

URBAN ACADEMY CHARTER SCHOOL

2015 ANNUAL REPORT



Minnesota Charter School District #4088
Dr. Mongsher Ly, Superintendent
1668 Montreal Ave, St Paul, MN 55116
(651) 215-9419
Fax: (651)215-9571
Email: mly@urbanacademymn.org

Table of Contents

Section	Page
1. School Information	3
2. Implementation of Primary and Additional Statutory Purposes	4
3. Student Enrollment & Demographics	4
4. Student Attendance, Attrition & Mobility	5
5. Educational Approach & Curriculum/ Innovative Practices & Implementation	6
6. Academic Performance: Goals & Benchmarks	10
7. Student & Parent Satisfaction	22
8. Governance and Management (includes annual board training for each member and PD plan for non-licensed administrators)	22
9. Staffing	25
10. Operational Performance	27
11. Finances	28
12. Future Plans	30

1. School Information

Minnesota Charter School District #4088
Dr. Mongsher Ly, Superintendent
1668 Montreal Ave, St Paul, MN 55116
(651) 215-9419
Fax: (651)215-9571
Email: mly@urbanacademymn.org

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.”*

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 was four years running from 2012-2016. 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.

School Calendar/Hours of Operation

School was in session September 2, 2014 through June 9, 2015. The school day at UA ran from 7:30 a.m. to 2:30 p.m. Monday through Friday, and the after school program ran from 2:30 to 5:00 p.m. Summer school was not in session for 2014-2015 due to the move to a new location as of July 1, 2015.

2. Implementation of Primary and Additional Statutory Purposes

The primary purpose of Urban Academy Charter School is to improve all pupil learning and all student achievement. The school reports its implementation of this primary purpose annually in the Academic Section of this Annual Report. To improve student learning and achievement Urban Academy Charter School students are assessed for learning and growth through multiple Academic measures; including state tests and the nationally normed NWEA assessments.

The classroom teachers also assess students in class and results 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.

The additional purpose of Urban Academy Charter School is to increase learning opportunities for all pupils. UA is a charter school that serves urban learners in grades K-6. UA focuses on a connected curriculum that recognizes and celebrates diversity. The focus of the school stems from the belief that quality education for urban students will lead to a productive future and end the cycle of poverty in the students’ lives. This belief extends beyond academic education as the school works to instill community-based values such as non-violence, respect, responsibility, accountability, and social reliability.

3. Student Enrollment & Demographics

STUDENT ENROLLMENT

Once again in 2014-2015, over 90% of students were students of color and 100% qualified for free or reduced lunch; these percentages have been consistent very consistent since UA’s inception. UA’s number of Limited English Proficiency students increased by 57 students. Many of students often have a variety of other needs such as students new to the country and homeless students. The following tables below show the grade level distribution and important demographic characteristics of UA students.

Number of Students Enrolled	2013-14	2014-15	2015-2016 (est.)
Kindergarten	54	50	30
1st Grade	41	56	52

2nd Grade	55	48	54
3rd Grade	52	46	45
4th Grade	38	47	45
5th Grade	35	37	54
6th Grade	28	33	41
Total	302	316	321
Total ADM (Average Daily Membership) for year			

STUDENT DEMOGRAPHICS

Demographic Trends	2013-14	2014-2015	2015-2016 (est.)
Total Enrollment	302	316	321
Male	166	156	143
Female	136	160	178
Special Education	26	23	17
LEP	90	147	148
African American	193	156	144
Latino	3	0	0
Asian/PI	101	155	166
American Indian	2	2	3
White	3	3	8
F/R Lunch	298	316	321

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.

4. Student Attendance, Attrition & Mobility

Historically, Urban Academy has served a highly mobile student population leading to a

relatively high attrition rate. Up to 40% of students each year are new to the school. We embrace these students and are eager to serve them and their families, even if we are only able to serve them for a year or two due to family circumstance.

STUDENT ATTENDANCE

	2012-13	2013-14	2014-15
Overall Student Attendance Rate	95.47	93.73	94.17

STUDENT ATTRITION

Percentage of students* who are continuously enrolled between October 1 of 2013-14 school year and October 1 of 2014-15 school year.	59%
---	------------

Percentage of students* who continue enrollment in the school from Spring 2014 to October 1, 2014.	59%
---	------------

STUDENT MOBILITY

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers
2011-12		313	8	20	28
2012-13		273	17	22	39
2013-14		284	12	15	27

* Total mid-year transfers divided by Number of students on Oct. 1.

Percentage of students who were enrolled for 95% or more of the 2014-15 school year.	88%
---	------------

5. 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 teachers have regularly taught and provide practice opportunities for students to use key reading strategies to improve comprehension. □

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. UA teachers are also trained to implement the concrete-abstract-representational instructional design that increases student engagement and conceptual understanding. UA utilizes a Title I mathematics teacher to provide additional classroom support to students slightly below grade level in mathematics. □

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 the Response to Intervention (RtI) methods and trained in how to use weekly Professional Learning Communities (PLC) to further analyze weekly student data from benchmark assessments based on the Minnesota Standards in language arts and reading. Teachers in the PLCs 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, and paraprofessionals, and the principal) to discuss the overall progress of students the effectiveness of interventions.

Leadership Team

The Instructional Leadership Team/Q Comp Team meets weekly 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. The data from benchmark assessments as well as analysis of data from MAP and MCA assessments are used to determine professional development needs on an ongoing basis. 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. The leaders are self-starters, and take initiative based on these expectations. The leaders help staff by building relationships between staff members and by generating by-in with staff on

the school improvement process. The team meets weekly for 30 minutes to look at data from weekly assessments, examine trends, and identify professional development needs that will help students succeed. 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.

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 MN Reading Corps members give weekly assessments to students who qualify for the MRC program. Diagnostics tests are also given to check proficiency. The students are assessed with the DSI spelling assessment, and grouped according to their assessment score.

Common Formative Assessments

Bi-weekly benchmark assessment results are analyzed on a bi-weekly basis at PLC meetings where teachers develop targeted goals for students and collaborate to form strategies to help students that are not meeting grade level proficiency. Teachers use this formative data to identify students who are not meeting a specific benchmark and collaboratively plan for remediation as well as identify those students who meet the grade level benchmark and need enrichment.

