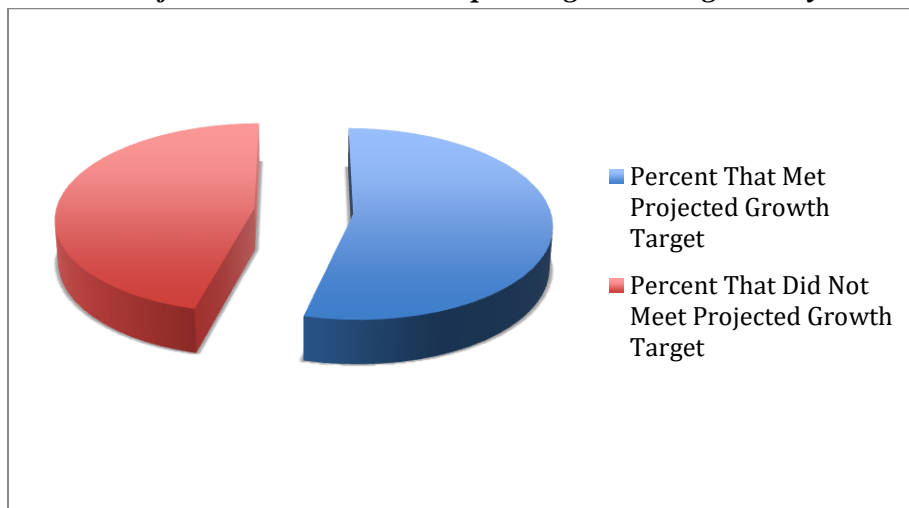


Average Expected Growth	14
Average Actual Growth	17

(RIT points)

Growth on NWEA MAP Reading – All Students Grades K-6

✓ *Over 50% of all students met the expected growth target set by NWEA.*

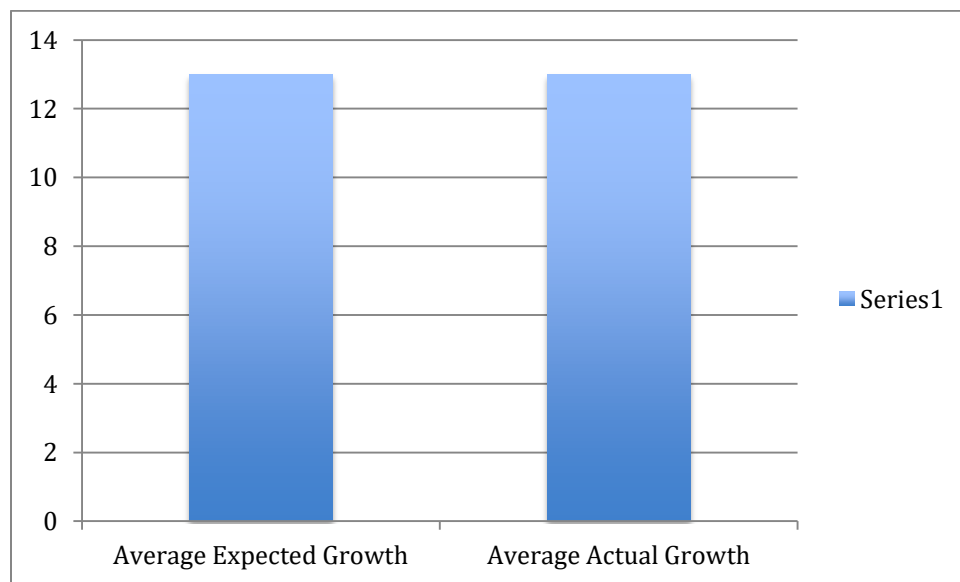


Percent That Met Projected Growth Target
Percent That Did Not Meet Projected Growth Target

54%

46%

✓ *And, on average, students grew by exactly the expected amount.*



Average Expected Growth

13

Average Actual Growth

13

Urban Academy has always prided itself on showing growth as measured by the NWEA assessment. Annually, a majority of our students beat “expected growth targets” and show above average growth. This year was no exception. We also pride our self in making sure that the kids

and teachers know their goal. We are print out the student goal worksheet from the website and use it to make a parent/kid friendly letter that we send home every month. We also have been using our PLC time to look into the data and to use the Learning Continuum tool to find out what they are struggling with and how the team can help them reach their goal.

