

# Urban Academy Charter School

## 2017 Annual Report



Minnesota Charter School District #4088  
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URL: [http://www.urbanacademymn.org/about\\_urban\\_academy](http://www.urbanacademymn.org/about_urban_academy)

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## School Information

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**Dr. Mongsher Ly, Superintendent**  
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### Grades Served

K-6

### Board of Directors

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

### Programmatic Focus

Multicultural, urban-based teaching, learner-centered

### 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.

## **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.

# Student Enrollment & Demographics

Number of Students Enrolled	2015-2016	2016-2017	2017-2018 (est.)
Kindergarten	56	38	47
1st Grade	62	57	43
2nd Grade	47	66	61
3rd Grade	40	51	54
4th Grade	40	36	40
5th Grade	48	40	37
6th Grade	31	35	29
<b>Total</b>	<b>324</b>	<b>323</b>	<b>311</b>

## Student Demographics

Demographic Trends	2015-2016	2016-2017	2017-2018 (est.)
Total Enrollment	324	323	340
Male	141	153	162
Female	183	170	178
Special Education	26	31	22
LEP	109	143	171
African American	132	100	80
Latino	0	0	1
Asian/PI	185	215	252
American Indian	3	3	2
White	4	5	5
F/R Lunch	322	323	340

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

UA’s Policies and Procedures Handbook details admissions procedures (see Appendix B). The Office/Enrollment manager manages enrollment applications, makes admission decisions, and notifies parents of admitted students. Per the Policies and Procedures Handbook, Urban

Academy gives preference to and enrolls siblings of UA students and then new students on a first-come-first-served basis until space is filled. If the number of applicants exceeds the number of openings, admission is based on a lottery system. If parents or guardians contest the admission's policy, then the School Board reviews the matter and renders a decision.

# Student Attrition and Attendance

304 students were in attendance on October 1, 2016.

274 of those students remained until the end of the school year or 90%

27 students left the school after October 1, 2016 or 9%

20 new students enrolled after October 1.

304 total students were enrolled on June 1, 2017.

192 K-5 students that were enrolled on June 1, 2017, reenrolled in September of 2017.

## Student Attendance

<b>FY15</b>	<b>94.1%</b>
<b>FY16</b>	<b>94.1%</b>
<b>FY17</b>	<b>96.25%</b>

# Academic Performance

## Urban Performance Framework Summary

Novation Education Opportunities- Urban Academy Charter School Performance Framework					
Urban Academy Charter School					
June 30, 2017					
Contract: July 1, 2016- June 30, 2019 (Revised June 30, 2017)					
Baseline: 2013-2015					
District Number: 4088					
<p style="text-align: center;">These are the Academic Performance Indicators. They are 56.00% of the points possible.            Urban Academy Charter School earned __ points out of __ points possible (__._%)</p>					
I. All Children 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
<b>Exemplary</b>	At least 75 percent of pre-kindergarten students meet or exceed the kindergarten benchmark.			4	
<b>Satisfactory</b>	60-74 percent of pre-kindergarten students meet or exceed the kindergarten benchmark.			2	
<b>Not Satisfactory</b>	Less than 60 percent of pre-kindergarten students meet or exceed the kindergarten benchmark.			0	
Results	Year	Students Meeting or Exceeding Kindergarten Benchmark	Total Students Tested	Percent of Students Meeting or Exceeding Kindergarten Benchmark	
	2016-2017	NA	NA	NA	
	2017-2018			#DIV/0!	
	2018-2019			#DIV/0!	
	2017-2019	0	0	#DIV/0!	
Analysis	The 2017-2019 combined average Work Sampling System early math criteria rate is %.				
Performance Rating	Work Sampling System- Early Reading Criteria (Grade Pre-K)			Point Value	Points Earned
<b>Exemplary</b>	At least 75 percent of pre-kindergarten students meet or exceed the kindergarten benchmark.			4	



<b>Satisfactory</b>	60-74 percent of pre-kindergarten students meet or exceed the kindergarten benchmark.			<b>2</b>	
<b>Not Satisfactory</b>	Less than 60 percent of pre-kindergarten students meet or exceed the kindergarten benchmark.			0	
<b>Results</b>		<b>Students Meeting or Exceeding Kindergarten Benchmark</b>	<b>Total Students Tested</b>	<b>Percent of Students Meeting or Exceeding Kindergarten Benchmark</b>	
	Year				
	2016-2017	NA	NA	NA	
	2017-2018			#DIV/0!	
	2018-2019			#DIV/0!	
	2017-2019	0	0	#DIV/0!	
<b>Analysis</b>	The 2017-2019 combined average Work Sampling System early reading criteria rate is %.				