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.

Innovative Practices & Implementation

Use of Data

UA has a variety of structures for analyzing student data and developing interventions to help students meet grade level proficiency. The staff are trained in the Response to Intervention

methods as well as been trained in how to use weekly Professional Learning Communities (PLC) to further analyze weekly student data from benchmark assessments based on the Minnesota Standards in Language Arts and Reading. Teachers in the PLCs 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 principal) to discuss the overall progress of students the effectiveness of interventions.

There are weekly team meetings (comprised of: grade level teachers, ESL, Title 1-reading and math, special education, paraprofessional, and monitored by the principal) to discuss the overall progress of students the effectiveness of interventions. The staff has been trained in how to use weekly Professional Learning Communities (PLC) to further analyze weekly student data from benchmark assessments based on the Minnesota Standards in Language Arts and Reading. Teachers in the PLCs 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.

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. We analyze the impact our targeted interventions have on NWEA, MCA, and weekly tracker data. We will continue to identify any gaps in student groups or in curricular weaknesses. Ongoing work on improving instruction will continue – emphasizing building the capacity of teachers to use backwards planning, common formative assessment data, and best practice instructional methods and interventions such as the Gradual Release Method, Guided Reading, and the Concrete Abstract Representational math method. We will also examine staff retention data and survey information for how to improve the instructional culture at the school. Ongoing training in the implementation of RTI is anticipated.

6. Academic Performance: Goals & Benchmarks

We have tried as best we can to align our goals are in sync with NEO contractual goals, our Q Comp goals, and our School Improvement goals. Typically we have tried to raise our proficiency rates by approximately 7-8% a year. We also like to see a majority of our students meet or exceed growth targets set by NWEA. The school's goals with NEO were not updated each year and so the goals were out of date. The contractual goals were easily met due to the fact that they weren't updated. So instead of reporting on these goals, the school is reporting on the most recent goals from our School Improvement Plan.

The out of date contractual goals were:

- 32% of all students will achieve proficiency rates for the MCA Reading.
- 19% of all students will achieve proficiency rates for the MCA Mathematics.
- At least 45% of UA students will make one year's fall-to-spring growth on the MAP assessments.
- The percentage of Urban Academy students that demonstrate proficiency on the MCA math and reading tests will increase at a greater rate than the two comparison schools (Emily Gray and WISE).
- The ratio of incidents involving disrespectful behavior will decrease each year.

The school has consistently met those goals over the contract as has been reported in previous annual reports. However, here are the more updated goals from our current School Improvement Plan (SIP) within our Focus School designation:

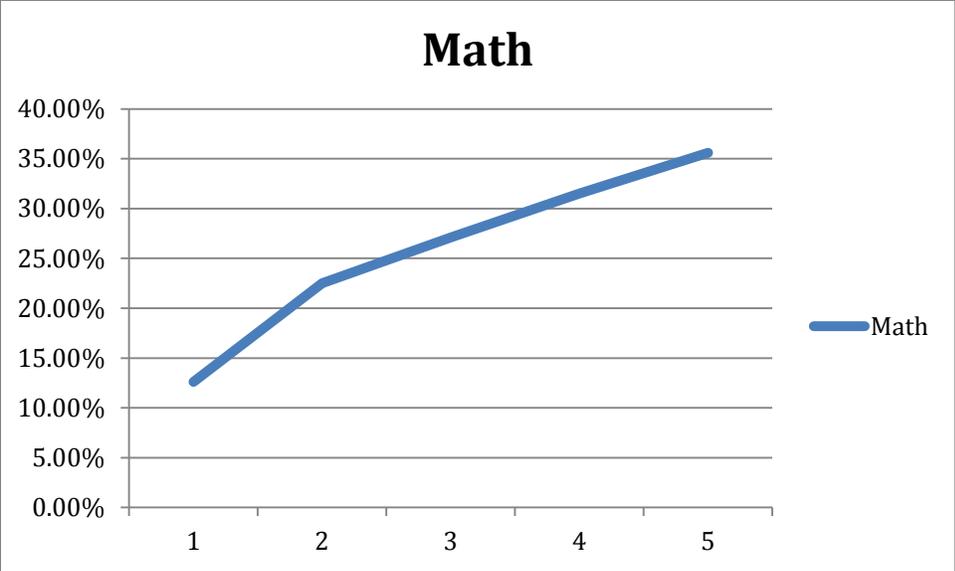
Reading: The percentage of all students enrolled October 1 in grades 3-6 who are proficient on all reading state accountability tests (MCA, MOD, MTAS) will go from 21.3% in 2014 to 30.8% in 2015.

Math: The percentage of all students enrolled October 1 in grades 3-6 who are proficient on all math state accountability tests (MCA, MOD, MTAS) will go from 31.7% in 2014 to 37.8% in 2015.

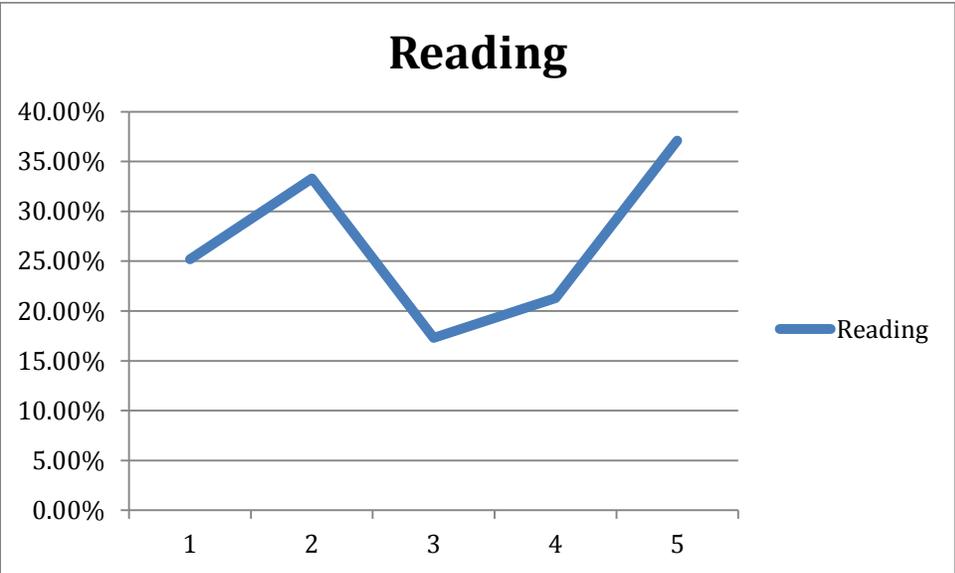
Results:

MCA Results

The school has had a continual upward trend in the percent of students reaching proficiency in math on the MCA assessments in both reading and math. The school experienced a 16% increase in the percent of students reaching proficiency in reading significantly surpassing the SIP goal. In math, the school saw an increase but did not quite reach the goal.