III.C. Meet or Exceed National Growth Norms- Students Below Grade Level	
School Performance Rating	Growth on MCA- Math (Grades 4-6)
Exemplary	The percent of students that make high growth exceeds the state average by 10 percentage points or greater
Satisfactory	The percent of students that make high growth meets or exceeds the state average
Not Satisfactory	<i>The percent of students that make high growth is lower than the state average</i>
School Performance Rating	Growth on MCA- Reading (Grades 4-6)
Exemplary	The percent of students that make high growth exceeds the state average by 10 percentage points or greater
Satisfactory	<i>The percent of students that make high growth meets or exceeds the state average</i>
Not Satisfactory	The percent of students that make high growth is lower than the state average

III.D. Meet or Exceed National Growth Norms- Students At or Above Grade Level	
School Performance	Growth on MCA- Math (Grades 4-6)
Exemplary	The percent of students that make medium and high growth exceeds the state average by 10 percentage points or greater
Satisfactory	The percent of students that make medium and high growth meets or exceeds the state average
Not Satisfactory	<i>The percent of students that make medium and high growth is lower than the state average</i>
School Performance	Growth on MCA- Reading (Grades 4-6)
Exemplary	The percent of students that make medium and high growth exceeds the state average by 10 percentage points or greater
Satisfactory	The percent of students that make medium and high growth meets or exceeds the state average
Not Satisfactory	<i>The percent of students that make medium and high growth is lower than the state average</i>

Math – MCA 2016

- The school is not on target to meet three of these goals:
 - The percent of students below grade level that make high growth meets or exceeds the state average in math.
 - The percent of students at grade level that make medium and high growth meets or exceeds the state average in math.
 - The percent of students at grade level that make medium and high growth meets or exceeds the state average in reading.
- ✓ ***However, the school is on target to meet the fourth goal:***
 - The percent of students at not at grade level that make high growth meets or exceeds the state average in reading. 15.8% of these students made high growth at Urban Academy compared to 12.3% statewide.

Urban Academy				
	Proficient		Non Proficient	
Growth Level	Count	Percent of Total	Count	Percent of Total
Low	10	12.7%	30	38.0%
Medium	14	17.70%	15	19.0%
High	4	5.10%	6	7.6%
		23.8%		

Statewide				
	Proficient		Non Proficient	
Growth Level	Count	Percent of Total	Count	Percent of Total
Low	56,652	16.2%	41,220	11.8%
Medium	98,087	28.10%	54,508	15.6%
High	66,146	18.90%	32,931	9.4%
		47.00%		

Reading - MCA 2016

Urban Academy				
	Proficient		Non Proficient	
Growth Level	Count	Percent of Total	Count	Percent of Total
Low	8	10.5%	26	34.2%
Medium	8	10.50%	17	22.4%
High	5	6.60%	12	15.8%
		17.10%		

Statewide				
	Proficient		Non Proficient	
Growth Level	Count	Percent of Total	Count	Percent of Total
Low	58,763	16.6%	40,034	11.3%
Medium	92,327	26.10%	56,204	15.9%
High	63,092	17.80%	43,373	12.3%
		43.90%		

7. Educational Approach & Curriculum

Curriculum/Best Practices

UA's curriculum is rigorously aligned to the Minnesota Academic Standards. ^[L]_[SEP]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.

We have purchased additional curriculum resources to support our literacy approach – more texts and balanced literacy lesson plans are provided. Teachers will be encouraged to continue to use guided reading resources and authentic texts, but this will augment the curriculum. In addition, we purchased Social Studies Weekly which will also provide Minnesota Social Studies Standards based resources. We also are providing non fiction texts that can be used for literacy in social studies common core lesson. In addition library books will be organized by theme and lexile level and put into movable carts to significantly increase the number of books in classroom libraries.