**II. All Students Graduate from High School (As Measured by Grade Level Proficiency)**

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

<b>Performance Rating</b>	<b>MCA-Math (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
<b>Satisfactory</b>	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	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	0
<b>Results</b>	Year	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>State Percent Proficient</b>
	Baseline 2013-2015	86	257	33.46%	65.90%
	2015-2016	27	109	24.77%	64.50%
	2016-2017	33	128	25.78%	63.05%
	2017-2018			#DIV/0!	
	2015-2018	60	237	25.32%	63.77%
<b>Analysis</b>	The school's combined 2015-2018 proficiency rate of 25.32% is 38.45 percentage points lower than the state's combined 2015-2018 proficiency rate of 63.77%.				
	From the baseline years 2013-2015 rate of 33.46% the school's proficiency decreased to 25.32% in the combined years 2015-2018, a decrease of 8.15 percentage points.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>

<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			<b>2</b>	0
<b>Satisfactory</b>	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.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>State Percent Proficient</b>
	Baseline 2013-2015	75	255	29.41%	61.84%
	2015-2016	36	109	33.03%	62.25%
	2016-2017	37	129	28.68%	61.96%
	2017-2018			#DIV/0!	
	2015-2018	73	238	30.67%	62.11%
<b>Analysis</b>	The school's combined 2015-2018 proficiency rate of 30.67% is 31.44 percentage points lower than the state's combined 2015-2018 proficiency rate of 62.11%.				
	From the baseline years 2013-2015 rate of 29.41% the school's proficiency increased to 30.67% in the combined years 2015-2018, an increase of 1.26 percentage points.				

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

<b>Performance Rating</b>	<b>MCA-Math (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	0
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			0	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>St Paul Percent Proficient</b>
	Baseline 2013-2015	86	257	33.46%	43.17%
	2015-2016	27	109	24.77%	40.83%
	2016-2017	33	128	25.78%	38.21%
	2017-2018			#DIV/0!	
	2015-2018	60	237	25.32%	39.51%
<b>Analysis</b>	The school's combined 2015-2018 proficiency rate of 25.32% is 14.19 percentage points lower than the resident district's combined 2015-2018 proficiency rate of 39.51%.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>

<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			0	0
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>St Paul Percent Proficient</b>
	Baseline 2013-2015	75	255	29.41%	40.19%
	2015-2016	36	109	33.03%	39.73%
	2016-2017	37	129	28.68%	38.83%
	2017-2018			#DIV/0!	
	2015-2018	73	238	30.67%	39.27%
<b>Analysis</b>	The school's combined 2015-2018 proficiency rate of 30.67% is 8.60 percentage points lower than the resident district's combined 2015-2018 proficiency rate of 39.27%.				
<b>III. Close the Achievement Gaps Among all Groups (As Measured by Grade Level Focus Proficiency)</b>					
<b>III.A Attain Grade-level Proficiency- FRP Focus Group State Comparison</b>					
<b>Performance Rating</b>	<b>MCA-Math (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
<b>Satisfactory</b>	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	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	0
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>State Percent Proficient</b>
	Baseline 2013-2015	82	253	32.41%	47.24%
	2015-2016	26	108	24.07%	44.96%
	2016-2017	33	128	25.78%	43.17%
	2017-2018			#DIV/0!	
	2015-2018	59	236	25.00%	44.07%
<b>Analysis</b>	The school's combined 2015-2018 proficiency rate of 25.00% is 19.07 percentage points lower than the state's combined 2015-2018 proficiency rate of 44.07%.				
	From the baseline years 2013-2015 rate of 32.41% the school's proficiency decreased to 25.00% in the combined years 2015-2018, a decrease of 7.41 percentage points.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>

<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
<b>Satisfactory</b>	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	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	0
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>State Percent Proficient</b>
	Baseline 2013-2015	72	251	28.69%	42.96%
	2015-2016	35	108	32.41%	43.31%
	2016-2017	37	129	28.68%	42.84%
	2017-2018			#DIV/0!	
	2015-2018	72	237	30.38%	43.07%
<b>Analysis</b>	The school's combined 2015-2018 proficiency rate of 30.38% is 12.69 percentage points lower than the state's combined 2015-2018 proficiency rate of 43.07%.				
	From the baseline years 2013-2015 rate of 28.69% the school's proficiency increased to 30.38% in the combined years 2015-2018, an increase of 1.69 percentage points.				
<b>III.B Attain Grade-level Proficiency- FRP Focus Group Resident District Comparison</b>					
<b>Performance Rating</b>	<b>MCA-Math (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			0	0
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>St Paul Percent Proficient</b>
	Baseline 2013-2015	82	252	32.54%	31.19%
	2015-2016	26	108	24.07%	28.76%
	2016-2017	33	128	25.78%	25.74%
	2017-2018			#DIV/0!	
	2015-2018	59	236	25.00%	27.25%
<b>Analysis</b>	The school's combined 2015-2018 proficiency rate of 25.00% is 2.25 percentage points lower than the resident district's combined 2015-2018 proficiency rate of 27.25%.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>