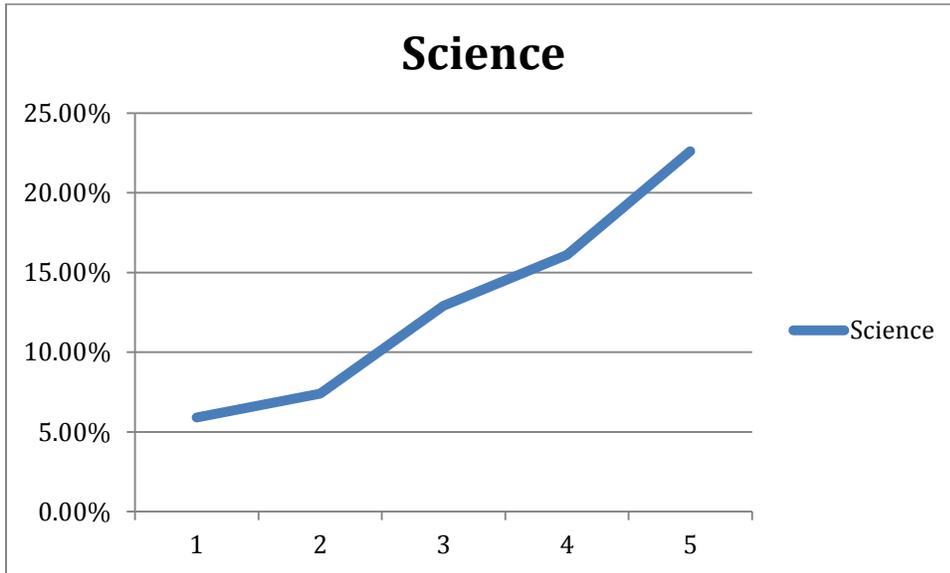
2011	12.60%
2012	22.50%
2013	27.10%
2014	31.50%
2015	35.60%



2011	25.20%
2012	33.30%
2013	17.30%
2014	21.30%
2015	37.10%

Science

The school has also increased the percent of students reaching proficiency in Science as measured by MCA performance the past several years. This will continue to be an area of focus.



2011	5.90%
2012	7.40%
2013	12.90%
2014	16.10%
2015	22.60%

NWEA RIT Growth Goal: The percentage of all students in grades K-6 at Urban Academy Charter School who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in Reading will increase from 55% in spring 2014 to 60% in spring 2015.

Results:

In reading, the school did not reach this SIP goal. In reading, 53% of students met their NWEA expected growth target. The school has continually had over 50% of students meet the target. However, 57% of students increased their percentile ranking with an average increase of 5 percentile rankings. 59% of students that were below the 50th percentile in the fall increased their percentile ranking in the spring with an average increase of 7 percentile rankings.

Percentile Ranking

All Students - Overall Count	All Students - Average Difference	All Students - Fall Percentile Average	All Students - Spring Percentile Average	All Students - Count with an Increase	All Students - Percentage with an Increase
232	5.3	27.5	32.8	132	57%

Subject	Grade	Below 50 - Overall Count	Below 50 - Average Difference	Below 50 - Fall Percentile Average	Below 50 - Spring Percentile Average	Below 50 - Count with an Increase	Below 50 - Percentage with an Increase
Reading	All Grades	187	7.1	18.9	26.0	110	59%

In math, the school met the goal. The school had a high percentage of students reach NWEA expected growth targets. In math 64% met their growth target. More impressively, 73% of all students increased their percentile ranking from fall to spring administration. Of those students that were below the 50th percentile in the fall, 75% increased their percentile ranking and the average increase was 13 percentile rankings.