In math, UA utilizes the Envisions mathematics curriculum, which aligns to the Minnesota Mathematics Standards. UA teachers analyze student MCA results from the previous year and MAP results to identify key concepts and skills that students need to master in order 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." The Envisions curriculum has the advantage of providing a more visual approach to helping students understand math concepts.

Teachers will be encouraged to 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.

Reading Interventions

UA applies a wide range of reading interventions to ensure all students are reading at grade level by 3rd grade, and thereby meeting the standards for the World's Best Workforce. Reading interventions are built off of a variety of student achievement results. 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 through MAP three times a year. Students are asked to complete a writing sample three times a year, which they need to score 85% or higher to be proficient. The

Reading Corps

Reading Corps staff tutors students one-on-one using research based specific interventions. This provides K-3 students additional practice to improve deficient skills such as letter sound and

nonsense word fluency correspondence, phoneme blending, phoneme segmenting, word blending, repeated reading with comprehension, and oral reading fluency. This strategy is most effective for those students who are closest to achieving grade level reading standards and will improve their performance in a timely manner.

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. UA also uses two ESL teachers to improve the reading skills of ELL students. The ELL teachers will provide small group English and reading instruction for the ELL students on a daily basis during the literacy block to provide additional instruction in reading.

Leadership Team

The Instructional Leadership Team/Q Comp 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. They also meet monthly for 60 minutes to examine what is working and not working overall in the program as well as discuss the Q Comp teacher observation and evaluation data. They also talk through feedback from teachers and Q Comp observations to identify effective teaching strategies that can be model during upcoming PLC. Additionally, the leadership team meets monthly for 60 minutes to review the overall School Improvement Plan and to review progress on team goals, stay focused on student learning, improve communication, and build capacity across staff.

Innovative Practices & Implementation

Data Driven Instructional Practices

UA has a variety of structures for analyzing student data and developing interventions to help students meet grade level proficiency. Given what UA learns about student needs, decisions are always made in the best interests of the students. And given the small size of the school there is little “red tape” hindering the process of adapting to student needs. ^{[[L]]}_{SEP} Staff are trained to “backwards plan” to benchmark assessments to determine mastery of standards. The staff has been trained in how to use weekly grade level team meetings to further analyze weekly student data from benchmark assessments in collaboration with ESL, special education, and paraprofessionals, and the instructional coach) to discuss the overall progress of students the effectiveness of interventions.

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

UA has a variety of structures for analyzing student data and developing interventions to help students meet grade level proficiency. The staff are trained using weekly Professional Learning Communities (PLC) to share effective teaching strategies based on the results of weekly student data from benchmark assessments in reading and math. Teachers also meet in grade level teams

to examine student results and collaborate on developing strategies to help all students meet grade level proficiency. UA also has grade level planning and data analysis meetings on a regular basis. In addition, there are weekly team meetings (comprised of: grade level teachers, ESL, Title 1-reading and math, special education, paraprofessional, and monitored by the instructional coach) to discuss the overall progress of students the effectiveness of interventions.

Staff are trained to “backwards plan” to benchmark assessments to determine mastery of standards. They develop weekly SOAR plans to make sure lesson plans are focused on the Standards. SOAR stands for –

Standards are the curriculum.

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

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

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

The SOAR Plans consist of:

1. 2 week unit plans that include the content and language objectives for each lesson.
2. The assessment to be administered at the end of the unit.
3. The results of the assessments at the end of the unit.
4. Analysis and troubleshooting how to support students based on results.

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

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

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

8. Staffing

Staffing. UA employed 1 executive director, 1 site director, 6 support staff (office manager, office secretary, van driver, 2 cafeteria workers, media/technology specialist, and custodian), 1 social worker, 1 behavioral specialist, 13 classroom teachers, 6 teaching specialists (2 Special Education, Title I, 2 ESL, Art) and 11 paraprofessionals to serve 324 students. The classroom teacher to student ratio was 20.5:1. All UA classroom teachers are Highly Qualified Teachers as defined by MDE.