<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			0	1
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>St Paul Percent Proficient</b>
	Baseline 2013-2015	72	251	28.69%	27.22%
	2015-2016	35	108	32.41%	27.39%
	2016-2017	37	129	28.68%	25.47%
	2017-2018			#DIV/0!	
	2015-2018	72	237	30.38%	26.43%
<b>Analysis</b>	The school's combined 2015-2018 proficiency rate of 30.38% is 3.95 percentage points higher than the resident district's combined 2015-2018 proficiency rate of 26.43%.				
<b>III.C Attain Grade-level Proficiency- EL Focus Group State Comparison</b>					
<b>Performance Rating</b>	<b>MCA-Math (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
<b>Satisfactory</b>	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	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	0
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>State Percent Proficient</b>
	Baseline 2013-2015	37	89	41.57%	32.00%
	2015-2016	8	39	20.51%	28.40%
	2016-2017	11	63	17.46%	25.58%
	2017-2018			#DIV/0!	
	2015-2018	19	102	18.63%	27.00%
<b>Analysis</b>	The school's combined 2015-2018 proficiency rate of 18.63% is 8.37 percentage points lower than the state's combined 2015-2018 proficiency rate of 27.00%.				
	From the baseline years 2013-2015 rate of 41.57% the school's proficiency decreased to 18.63% in the combined years 2015-2018, a decrease of 22.95 percentage points.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>

<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
<b>Satisfactory</b>	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	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	0
<b>Results</b>	Year	Proficient Students	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	State Percent Proficient
	Baseline 2013-2015	19	89	21.35%	20.86%
	2015-2016	11	39	28.21%	20.24%
	2016-2017	8	64	12.50%	17.79%
	2017-2018			#DIV/0!	
	2015-2018	19	103	18.45%	19.03%
<b>Analysis</b>	The school's combined 2015-2018 proficiency rate of 18.45% is 0.58 percentage points lower than the state's combined 2015-2018 proficiency rate of 19.03%.				
	From the baseline years 2013-2015 rate of 21.35% the school's proficiency decreased to 18.45% in the combined years 2015-2018, a decrease of 2.90 percentage points.				

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

<b>Performance Rating</b>	<b>MCA-Math (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			0	0
<b>Results</b>	Year	Proficient Students	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>St Paul Percent Proficient</b>
	Baseline 2013-2015	37	89	41.57%	29.71%
	2015-2016	8	39	20.51%	25.02%
	2016-2017	11	63	17.46%	20.13%
	2017-2018			#DIV/0!	
	2015-2018	19	102	18.63%	22.64%
<b>Analysis</b>	The school's combined 2015-2018 proficiency rate of 18.63% is 4.01 percentage points lower than the resident district's combined 2015-2018 proficiency rate of 22.64%.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>

<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			0	1
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>St Paul Percent Proficient</b>
	Baseline 2013-2015	19	89	21.35%	20.06%
	2015-2016	11	39	28.21%	16.46%
	2016-2017	8	64	12.50%	12.99%
	2017-2018			#DIV/0!	
	2015-2018	19	103	18.45%	14.78%
<b>Analysis</b>	The school's combined 2015-2018 proficiency rate of 18.45% is 3.67 percentage points higher than the resident district's combined 2015-2018 proficiency rate of 14.78%.				
<b>IV. All Students Graduate from High School (as Measured by Growth)</b>					
<b>IV.A Meet or Exceed National Growth Norms- Students Below Grade Level</b>					
<b>Performance Rating</b>	<b>Growth on NWEA MAP- Math (Grades K-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	More than 60 percent of students below grade level will make their NWEA expected growth target.			<b>4</b>	
<b>Satisfactory</b>	50-60 percent of students below grade level will make their NWEA expected growth target.			<b>2</b>	
<b>Not Satisfactory</b>	Less than 50 percent of students below grade level make their NWEA expected growth target.			0	<b>4</b>
<b>Results</b>	<b>Year</b>	<b>Students Below Grade Level Meeting or Exceeding NWEA MAP Growth Target</b>	<b>Total Students Below Grade Level Tested</b>	<b>Percent Below Grade Level Meeting or Exceeding NWEA MAP Growth Target</b>	
	2016-2017	98	159	61.64%	
	2017-2018			#DIV/0!	
	2018-2019			#DIV/0!	
	2016-2019	98	159	61.64%	
<b>Analysis</b>	The 2016-2019 percent of students meeting or exceeding their NWEA MAP Math growth target is 61.64%.				
<b>Performance Rating</b>	<b>Growth on NWEA MAP- Reading (Grades K-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	More than 60 percent of students below grade level will make their NWEA expected growth target.			<b>4</b>	<b>2</b>

<b>Satisfactory</b>	50-60 percent of students below grade level will make their NWEA expected growth target.			<b>2</b>	
<b>Not Satisfactory</b>	Less than 50 percent of students below grade level make their NWEA expected growth target.			0	
<b>Results</b>		<b>Students Below Grade Level Meeting or Exceeding NWEA MAP Growth Target</b>	<b>Total Students Below Grade Level Tested</b>	<b>Percent Below Grade Level Meeting or Exceeding NWEA MAP Growth Target</b>	
	Year				
	2016-2017	78	155	50.32%	
	2017-2018			#DIV/0!	
	2018-2019			#DIV/0!	
	2016-2019	78	155	50.32%	
<b>Analysis</b>	The 2016-2019 percent of students meeting or exceeding their NWEA MAP Reading growth target is 50.32%.				
<b>Performance Rating</b>	<b>Growth on NWEA MAP- Math (Grades K-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	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.			<b>4</b>	
<b>Satisfactory</b>	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.			<b>2</b>	
<b>Not Satisfactory</b>	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	<b>4</b>
<b>Results</b>		<b>Aggregate of Actual RIT Growth Points Made</b>	<b>Aggregate of Expected RIT Growth Points</b>	<b>Percent of Growth Made</b>	<b>Percent of Students Below Grade Level Who Made Expected Growth</b>
	Year				
	2016-2017	2196	1396	157.31%	61.64%
	2017-2018			#DIV/0!	#DIV/0!
	2018-2019			#DIV/0!	#DIV/0!
	2016-2019	2196	1396	157.31%	61.64%
<b>Analysis</b>	The 2016-2019 combined average growth for NWEA MAP Fall-Spring for math is 157.31% and the percent of students below grade level who made expected growth is 61.64%.				
<b>Performance Rating</b>	<b>Growth on NWEA MAP- Reading (Grades K-6)</b>			<b>Point Value</b>	<b>Points Earned</b>



