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# UNIVERSAL ACADEMY CHARTER SCHOOL

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## ANNUAL REPORT & WORLD'S BEST WORKFORCE PLAN

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ISD # 4225-07

# 2015-16

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## School Information

### Address:

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St Paul, MN 55104  
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(W) [www.uacsmn.org](http://www.uacsmn.org)

*Grades Served:* K-5

*Year Opened:* 2014-15

### Mission Statement

Universal Academy will provide success for all students with high quality learning, empowerment and support from a caring and nurturing staff.

### Vision Statement

Universal Academy will be recognized as an academically superior public school for accelerating the learning of all students so that they will be fully prepared to thrive and contribute in today's diverse and ever changing communities.

### Authorizer Information

NEO Charter School Authorizer  
3432 Denmark Ave #130  
Eagan, MN 55123  
612.889.2103  
<http://www.neoauthorizer.org>

Wendy Swanson-Choi, Executive Director of Charter School Authorizing

Universal Academy's authorizer contract with Novation Education Opportunities (NEO) began on January 24, 2014. The school is authorized until June 30, 2019, by this contract. NEO ensures that Universal Academy is accountable and responsible in 4 key areas: (1) governance, (2) student and school performance, (3) operational performance, and (4) financial management. This is Universal Academy's first year as a charter school.

## Student Enrollment

### Number of Students Enrolled

As of the end of year 2015/16.

	2014-15	2015-16	2016-17 (est.)
Kindergarten	50	45	47
1st Grade	44	49	41
2nd Grade	27	50	50
3rd Grade	23	26	46
4th Grade	27	26	27
5th Grade	19	31	26
6 <sup>th</sup> Grade	-	20	26
7 <sup>th</sup> Grade	-	-	22
<b>Total</b>	190	247	285
<b>Total ADM*</b>			

### Characteristics/Demographics

Ethnicity	Percentage	Special Population	Percentage
American Indian/Alaskan Native	0%	English Learner	93.8%
Asian/Pacific Islander	0%	Special Education	4.7%
Hispanic	0%	Free/Reduced Lunch	99.6%
Black	100%		
White	0%		

- October 1 Enrollment: 293
- Attendance Rate: 96.3%

### Student Attendance, Attrition, & Mobility

Universal Academy will add one grade each year and eventually grow to K-8. One of UA's goals is 90% attendance. During the 2014/15 school year, UA had grades K-5. For SY 2015/2016 Universal Academy added 6.

#### STUDENT ATTENDANCE

	2014-15	2015-16	2016-17
Overall Attendance Rate	95.3%	96.3%	-

*Provide a brief narrative discussing trends in attendance rates.*

Universal Academy enjoyed stable overall attendance during the 2015-16 school year. This is a reflection of the investment families have made in Universal Academy. Students are consistently attending school and remaining enrolled at UACS.

### STUDENT ATTRITION

Percentage of students* who are continuously enrolled between October 1 of 2014-15 school year and October 1 of 2015-16 school year.	84%
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\*Do not include graduating students or those who have completed your school program, i.e. if your school is K-6, do not include students who have completed 6<sup>th</sup> grade

Percentage of students* who continue enrollment in the school from Spring 2014 to October 1, 2015.	69%
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\*Do not include graduating students or those who have completed your school program, i.e. if your school is K-6, do not include students who have completed 6<sup>th</sup> grade.

### STUDENT MOBILITY

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
<b>2014-15</b>	227	167	0	35	35	20%

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

Student Mobility data is not available for review at this time. This report reviews our first year as a charter school. We will be able to include Mobility data in the Annual report for the 2015/16 School year.

# Worlds' Best Workforce Components

## Educational Approach and Curriculum

### Our Instructional Philosophy and Focus

A unique philosophy of Universal Academy Charter School is that multiple curricula and resources must be available along with a learning program responsive to student needs in order to accelerate the learning of the state standards for all students. It is essential to:

- Analyze data to identify each student's strengths and needs in mastering the state standards in addition to each class as a whole
- Engage students in setting individual goals as well as collective class goals
- Monitor individual and collective progress toward meeting the goals
- Adjust instruction and select resources to accelerate learning. For example, if one curriculum or teaching technique in math doesn't work for a few students, then it is necessary to modify the approach in re-teaching and use additional techniques and resources. UACS makes a commitment to each student to identify what works to accelerate his or her learning as monitored through weekly data analysis. UACS implements aligned strategies of Responsive Classroom, Direct and Differentiated Instruction, SIOP, and Response to Intervention (RtI) in a results-oriented culture that fosters a growth mindset.

