

Urban Academy

2015-2016 World's Best Workforce Report Summary

District or Charter Name: Urban Academy

Grades Served: K-6

Contact Person Name and Position: Dr. Mongsher Ly, Executive Director

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

- *Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.*

http://www.urbanacademymn.org/about_urban_academy

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

- *Provide the date of the school board annual public meeting to review progress from the 2015-2016 school year.*

September 14, 2016

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

- Describe the makeup and list the District Advisory Committee members for the 2015-2016 school year. When describing the makeup of the committee, ensure roles are clear (teachers, parents, support staff, students, and other community residents).

Name	Role	Contact Information
Dr. Mongsher Ly	Superintendent	mly@urbanacademymn.org
Harold Lang	Instructional Coach	hlang@urbanacademymn.org
Rod Haenke	Consultant	roderickmhaenke@gmail.com
Robert McCabe	Lead Teacher	rmccabe@urbanacademymn.org
Shannon Curran	PLC Lead	scurran@urbanacademymn.org
Katie Anderson	PLC Lead	kanderson@urbanacademymn.org
Roger Sykes	Parent	rogeramber@msn.com
Maiger Vue	Paraprofessional	mvue@urbanacademymn.org

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for Kindergarten

Goal	Result	Goal Status
60-74 percent of kindergarten students will be ready for first grade by reaching Level C in the Fountas and Pinnell Leveled Literacy Instruction System.	54% of Kindergarten students reached Level C.	<i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input type="checkbox"/> X Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in Kindergarten

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
The school's proficiency rate on the MCA reading test for third grade students exceeds the state average by 1- 10 percentage points AND/OR school improves the proficiency rate by at least 10 percentage points.	The goal was nearly met. The school had 40% of students in third grade reach proficiency on the MCA test, up from 33% the previous year.	<i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input type="checkbox"/> X Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 3

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
The school's proficiency rate for the Free and Reduced population exceeds the state average by 1- 10 percentage points AND/OR school improves the proficiency rate by at least 10 percentage points.	The school is on target to meet the reading goals. The school increased the proficiency rate by more than 10 points from 21.5% in 2015 to 34% in 2016; and is exceeding the district average.	<i>Check one of the following:</i> <input type="checkbox"/> X Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)

Other Data:

- ✓ *In math, the school's EL students are exceeding the state's and district's averages for 2014 and the combined totals for 2015 and 2016.*
- ✓ *In reading, the school is exceeding the state average from 2014 to the combined totals for 2015 and 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%
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%

- ✓ *For the Free and Reduced group of students, the school also increased the proficiency rate by more than 10 points from 2014 to the combined totals for 2015 and 2016; 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%
3-6	Reading	Free/Reduced Priced Lunch	2014	21.5%	42.1%	26.8%
3-6	Reading	Free/Reduced Priced Lunch	2015-2016	34.0%	43.6%	27.5%

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
NA	NA	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)

2e. All Students Graduate

Goal	Result	Goal Status
NA	NA	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 12

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- *List and describe the district's needs that were identified at the start of the 2015-2016 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs. Limit response to 200 words.*

The leadership team did an examination of enrollment data and possible changes in student enrollment. We drew the conclusion that this year that we will have a more stable population of students and will continue to have a very high EL population – as high as 60%. We did a preliminary examination of the MCA data in all categories. We did experience a disappointing drop in our % of students reaching proficiency in math. The reading data was more consistent the previous year. Further examination showed that our EL students dropped significantly in math and some in reading. We cross-referenced our MCA results with our NWEA data to zero in on the reasons for the decline. Our math MCA scores dropped from 43% proficient to 20%. We attributed much of this to the fact that we had many new EL students last year. The data confirms our goal of having all of our teachers become more proficient with using language objectives in math and incorporating more student talk within lessons.

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*
 - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - *Process to disaggregate data by student group.*

UA has a variety of structures for analyzing student data and developing interventions to help students meet grade level proficiency. Staff are trained to “backwards plan” to benchmark assessments to determine mastery of standards. The classroom teachers assess students in class and results, disaggregated by student group, are shared as a staff with the intent to improve and find out how to best address that student’s learning goals. Classroom teachers give formative and summative evaluations. We use the information from the assessments to set useful measureable learner goals to improve all pupil learning and all student achievement. Given what UA learns about student needs, decisions are always made in the best interests of the students. 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, and paraprofessionals, and the principal) to discuss the overall progress of students the effectiveness of interventions.

4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*
 - *System to review and evaluate the effectiveness of:*
 - *Instruction*
 - *Curriculum*
 - *Teacher evaluations*
 - *Principal evaluations*

The Instructional Leadership Team/Q Comp Team meets regularly to review benchmark data and the curriculum and instruction program. 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. The team plans professional development activities to support teachers in helping students that are not achieving their full potential.

The Leadership Team/Q-comp Team is tasked to support teachers. They are expected to be coaches, models and support of staff, for individual growth as well as the team as a whole. UA has an approved Q Comp teacher evaluation plan that meets state statute and includes incentives for meeting a school wide goal, for meeting individual classroom goals, and for reaching a level of proficiency in teaching based on three evaluations.

The Executive Director is evaluated annually by the school’s Board of Directors.

4c. District

- *Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.*
 - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
 - *Technology*
 - *Collaborative professional culture*

UA has provided additional training for teachers in how to integrate technology into instruction. We made sure all teachers have a computer presentation station in their classroom and encourage the teachers and technology specialist to work together in planning projects and technology enhanced experiences that address state standards.

UA has also established some new mechanisms this year to build a TEAM (Together Everyone Achieves More) culture. Weekly staff professional development meetings always start out with “Shout Outs” to teachers and student successes. There is a committee devoted to building morale. Teachers report that the amount of instructional and coaching support they get at UA surpasses what they have experienced at other schools.

5. Equitable Access to Excellent Teachers

- *Describe the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Include how the district uses the data to set forth strategies to ensure low-income and minority children have equitable access to excellent teachers.*
 - *Limit response to 200 words.*

Urban Academy employs certified classroom teachers and provides them with the assistance that they need to be a productive educator. The educators we employ are all committed to our program and mission, as well as to our students and families. We look to hire the best teachers, who have the drive and the commitment to make a positive difference in urban education. We post our job openings in multiple places such as but not limited to:

Website: Minnesota Association of Charter Schools

Website: Urban Academy

Website: EdPost – St. Cloud University

Website: Minneapolis and St. Paul – Craig's List

Website: Jobs-Service

Employment Guide

Star Tribune

Local Colleges and Universities – U of M, Hamline, Concordia, St. Thomas, Macalester, Metro State, St. Katherine

Personal connections with other administrators in other school districts that are laying off teachers.