<b>Exemplary</b>	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.			<b>4</b>	
<b>Satisfactory</b>	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.			<b>2</b>	
<b>Not Satisfactory</b>	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	<b>4</b>
<b>Results</b>	<b>Year</b>	<b>Aggregate of Actual RIT Growth Points Made</b>	<b>Aggregate of Expected RIT Growth Points</b>	<b>Percent of Growth Made</b>	<b>Percent of Students Below Grade Level Who Made Expected Growth</b>
	2016-2017	1682	1069	157.34%	50.32%
	2017-2018			#DIV/0!	#DIV/0!
	2018-2019			#DIV/0!	#DIV/0!
	2016-2019	1682	1069	157.34%	50.32%
<b>Analysis</b>	The 2016-2019 combined average growth for NWEA MAP Fall-Spring for reading is 157.34% and the percent of students below grade level who made expected growth is 50.32%.				
<b>IV.B Meet or Exceed National Growth Norms- Students at or Above Grade Level</b>					
<b>Performance Rating</b>	<b>Growth on NWEA MAP- Math (Grades K-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	More than 60 percent of students at or above grade level will make the NWEA expected growth target.			<b>4</b>	
<b>Satisfactory</b>	50-60 percent of students at or above grade level will make the NWEA expected growth target.			<b>2</b>	
<b>Not Satisfactory</b>	Less than 50 percent of students at or above grade level will make the NWEA expected growth target.			0	<b>4</b>
<b>Results</b>	<b>Year</b>	<b>Students At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target</b>	<b>Total Students At/Above Grade Level Tested</b>	<b>Percent At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target</b>	
	2016-2017	43	65	66.15%	
	2017-2018			#DIV/0!	
	2018-2019			#DIV/0!	
	2016-2019	43	65	66.15%	

<b>Analysis</b>	The 2016-2019 percent of students meeting or exceeding their NWEA MAP Math growth target is 66.15%.			
<b>Performance Rating</b>	<b>Growth on NWEA MAP- Reading (Grades K-6)</b>		<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	More than 60 percent of students at or above grade level will make the NWEA expected growth target.		<b>4</b>	
<b>Satisfactory</b>	50-60 percent of students at or above grade level will make the NWEA expected growth target.		<b>2</b>	
<b>Not Satisfactory</b>	Less than 50 percent of students at or above grade level will make the NWEA expected growth target.		<b>0</b>	
<b>Results</b>	Year	<b>Students At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target</b>	<b>Total Students At/Above Grade Level Tested</b>	<b>Percent At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target</b>
	2016-2017	44	69	63.77%
	2017-2018			#DIV/0!
	2018-2019			#DIV/0!
	2016-2019	44	69	63.77%
<b>Analysis</b>	The 2016-2019 percent of students meeting or exceeding their NWEA MAP Reading growth target is 63.77%.			
<b>These are the Climate Performance Indicators. They are 6.00% of the points possible. Urban Academy Charter School earned __ points out of __ points possible (__._%)</b>				
<b>V. The School Conditions Promote a Climate of Engagement</b>				
<b>V.A Attendance Rates</b>				
<b>Performance Rating</b>	<b>Attendance Rate (Grades K-6)</b>		<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	At least 95 percent attendance rate.		<b>2</b>	
<b>Satisfactory</b>	90-94 percent attendance rate.		<b>1</b>	
<b>Not Satisfactory</b>	Below 90 percent attendance rate.		<b>0</b>	
<b>Results</b>	Year	<b>Attendance Rate</b>		
	2015-2016	95.51%		
	2016-2017			
	2017-2018			
	2015-2018	95.51%		
<b>Analysis</b>	The 2015-2018 combined average attendance rate is 95.51%.			