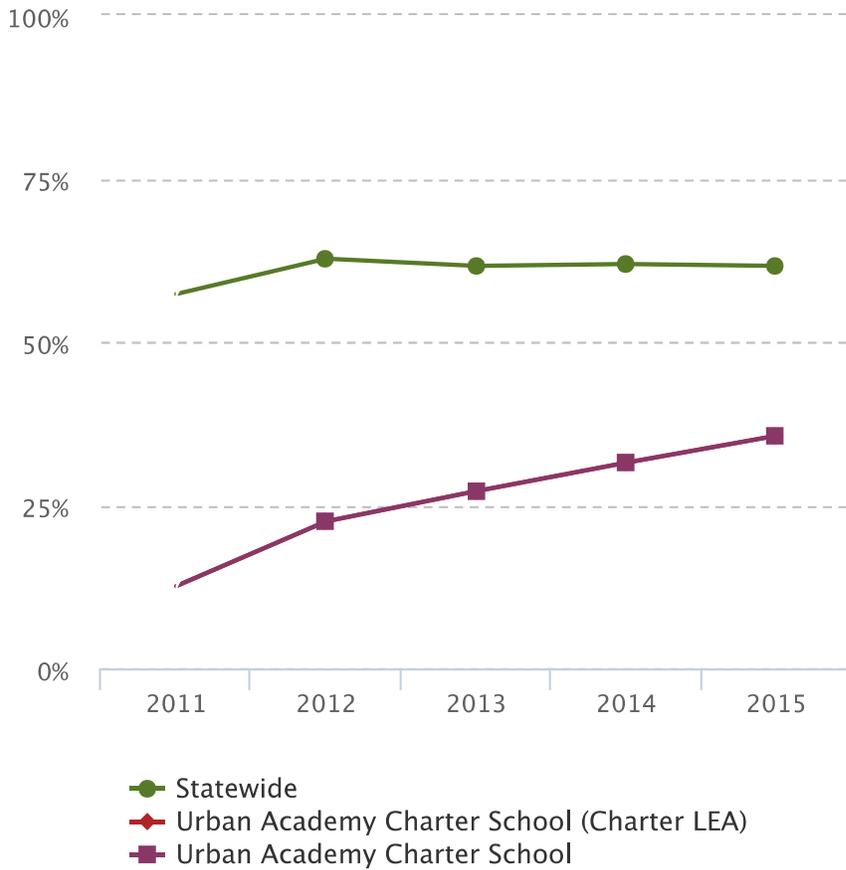
Percentile Rankings

All Students - Overall Count	All Students - Average Difference	All Students - Fall Percentile Average	All Students - Spring Percentile Average	All Students - Count with an Increase	All Students - Percentage with an Increase
230	11.3	31.7	43.0	167	73%

Subject	Grade	Below 50 - Overall Count	Below 50 - Average Difference	Below 50 - Fall Percentile Average	Below 50 - Spring Percentile Average	Below 50 - Count with an Increase	Below 50 - Percentage with an Increase
Math	All Grades	167	13.7	18.0	31.8	126	75%

More MCA Results

In Math, Urban Academy is increasing proficiency at a greater rate than the state.



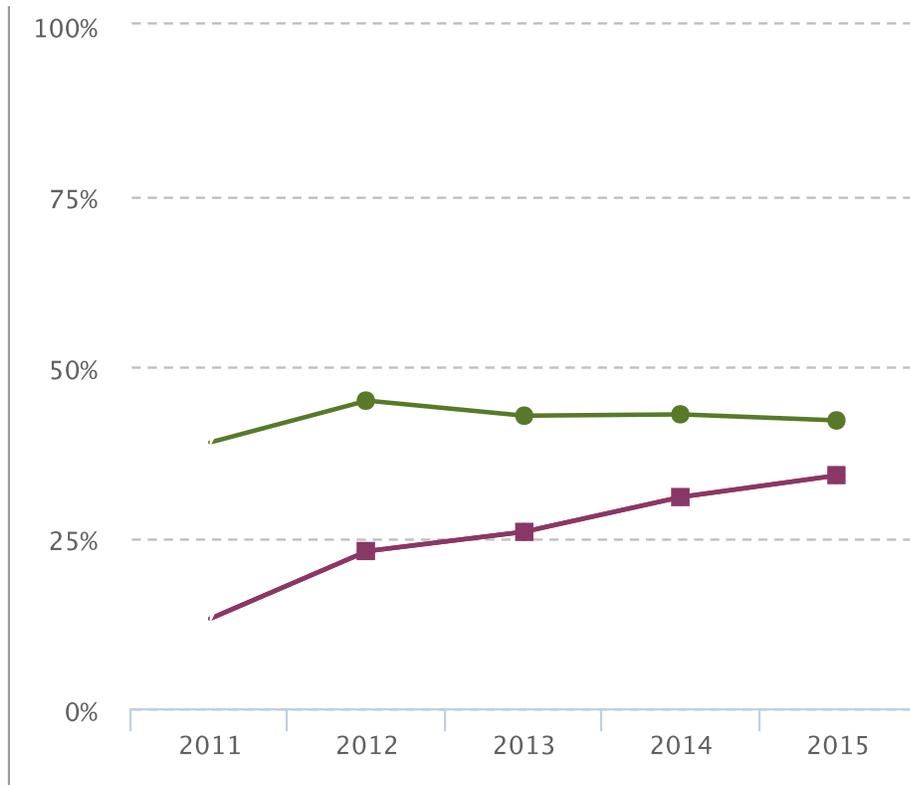
The percent of students that are “on track for success” based on MCA results in math have dramatically increased while the percent in St. Paul School District has dramatically decreased:

On Track for Success MCA Math	Urban Academy	St. Paul
2013	28%	50.2%
2014	49.4%	41.6%
2015	53.5%	40.7%

The percent of students that are “on track for success” based on MCA reading results have also increased while the percent in St. Paul School District has flatlined.

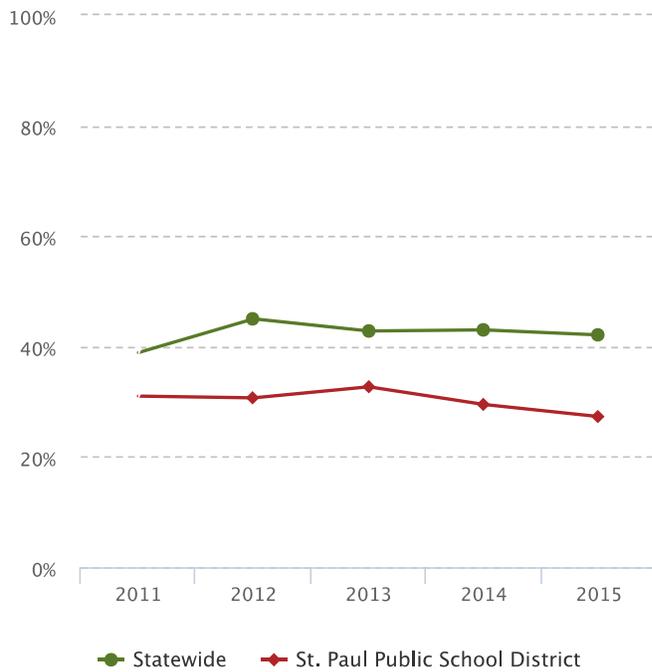
On Track for Success MCA Math	Urban Academy	St. Paul
2014	33.4%	41.5%
2015	56.6%	41.7%

Urban Academy’s Free and Reduced subgroup has seen an increase in proficiency rates on the Math MCA tests.