UA continues to refine its teaching staff to those who best fit UA's model, and this has resulted in a lower turnover rate. Certainly some staff will move on to other districts with greater pay and more resources after serving at UA for a time.

2014-15 Licensed Teaching Staff

Name	File #	License and Assignment	2015-16 Status*
Emily Heir	440912	Classroom Teacher	NR
Panyia Ly	440282	Classroom Teacher	NR
Mary Chantland	475327	Classroom Teacher	R
Robert McCabe	454698	Classroom Teacher	R
Kong Yang	482258	Classroom Teacher	NR
Katie Anderson	403013	Classroom Teacher	R
Merci Cha	480038	Classroom Teacher	R
Joseph Thompson	395612	Classroom Teacher	R
Harold Lang	422103	Classroom Teacher	R
Angela DeBoer	422260	Classroom Teacher	R
Dawn Reklai	447080	Classroom Teacher	NR
Kristin Evans	425130	Special Ed Teacher	R
Yuyin Liao	423068	Special Ed Teacher	R
Pakou Yang	360268	Title I Teacher	R
Sushi Sharma	459327	ESL Teacher	NR
Shannon Curran	376988	ESL Teacher	R
Jill Romans	355379	Science Teacher	NR
Khalid Lubega	451538	Media Specialist	R

* R = Returning, NR = Not Returning

2015-2016 New Licensed Teaching Staff

Name	File #	License and Assignment
Andrea Driscoll	485530	Classroom Teacher
Debra Gitar	440282	Classroom Teacher
Theresa Ronnei	355188	Classroom Teacher
Patricia McCauley	285948	Classroom Teacher
Megan Cullen	478306	Classroom Teacher
Zenobia Ritter	470413	Classroom Teacher
Rachel Scheevel	487657	ESL Teacher
Lisa Gatzke	355379	Art Teacher

Percentage of Licensed Teachers from 2014-15 not returning in 2015-16 (non-returning teachers/total teachers from 2014-2015 x 100)	33%
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2014-15 Other Licensed (non-teaching) Staff

Name	License and Assignment	15-16 Status*
Emily Ravits	312276/School Social Worker	R

* R = Returning, NR = Not Returning

2014-15 Non-Licensed Staff

Name	Assignment	15-16 Status*
Christina James	Office Manager	R
Seng Xiong	Secretary	R
Melody Vang	Paraprofessional	NR
Kong Yang	Paraprofessional	R
Victoria Brown-Pena	Paraprofessional	R
Ronsoie Xiong	Paraprofessional	R
Una Vang	Paraprofessional	NR
Lia Vang	Paraprofessional	NR
Mai Ger Vue	Paraprofessional	R
Kha Doe	Paraprofessional	R
Douachee Vang	Paraprofessional	R
Hser Moo	Paraprofessional	NR
Eh Ko	Paraprofessional	NR
Chao Yang	Paraprofessional	R
Jeremiah Witt	Maintenance	NR
Shelley Hickman	Family Specialist	R
William Morris	Van Driver	NR
Phillip Harris	Cafeteria/Maintenance	R
Latasha Moore	Cafeteria Assistant	NR

* R = Returning, NR = Not Returning

2015-16 Non-Licensed Staff - NEW

Name	Assignment
Bao Xiong	Paraprofessional
Kayla McCormick	Paraprofessional
Mae Htay	Paraprofessional
Choua Vang	Paraprofessional
Lwai Say	Paraprofessional
Aung Naing	Paraprofessional
Anthony Morrishow	Van Driver
Latasha Moses	Cafeteria/Maintenance

9. Governance and Management

The school is administered by Dr. Mongsher Ly who holds a Minnesota K-12 Principal License and Superintendent License.