V.B Parent Satisfaction					
Performance Rating	5-Point Parent Satisfaction Survey			Point Value	Points Earned
<b>Exemplary</b>	At least 90 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			2	2
<b>Satisfactory</b>	75-89 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			1	
<b>Not Satisfactory</b>	Less than 75 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			0	
Results	Year	Number of Parents Agreeing or Strongly Agreeing	Total Number of Parents	Parent Satisfaction Survey Percent	Percent Participation of Parent Respondents
	2016-2017	119	129	92.25%	95.56%
	2017-2018			#DIV/0!	#DIV/0!
	2018-2019			#DIV/0!	#DIV/0!
	2016-2019	119	129	92.25%	95.56%
Analysis	The 2016-2019 combined average parent satisfaction rate is 92.25%.				
V.C Mobility					
Performance Rating	Mobility (Grades K-6)			Point Value	Points Earned
<b>Exemplary</b>	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	1
<b>Satisfactory</b>	10 - 15 percent of students transfer out of school after October 1.			1	
<b>Not Satisfactory</b>	More than 15 percent of students transfer out of school after October 1.			0	
Results	Year	Number of Transfers Out	Total Number of Students	Percent Transferring Out	
	2015-2016	56	281	19.93%	
	2016-2017	27	304	#DIV/0!	
	2017-2018			#DIV/0!	
	2015-2018	83	585	14.19%	
Analysis	The 2015-2018 combined average mobility rate is 14.19%.				
<p style="text-align: center;"><b>These are the Operational Performance Indicators. They are 20.00% of the total Performance Framework points possible. Urban Academy Charter School earned __ points out of __ points possible (__.__%)</b></p>					
VI. School is Compliant with Contract and Statute					

VI.A Compliance			
Performance Rating	Compliance	Point Value	Points Earned
Exemplary	No infractions.	20	20
Satisfactory	No more than three infractions AND any infraction is resolved by assigned deadline.	10	
Not Satisfactory	More than three infractions or infractions not resolved by assigned deadline.	0	
Analysis	The school had no compliance infractions in 2015-2016.		
<p style="text-align: center;"><b>These are the Finance Performance Indicators. They are 18.00% of the total Performance Framework points. Urban Academy Charter School earned __ points out of __ points possible (__.%)</b></p>			
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	2
Satisfactory	MDE Finance Award Recipient	2	
Not Satisfactory	Not an MDE or NEO Finance Award Recipient	0	
Analysis	The school earned an MDE FY 2016 School Finance Award for FY 2015 Financial Reporting.		
VII.B Fund Balance			
Performance Rating	Fund Balance	Point Value	Points Earned
Exemplary	Reserve is at least three months' expenditures (20%) as measured by end of year reserves.	10	10
Satisfactory	Reserve is enough to cover one full payroll as measured by end of year reserves.	5	
Not Satisfactory	Reserve is less than one full payroll as measured by end of year reserves.	0	
Results	Fund Balance	Expenditures	SOD Calculation
	\$1,195,928	\$3,905,094	30.62%
Analysis	The school has built a fund balance reserve of 30.62% in 2016-2017.		
VII.C Financial Audit			
Performance Rating	Financial Audit	Point Value	Points Earned
Exemplary	No findings cited in the audit.	4	2

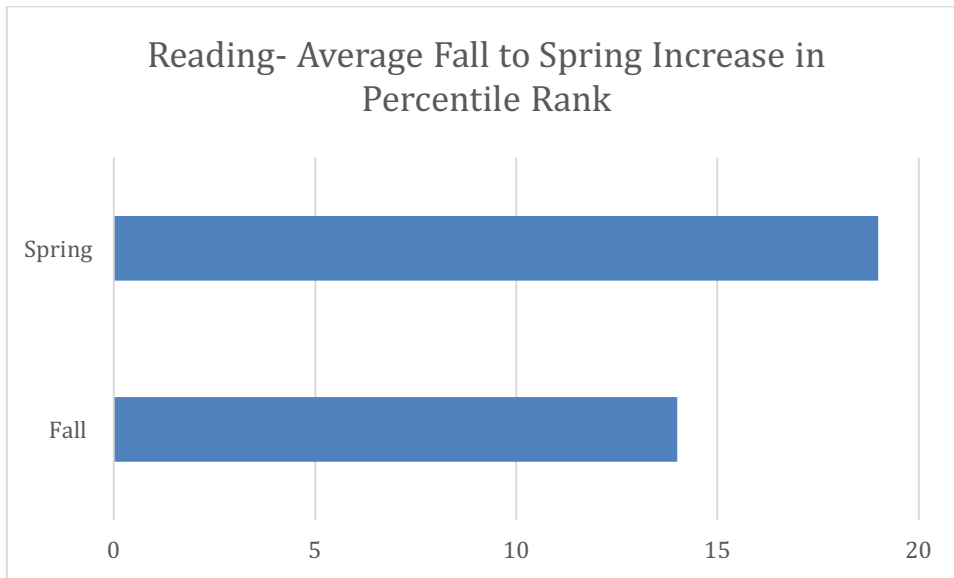
<b>Satisfactory</b>	No more than one finding (nonmaterial) cited in the audit.	<b>2</b>	
<b>Not Satisfactory</b>	More than one finding cited in the audit.	<b>0</b>	
<b>Analysis</b>	The school had one material audit finding in 2015-2016 related to collateral coverage.		
<b>Contract Renewal and Intervention</b>			
Each school must earn 50-70% of points possible overall and in each area to be eligible for a three-year contract renewal.			
Each school must earn more than 70% of points possible overall and at least 50% of points possible in each area to be eligible for a five-year contract renewal.			
Schools that earn less than 50% of the points possible overall or in any one area are a candidate for a nonrenewal in their final contract year or intervention in the other contract years.			
<b>Summary and Analysis</b>			
Urban Academy Charter School has earned ___ out of a total of ___ points possible, XX.XX%, as of DATE.			
Therefore, Urban Academy Charter School would be eligible for a _____-year renewal, if renewed this year.			
Academic Performance Points Earned	24		
Academic Performance Total Points Possible	56		
Academic Performance Percent of Points Earned	42.86%		
Academic Performance Percent of Total Framework Points	56.00%		
Climate Performance Points Earned	5		
Climate Performance Total Points Possible	6		
Climate Performance Percent of Points Earned	83.33%		
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	14		