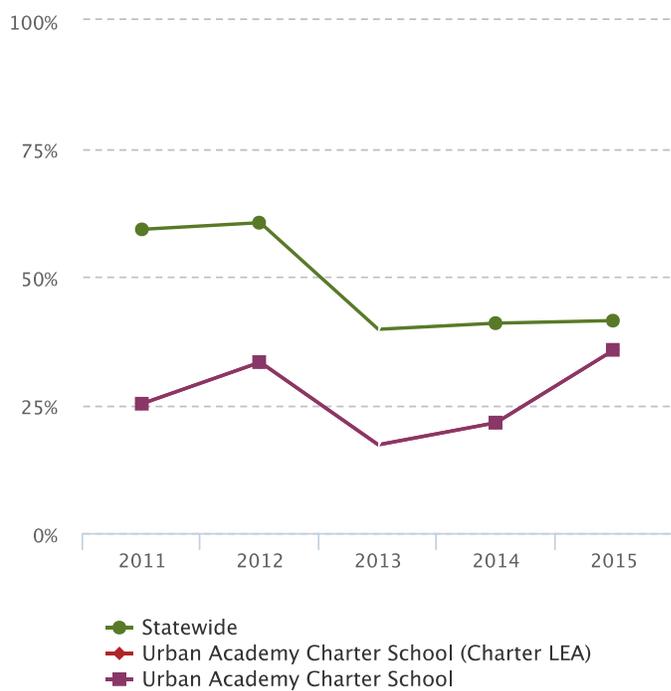
Meanwhile, the St. Paul School District's Free and Reduced subgroup has seen a steady decrease in proficiency rates on MCA Math tests the past several years.

2011 - 2015 Proficiency



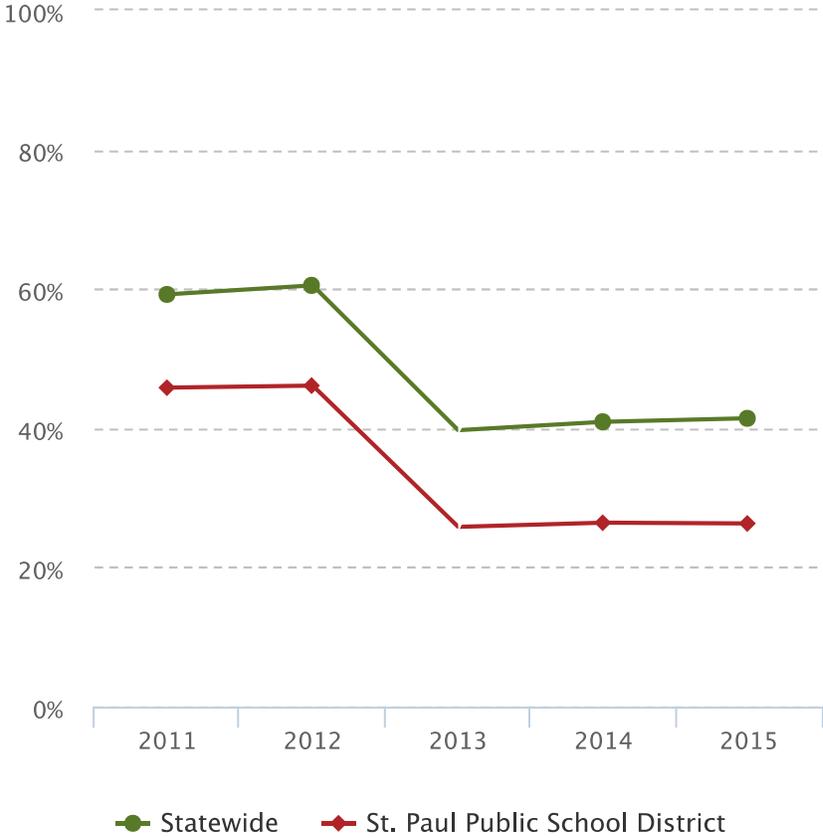
The pattern is the same in reading. Urban Academy's Free and Reduced subgroup has seen an increase in proficiency rates on the Reading MCA tests.

2011 - 2015 Proficiency

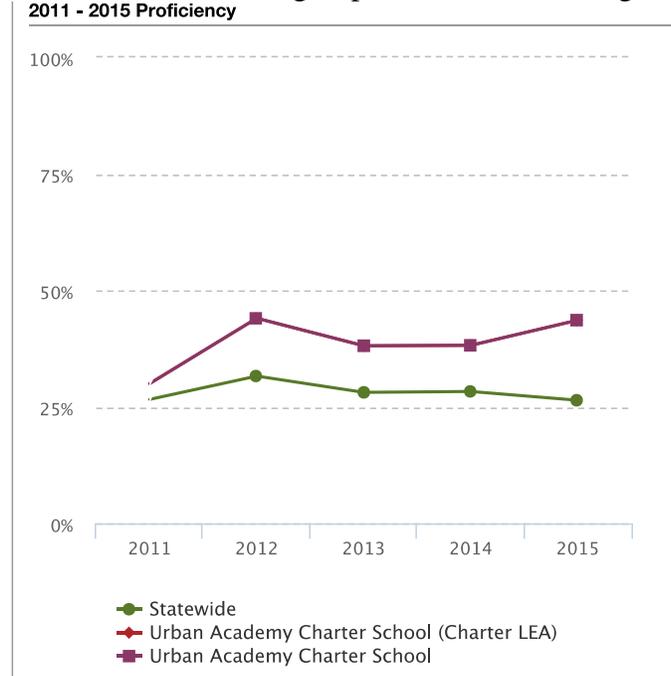


Meanwhile, the St. Paul School District's Free and Reduced subgroup has flat lined on MCA Reading tests the past several years.

2011 - 2015 Proficiency



Urban Academy’s EL subgroup also saw an increase in the proficiency rate fro 2014 to 2015, while the state EL subgroup as a whole saw a significant decrease in proficiency rates.



The St. Paul School District’s EL population as a whole saw a similar decrease as the state’s overall population.