Name	Date Seated	Positions: Officer of board or Committee chair	Affiliation [Teacher (File Folder#), parent, community member]	Current Term
Melissa Jensen	July 1, 2016	Chair	Community	2016-2019
Fong Lor	July 1, 2016	Vice Chair	Community	2016-2019
Kristin Evans	July 1, 2014	Secretary	UA Teacher	2014-2017
Dr. Tamara Mattison	July 1, 2014	Finance Chair	Community	2014-2017
Roger Sykes	July 1, 2015	Member	UA Parent	2015-2018
Caley Long	July 1, 2016	Member	Community	2016-2019
Nancy Smith	July 1, 2016	Member	Community	2016-2019

Board Training

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

Annual Training – FY16			
Board Member Name	Date of Training	Training Title or Topic	Presenter or Trainer
Melissa Jensen	August 1, 2015	Governance, Finance, Law	Dr. Bryan Rossi
Fong Lor	August 1, 2015	Governance, Finance, Law	Dr. Bryan Rossi
Kristin Evans	August 1, 2015	Governance, Finance, Law	Dr. Bryan Rossi
Dr. Tamara Mattison	August 1, 2015	Governance, Finance, Law	Dr. Bryan Rossi
Roger Sykes	August 1, 2015	Governance, Finance, Law	Dr. Bryan Rossi
Caley Long	August 1, 2015	Governance, Finance, Law	Dr. Bryan Rossi
Nancy Smith	August 1, 2015	Governance, Finance, Law	Dr. Bryan Rossi

10. Finances

FINANCIAL HIGHLIGHTS

Key financial highlights for the 2014-2015 fiscal year includes the following:

- Total net position increased by \$90,277 before the prior period adjustment. This follows a decrease of \$226,359 in the School's net position for fiscal year 2014.
- Net position of the School-wide financial statements was negatively impacted in the current year by \$1,522,177 due to the required implementation of a new accounting standard.
- General Fund revenues were \$3,778,617 as compared to \$3,461,132 of expenditures.
- The fund balance of the General Fund increased in fiscal year 2015 by \$316,779 to a positive balance of \$1,048,779.
- The School continued its teacher compensation schedule to include Quality Compensation Programs.
- Urban Academy increased instructional staff to meet achievement essentials and increased instructional resources to its students.
- School management continues to carefully monitor enrollment which is key to the financial stability of its programs.

Other Noteworthy Items

- General fund revenues exceeded the budget by \$178,000
- General fund expenditures and transfers were under budget by \$64,000
- General fund balance increased by \$317,000; budgeted increase was \$74,000
- Food Service fund balance remained at \$0
- Received a \$700 transfer from the GF in 2015; \$55,000 transfer in 2014
- The School implemented GASB 68 – *Accounting and Financial Reporting for Pensions*
- TRA and PERA have net pension liabilities of \$4.6B and \$4.7B, respectively
- The School's share of these liabilities is \$1.074M and \$460k (total = \$1,534,000)
- That liability must now be reported on the School's full accrual statements
- **The School's funding obligation has not changed**

UA received a 2016 finance award from the Minnesota Department of Education for excellence in financial reporting and the NEO Stewardship award.

Internal Financial Controls.

- An unmodified opinion, otherwise known as a clean opinion, meaning all amounts and disclosures are fairly presented, in all material respects, in the 2015 financial statements.
- No deficiencies related to internal control were noted during the audit.

Audit Findings:

- One compliance finding related to insufficient collateral. The finding has since been resolved.

11. Future Plans

Urban Academy continues to place more emphasis on instructional coaching. Mr. Harold Lang, former 4th grade teacher, will be in classrooms on a daily basis providing instructional coaching. Mr. Rod Haenke, consultant, will be observing teachers both formally and informally as well as providing support for the instructional leadership team. The instructional leadership team also conducts learning walks with teachers to they can share and learn from each other.

This year we are also emphasizing technology. All teachers have laptops and are able to project websites and learning applications on the overhead. Classroom teachers can check out Ipads for student use. The technology teacher collaborates with classroom teachers to do technology enhanced projects.

We are planning to add a preschool and are presently applying for a PreK program with our Authorizer and the State.

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