Finance Performance Total Points Possible	18		
Finance Performance Percent of Points Earned	77.78%		
Finance Performance Percent of Total Framework Points	18.00%		
Performance Framework Points Earned	62		
Performance Framework Total Points Possible	100		
Performance Framework Percent of Total Points	62.00%		

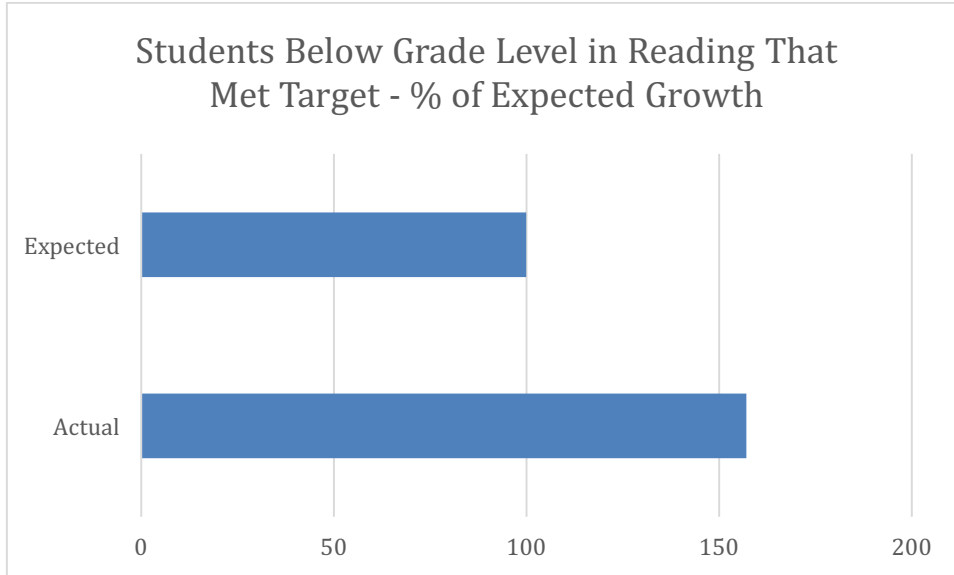
### Additional Academic Performance Information

#### NWEA Reading

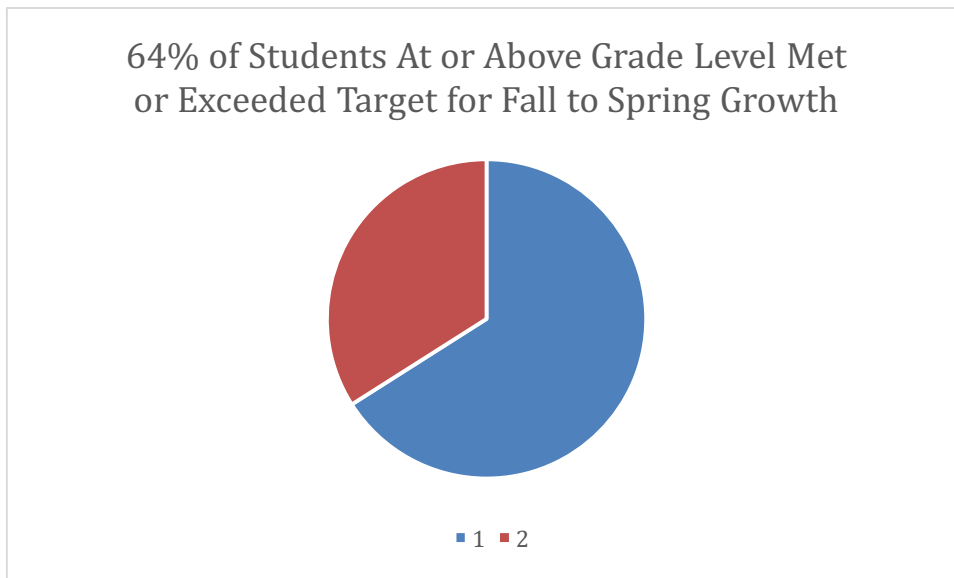
For those below grade level, that average Percentile Rank grew from the 14<sup>th</sup> Percentile to the 19<sup>th</sup> Percentile.



Over 50% of those below grade level made their expected growth target. Of those that made their target, grew collectively by 157%.