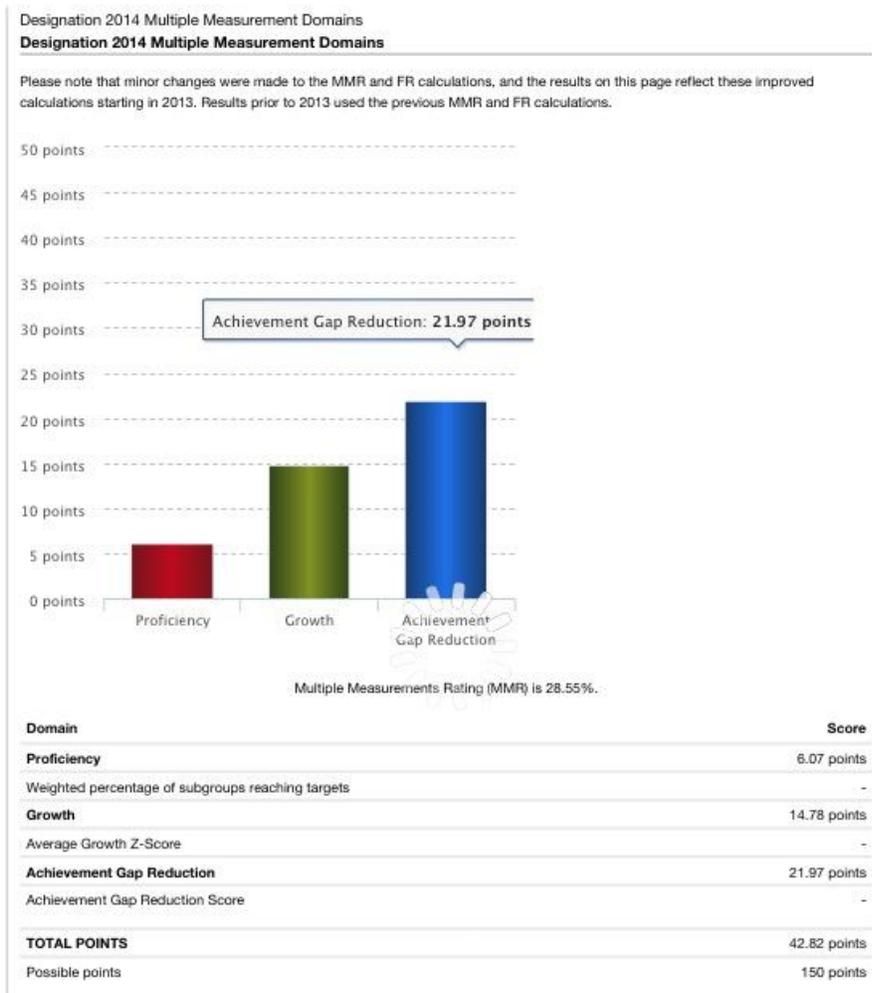
Mission Related Goal:

In our contract, we established a non-academic goal to measure implementation progress of the Positive Behavioral Intervention and Supports (PBIS). We wanted to see a decrease in the number of incidents of disrespectful behavior because with our student population, we understand that behavior has both an impact on the student exhibiting the behavior but also can have an impact on the other students. In 2014-2015, the incidents of disrespectful behavior had decreased significantly from previous years. Out of all the referrals made to the Reflection room, only 18% of those referrals were the cause of student's being disrespectful to an adult or their peers. This was a reduction from 22% the previous year.

Multiple Measurement Rating

The school became “celebration eligible” because of the tremendous increase in the school’s MMR score. The school had a dramatic increase from it’s 2014 rating to 2015:

2014

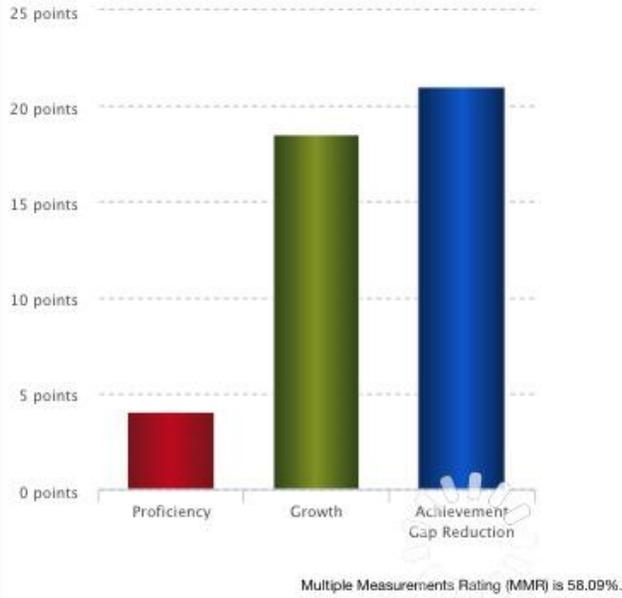


2015

2015 Multiple Measurement Domains

2015 Multiple Measurement Domains

Please note that minor changes were made to the MMR and FR calculations, and the results on this page reflect these improved calculations starting in 2013. Results prior to 2013 used the previous MMR and FR calculations.



Domain	Score
Proficiency	4.08 points
Weighted percentage of subgroups reaching targets	16.3%
Growth	18.51 points
Average Growth Z-Score	0.2760
Achievement Gap Reduction	20.98 points
Achievement Gap Reduction Score	-0.2607
TOTAL POINTS	43.57 points
Possible points	75 points

2014 MMR: 28.55%
 2015 MMR: 58.09%

The school did better in the growth and achievement gap areas. This is because students exceeded expected growth targets and because subgroups of students also exceeded expectations. In addition, Urban Academy scored higher than 75 “celebration eligible” schools. It had the highest MMR score of any charter school previously designated as a Focus school.