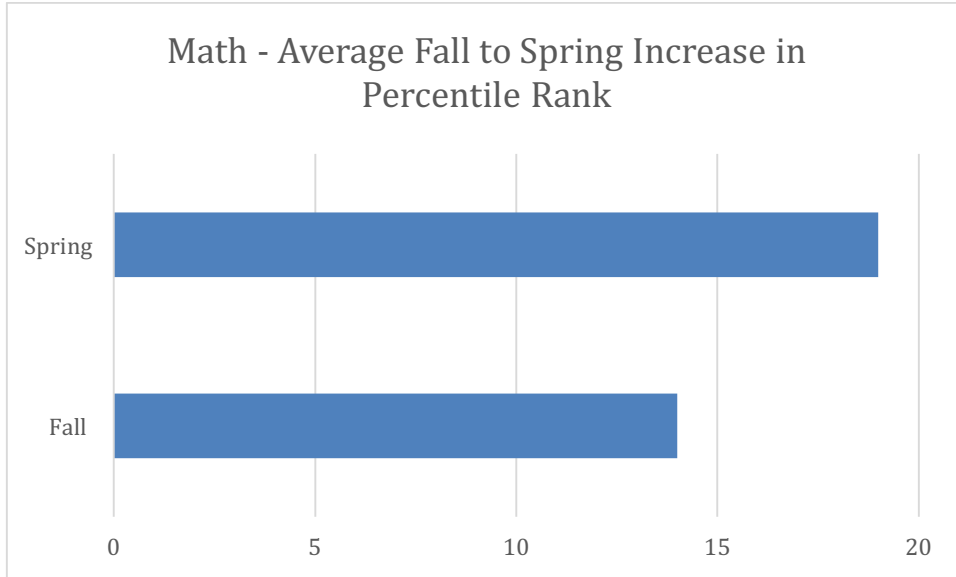


For those that started at or above grade level in reading, 64% made their expected growth target.



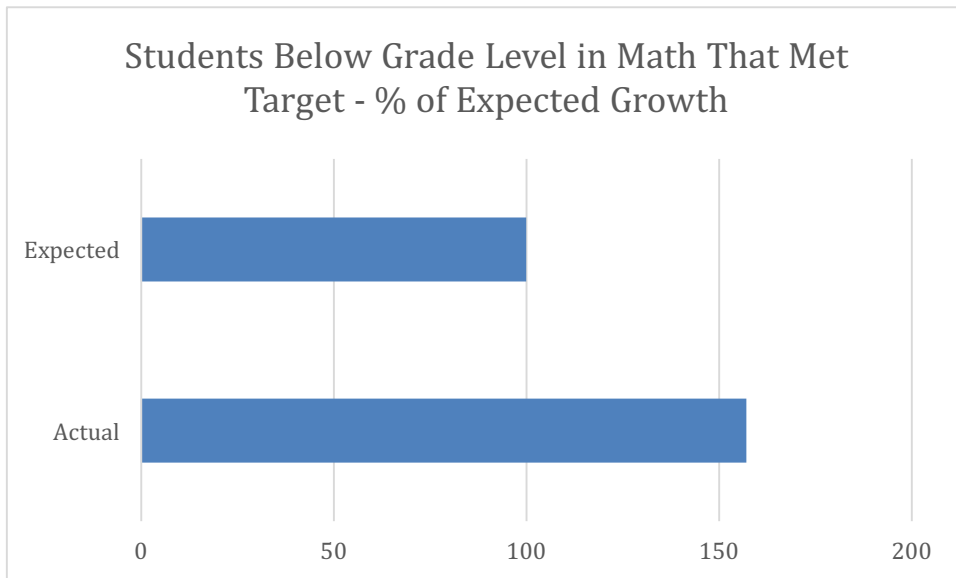
### NWEA Math

For those below grade level, that average Percentile Rank grew from the 16<sup>th</sup> Percentile to the 25<sup>th</sup> Percentile.



Collectively, they grew by 116% of expected growth.

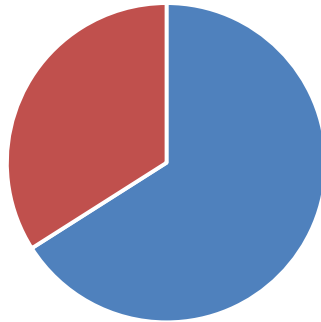
For those that started below grade level in math, 62% made their expected growth target. Collectively, they grew by 116% of expected growth. Of those that made their target, also grew collectively by 157%.



For those that started at or above grade level in reading, 66% made their expected growth target.



66% of Students At or Above Grade Level Met or Exceeded Target for Fall to Spring Growth



■ 1 ■ 2

## **Educational Approach & Curriculum**

### **Curriculum/Best Practices**

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

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 nonfiction 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. 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.

## 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.

### 2016-17 Licensed Teaching Staff

Last Name	First Name	File #	Assignment	Status*
Anderson	Katie	478239	3 <sup>rd</sup> Grade	R
Andrle	Deirdre	413799	Art	R
Chantland	Mary	475327	1 <sup>st</sup> Grade	R
Curran	Shannon	376988	ESL	R
Evans	Kristin	425130	Special Ed	R
Fortier	Grace	491139	6 <sup>th</sup> Grade	R
Gitar	Debra	410994	Kindergarten	NR
Heieie	Erik	349941	4 <sup>th</sup> Grade	R
Heuer	Amy	470232	2 <sup>nd</sup> Grade	R
James	Katryn	492920	5 <sup>th</sup> Grade	R
Lang	Harold	422103	Academic Lead	R
Liao	Yuyin	423068	Special Ed	R
Mackey	Jessica	493508	3 <sup>rd</sup> Grade	R
McCabe	Robert	454698	2 <sup>nd</sup> Grade	R
McCauley	Patty	285948	4 <sup>th</sup> Grade	R
Scheevel	Rachel	487657	ESL	NR
Smith	Michelle	426114	6 <sup>th</sup> Grade	R
Theis	Amy	481323	1 <sup>st</sup> Grade	R
Yang	Pakou	360268	Title I	R