Focus Schools Eligible to Apply for the Celebration School Recognition

District Name	School Name	MMR	FR
DULUTH PUBLIC SCHOOL DISTRICT	LOWELL ELEMENTARY	68.55%	61.93%
WEST ST. PAUL-MENDOTA HTS.-EAGAN	MORELAND ART/HEALTH SCIENCE MAGNET	63.17%	58.03%
URBAN ACADEMY CHARTER SCHOOL	URBAN ACADEMY CHARTER SCHOOL	58.09%	52.79%
NEW CENTURY ACADEMY	NEW CENTURY ACADEMY	57.12%	35.87%
WEST CENTRAL AREA	WEST CENTRAL AREA N. EL.	57.09%	
TRIO WOLF CREEK DISTANCE LEARNING	TRIO WOLF CREEK DISTANCE LEARNING	56.16%	
EXCELL ACADEMY CHARTER	EXCELL ACADEMY CHARTER	52.85%	53.25%
GRAND MEADOW PUBLIC SCHOOL DISTRICT	GRAND MEADOW MIDDLE	51.99%	38.77%
MINNEAPOLIS PUBLIC SCHOOL DIST.	WELLSTONE INTERNATIONAL HIGH	50.00%	
LINCOLN INTERNATIONAL SCHOOL	LINCOLN INTERNATIONAL SCHOOL	50.00%	

7. Student & Parent Satisfaction

A total of 156 surveys were completed by parents.

The very large majority of parents (94.8%) felt that their child is/children are very safe (37.8%) or safe (57.0%) while attending Urban Academy.

Also, a large majority of parents (89.4%) were satisfied (59.6%) or very satisfied (29.8%) with the education their child is/children are receiving at Urban Academy.

8. Governance & Management

The UA Board is organized consistent with Minnesota statutes and complies with the Minnesota Open Meeting Law. Board meetings are conducted in an orderly fashion including an Agenda, the Minutes from previous meeting/ and a specified process. Copies of the Agendas and Minutes from each UA Board meeting can be obtained from the UA main office, the UA board secretary, and the UA website. There are no deviations between the By-Laws adopted by UA's Board and their implementation' Any deviations between the By-Laws and their implementation would be recorded in the Minutes and, presently, no deviations have been recorded' In addition, the Board has adopted the required policies and procedures for a charter school in the state of Minnesota. A record of the adopted policies can be found in the Bylaws of the Board.

Each year UA submits this annual report to MDE and the authorizer which outlines and comments upon improvements and progress towards academic and non-academic goals. The academic and non-academic goals are reviewed each year and revised based upon student progress and evaluation. UA staff and other stakeholders also have the opportunity to review the annual report and discuss areas of success and areas in need of improvement.

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 proper execution of each. UA's Executive Director is primarily responsible for the school's operation performance and the director is evaluated formally once per year. Feedback is solicited on the Executive Director's performance from UA's staff and parents via an annual survey at the end of the school year. The board reviews the results of the survey and communicates areas in which the Executive Director can improve performance' The board evaluates its own performance by conducting an annual governance review.

UA's Executive Director is responsible for the financial management of the school' UA has received MDE'S finance award for sound fiscal management for the past 4 years. UA's financial policies guide the financial management of the school. UA contracts with Tautges Redpath, Ltd. to conduct its yearly financial audit. The audit is shared with MDE each year. Each month, the Board of Directors is given a copy of the detailed income statement, summary income statement, and balance sheet, which the Board Finance Chair presents.

BOARD OF DIRECTORS

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Melissa Jensen	Chair	Community Member	February 2013	July 2013	June 2016	mel.m.hansen@gmail.com
Fong Lor	Vice Chair	Community Member	February 2013	July 2013	June 2016	flor26@comcast.net
Kristin Evans	Secretary	Teacher	February 2014	July 2014	June 2017	kevans@urbanacademymn.org
Tamara Mattison	Treasurer	Community Member	February 2014	July 2014	June 2017	tdmatti@comcast.net
Roger Sykes	Member	Parent	February 2015	July 2015	June 2018	rogeramber@msn.com
Nancy Smith	Member	Community Member	February 2013	July 2013	June 2016	kimamana51@gmail.com
Caley Long	Member	Community Member	February 2013	July 2013	June 2016	Caley.k.long@gmail.com

The Urban Academy Board is committed to be in compliance with MN Statute 124D.10 Subd. 4(f) Every charter school board member shall attend training throughout the member's term on the board. All new board members shall attend initial training on the board's role and responsibilities, employment policies and practices, and financial management.

The Board of Urban Academy does annual training for all returning members and new members with accredited consultants or agencies.

Board Training Information for Each Member

Board Member Name	Training Content Area*	Training Date	Trainer/Presenter
Melissa Jensen	Governance, Finance, Employment	October 11 & 12, 2014	Dr. Bryan Rossie Education Consulting Services

Fong Lor	Governance, Finance, Employment	October 11 & 12, 2014	Dr. Bryan Rossie Education Consulting Services
Kristin Evans	Governance, Finance, Employment	October 11 & 12, 2014	Dr. Bryan Rossie Education Consulting Services
Tamara Mattison	Governance, Finance, Employment	October 11 & 12, 2014	Dr. Bryan Rossie Education Consulting Services
Roger Sykes	Governance, Finance, Employment	October 11 & 12, 2014	Dr. Bryan Rossie Education Consulting Services
Nancy Smith	Governance, Finance, Employment	October 11 & 12, 2014	Dr. Bryan Rossie Education Consulting Services
Caley Long	Governance, Finance, Employment	October 11 & 12, 2014	Dr. Bryan Rossie Education Consulting Services

*Board training types: Board's Role & Responsibilities (RR), Employment Policies & Practices (EPP), Financial Management (FM), Other Ongoing

MANAGEMENT

LIST OF ADMINISTRATORS/QUALIFICATIONS

Dr. Mongsher Ly, Superintendent

Licensed K-12 Principal and Superintendent

File#: 450140

Mai Saevang, Principal

Licensed K-12 Principal

File#: 397463

PROFESSIONAL DEVELOPMENT PLAN FOR Individual Name, Position Title

Both school administrators are licensed through the Minnesota Department of Education. It is encouraged for both administrators to continue to attend ongoing developmental workshops and trainings.

9. Staffing

Staffing. UA employed 1 executive director, 1 site director, 1 school principal, 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, Science) and 11 paraprofessionals to serve 267 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, but this most year we had X% of teachers return.