\* R = Returning, NR = Not Returning

*Retention Rate*

### 2016-17 Other Licensed (non-teaching) Staff

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

\* R = Returning, NR = Not Returning

### 2016-17 Non-Licensed Staff

Last Name	First Name	File #	Assignment	Status*
Brown-Pena	Victoria		Special Ed Para	R
Elliott	Ralph		Site Director	R
Harris	Phillip		Janitor	R
Hickman	Shelley		Family Specialist	R
James	Christina		Office Manager	R
Lay	Minn		ESL Paraprofessional	R
Naing	Aung		ESL Paraprofessional	R
Olson	Luke	500698	Paraprofessional	R
Patrick	Crystal		ESL Paraprofessional	R
Paw	Hkee Lah		Cafeteria	R
Paw	Htee		Cafeteria	R
Say	Lwai		ESL Paraprofessional	R
Vang	Choua	490673	Paraprofessional	R
Vang	Douachee	486393	Paraprofessional	R
Vang-Yang	Pang		Paraprofessional	R
Vue	Maiger		Lead Paraprofessional	R
Xiong	Ronsoie	484456	Test Coordinator/Paraprofessional	R
Yang	Chao	392714	Paraprofessional	R

\* R = Returning, NR = Not Returning

### 2017-2018 Licensed Teaching Staff - NEW

Last Name	First Name	File #	Assignment
Blau	Ashley	499148	Kindergarten
Carlson	Kelly	495896	Pre-K
Conrad	Cheryl	297941	5 <sup>th</sup> Grade
Landswerk	Judy	341506	ESL

Thompson	Joseph	395612	4 <sup>th</sup> Grade
Wagner	Geoffrey	463478	Special Ed

**2017-18 Non-Licensed Staff - NEW**

<b>Last Name</b>	<b>First Name</b>	<b>Assignment</b>
Ly	Chaochi	Special Ed Paraprofessional
Noi	Nay Nay	Special Ed Paraprofessional
Puie	Paw Ler	Pre-K Paraprofessional



## Governance and Management

The school is administered by Dr. Mongsher Ly, the Executive Director, who holds a K-12 Principal License and Minnesota Superintendents license. Monthly, the board meets and the Executive Director 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 Executive Director is primarily responsible for the school's operation performance and is evaluated formally once per year by the board.

### Board Membership

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
Yuyin Liao	July 1, 2017	Member	UA Teacher	2017-2020

### Board Training

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

Annual Training – FY16			
Board Member Name	Date of Training	Training Title or Topic	Presenter or Trainer
Melissa Jensen	November 12, 2016	Governance, Finance, Law	Dr. Charles Speiker
Fong Lor	November 12, 2016	Governance, Finance, Law	Dr. Charles Speiker
Kristin Evans	November 12, 2016	Governance, Finance, Law	Dr. Charles Speiker
Dr. Tamara Mattison	November 12, 2016	Governance, Finance, Law	Dr. Charles Speiker
Roger Sykes	November 12, 2016	Governance, Finance, Law	Dr. Charles Speiker
Caley Long	November 12, 2016	Governance, Finance, Law	Dr. Charles Speiker
Nancy Smith	November 12, 2016	Governance, Finance, Law	Dr. Charles Speiker

## Finances

### FINANCIAL HIGHLIGHTS

Key financial highlights for the 2016-2017 fiscal year includes the following:

- Total net position decreased by \$578,632 due to the implementation of GASB 68. This follows an increase of \$21,548 in the School's net position for fiscal year 2016
- General Fund revenues were \$4,071,794 as compared to \$3,914,405 of expenditures
- Total fund balance increased in fiscal year 2017 by \$160,622 to a positive balance of \$1,213,489
- 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

### Other Noteworthy Items

- General fund revenues increased by 7.69%, while expenditures increased by 3.25%
- 2016-2017 student Enrollment increased by 15 ADM
- Total fund balances increased by \$160,622
- The School is in its second year of implementing GASB 68 – *Accounting and Financial Reporting for Pensions*
- The schools net pension liability, combined with pension related differed outflows and inflows of resources, negatively impacted unrestricted net position by 2,274,460 and 1,538,398 as of June 30, 2017 and June 30, 2016 respectively. This liability must now be reported on the School's full accrual statements per GASB 68
- Urban Academy again received the Minnesota Department of Education finance award for excellence in financial reporting for 2015-2016 in January 2017
- **The School's funding obligation has not changed**

### 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 2017 financial statements.
- No deficiencies related to internal control were noted during the audit.

### Audit Findings:

- None

## **Future Plans**

Urban Academy plans on opening a PreK program in the fall 2017 with 20-25 students and will expand in FY18 to conduct two classrooms at the capacity of 45 preschoolers.

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

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

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