2014-15 Licensed Teaching Staff				
Name	File #	License and Assignment	2015-16 Status*	Comments <i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i>
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	Comments <i>Include information regarding special licensure (e.g. Community Expert) or other relevant information.</i>
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%
---	-----

2014-15 Other Licensed (non-teaching) Staff			
Name	License and Assignment	15-16 Status*	Comments
Emily Ravits	312276/School Social Worker	R	

* R = Returning, NR = Not Returning

2015-16 Other Licensed (non-teaching) Staff - NEW		
Name	License and Assignment	Comments

2014-15 Non-Licensed Staff

Name	Assignment	15-16 Status*	Comments
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	Comments
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	

13. Operational Performance

In accordance with state laws, UA's bylaws specify the size, makeup, and term length of UA's governing school board. The bylaws also stipulate notification of regular and special board meetings, officer positions, establishing a quorum, conflict of interest, and voting rights.

All meetings are open meetings, which anyone may attend. Board meetings take place by a parliamentary procedure that includes a published agenda, minutes of meetings, and a structured meeting process.

Board members make key decisions on school policy, performance expectations, budgeting and budget reviews, expenditure approvals, and the annual school finance audit. The board is also responsible for reviewing the school’s director on an annual basis. The board is also briefed regularly on student academic performance to aid in the decision-making process. The board also is required to approve any educational improvement plans (e.g. the 2013-14 Focus School Plan) and UA’s Annual Report to NEO.

Our teacher evaluation system meets statutory requirements. We have implemented our Q Comp program for the past several years. The Principal was the overall instructional leader of the school by providing knowledge, skills and feedback to improve teacher instructions and student learning. Beginning in the fall of 2012, the school established an Instructional Leadership team including the Principal and three Q Comp teacher positions. The Q Comp positions consist of a Q Comp Teacher Lead, responsible for evaluating teachers and the overall coordination of the Q Comp program; and two PLC Leads, classroom teachers with increased responsibilities in working with and mentoring other teachers.

The board evaluated both the Executive Director and Principal. Both evaluations are based on state model and have a strong emphasis on instructional leadership and academic results.

11. Finances

For questions regarding school finances and for complete financials for 2014-15 and/or an organizational budget for 2015-16, contact:

Position: Susan Airhart, Business Manager
 Contact info: Designs for Learning
 Phone: 612-578-3160
 Email: susan@designlearn.net

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and NEO no later than December 31, 2015.

Awards in 2014-2015:

1. Minnesota Department of Education Finance Award
2. Novation Educational Opportunities "Stewardship Award in Finance"

FY15 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$3,778,667	\$256,167	0
Total Expenditures	\$3,461,132	\$256,167	0
Net Income	\$317,535		
Total Fund Balance	\$1,048,779	0	0

Overview

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

- Total net position increased by \$276,045 before the prior period adjustment. This follows a decrease of \$226,359 in the School's net position for fiscal year 2014.
- 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 retained 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.

Revenues

Enrollment increased from 266 ADMs (average daily membership) at the end of the 2013-2014 school year to 281 in school year 2014-2015. The change in student enrollment reflects an increase of 15 ADM. The School is planning to increase this number over the next few years reaching out to a broader community into the future.

During the current fiscal year the General Fund revenues increased by \$462,341 from the previous. The difference primarily results from an increase in state and federal funding even though there were no major changes to funding streams in FY15.

Expenses

In the general fund total cost of all programs and services including interest and fiscal charges was \$3,461,837. Total revenues exceeded expenditures, which increased net position by \$276,045 over last year before the prior period adjustment because the School is committed to building its learning programs. Urban Academy set aside funds to secure a new building lease, and invested resources in the areas of administration, regular instruction, and building maintenance. Urban Academy also continued the Quality Compensation program which monitors, provides professional development and training, and compensates teachers based on student achievement.

Expenditures exceeded revenues in the Food Service Fund by \$706 compared to budgeted expenditures exceeding revenues of \$14,838. The school monitored its food purchases and meals distribution participated in a new federal funding program which increased the reimbursable rate for each meal served.

Net Income and Fund Balance

Urban Academy has been strategic in its planning and management of resources and academic priorities. In Fiscal Year 13 Urban Academy focused on quality compensation for its teachers

and achieved the objective to set aside funds for the future by increasing the general fund balance. In Fiscal Year 14 Urban Academy focused on competitive wages for its highly qualified employees and preparing for the World's Best Workforce requirements. During Fiscal Year 15 the school focused on building fund balance reserves in order to begin a relocation program from the downtown St. Paul area. The school moved to their new location on July 1st, 2015.

Urban Academy's fund balance policy relies on a minimum fund balance of 24%. Our Board of Directors strive to oversee the delicate balance between future security and instructional advancement. A strong fund balance ensures the instructional future of the school when state systems fluctuate holdback dollars, and with that reduces interest costs for funding loans to secure the "gap." It also allows for capital investments to enhance instructional systems, laying the blueprint for Urban Academy learner's future in areas like technology, science, and mathematics.

12. Future Plans

While major data driven systems are in place at the school, this year Urban Academy decided to reorganize to place more emphasis on instructional coaching. Principal Vang did a good job of putting the elements into place but the school decided that there needed to be more instructional coaching to support inexperienced teaching staff not only to improve student achievement but also to improve teacher retention. As a result, two individuals will be regularly doing informal observations in addition to formal evaluations of teachers. 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.

OUR MOTTO THIS YEAR IS SOAR!

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.

It will be imperative that we support teachers in staying focused on SOAR. We have identified some resource needs. 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, we plan to 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 in math. They will look at class breakdown report from NWEA and differentiate based on the RIT bands on the continuum. Teachers will select one band area or skill area and select a CRA strategy to integrate into lessons. Teachers will develop lessons and assess students in that skill area. There will be a follow up PLC. Q Comp lead teachers will observe one lesson. Teachers will backward plan and develop a common formative assessment with the goal of 80% of students using the strategy successfully. Additionally, the goal will be for 80% of the teachers to successfully use CRA strategy as measured by observations by the lead teachers. Teachers will also examine student data from the assessment focused on students using the differentiated strategy. The team will examine the results and develop a plan for providing additional coaching for teachers who either not successfully implement the strategy and/or if the students didn't meet 80% proficiency.

Teachers will be encouraged to utilize Bloom's Taxonomy and higher order thinking skills (HOTS) 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. A HOTS workshop will be implemented during the school year with follow up PLCs.