In order to improve the implementation of the strategies, Universal Academy is replicating aspects from Harvest Preparatory and Best Academy, two of the highest-performing schools in Minneapolis. The educational program will enable all students to meet challenging academic achievement standards by implementing the following school wide strategies:

- 1) Data-driven Instruction (DDI) in conjunction with Response to Intervention (RtI),
- 2) Embedding professional development into daily instruction utilizing instructional coaching and instructional techniques from Teach Like a Champion and SIOP, and
- 3) Implementing a study visit protocol during a visit to the highest performing charters in the state and nation. Universal Academy will replicate Harvest Preparatory and Best Academy's study visit protocol. Conducting study visits to high performing schools in the state and nation ensures that Universal Academy's benchmark for success is at the highest standard.
- 4) Each Friday, in professional learning communities organized by grade level clusters, teachers will use the following resources:
  - *Driven By Data: A practice to improve Instruction*, by Paul Bambrick Santoyo, (2010). This book serves as a resource to teachers for selecting strategies that can be implemented based on student needs and goals that the teachers identify.
  - *Teach Like a Champion- 49 Techniques That Put Students on the Path to College*: by Doug Lemov (Jossey Bass, 2010). Lemov carefully observed teachers whose inner-city students perform at dramatically high levels. Then he broke down what they do into carefully described techniques that all teachers can put into practice. This book also serves as a valuable resource to teachers for selecting strategies that can be implemented based on student needs and goals that the teachers identify.

- Using the SIOP Model with Pre-K and Kindergarten English Learners: by Jana Echevarria, Deborah Short, and Carla Peterson, Making Content Comprehensible for Elementary English Learners: The SIOP Model, 2nd Edition by Echevarria, Vogt and Short, and 99 Ideas and Activities for Teaching English Learners with the SIOP Model by Vogt and Echevarria. These books also provide strategies that can be implemented depending on student needs to meet goals that the teachers set.

Universal Academy aims to meet high standards across content areas by setting goals and comparing progress in improving student learning to the highest performing charter schools in the state and nation using the Northwest Evaluation Association Measures of Academy Progress (NWEA MAP) results as a benchmark for success. Universal Academy utilizes a study visit protocol during a visit to these high performing charter schools as a strategy for meeting high standards across content areas.

*Describe the instructional program and curriculum. Explain the breadth and depth of the curriculum and its alignment to state standards and school mission.*

The curriculum and instructional practices used are as follows.

1. Data-driven Instruction includes assessment, analysis, action, and culture.

- Assessment: Creating rigorous interim assessments that provide meaningful data.
- Analysis: Examine results of assessments to identify the causes of both strengths and shortcomings.
- Action: Teach effectively what the students most need to learn.
- Culture: Create an environment in which data-driven instruction can survive and thrive.

2. Response to Intervention (RtI) is designed to provide proactive, student centered reading/math interventions to students in the primary grades; therefore, creating an opportunity for successful experiences for all children in the area of reading and mathematics. Students are assessed using standards based assessments to identify student performance level compared to Minnesota Academy Standards for each grade level. NWEA/MAP may also be used along with teacher records, curriculum tests, and transferred records.

The basic premises of RtI are:

- All primary students begin in Tier One and move to other tiers based on need.
- The RtI team collects and reviews data to measure student progress, assigning all students a Tier based on need in reading and math.
- After students are grouped into tiers based on their identified needs, students will receive interventions designed to better meet their individual learning needs.

3. Universal Academy implements the Sheltered Instruction Observation Protocol (SIOP) with English Learners. The SIOP Model is a research-based and validated instructional model that has been proven effective in addressing the academic needs of English Learners. Content knowledge, vocabulary and specific content-focused skills are the main focus, rather than the English language taught in isolation. All teachers, as well as support staff, are trained in and implement the SIOP techniques in their classrooms and utilize the WIDA (World-Class Instructional Design and Assessment) resources available to Minnesota schools as a consortium

member. Since large numbers of Universal Academy's students are newcomers to school in the United States, this model of English language learning is important to support teachers with a specific starting point and method for differentiation of instruction as they work with the ESL teacher and design lessons that all students can access and learn from regardless of their prior mastery of English.

4. In addition, Universal Academy implements Direct Instruction (DI). DI provides a strong focus in the early elementary grades on the development of cognitive skills including attention, memory, and retrieval. Students are taught rote rehearsal, semantic and phonemic grouping strategies, and chunking or grouping strategies. In addition, students are taught categorization strategies, and how to create a conceptual hierarchy. Direct Instruction is a research-based strategy for accelerating growth in reading: March C. Schug, Sara G. Tarver, & Richard D. Western.

5. In addition, all staff is trained in the Responsive Classroom approach that enhances the overall climate of the school and gives teachers/staff techniques to help students solve behavior problems school-wide. Responsive Classroom is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. This approach consists of practical strategies for helping children build academic and social emotional competencies day in and day out. In addition to reducing discipline problems, using these strategies increases student engagement and academic progress and supports a culture of high expectations. The Responsive Classroom is a research-based strategy for promoting a safe, positive learning environment: American Educational Research Journal in March 2014; research conducted (from 2008-2011).

6. Technology is leveraged to allow students time to practice basic skills and allow teachers time to focus on higher order thinking with small groups of students. Universal Academy also addresses the need for students to know how to appropriately and safely use the Internet and their personal devices for retrieving information, determining fact from fiction, manipulating data, and creating new data.

7. As its primary math curriculum, UACS selected Singapore Math, which stresses students' foundational skills, teaching concepts versus process. Teaching conceptually lays a foundation, thus enabling all students to progress through advanced mathematics. Students as young as second grade begin learning multiplication and division and are performing simple pictorial algebra by fourth grade. Singapore Math incorporates student discussion about solving math problems. The quick mental calculation is stressed.

Teachers use the Singapore approach to teaching math concepts and encourage problem solving skills and creative thinking. Singapore Math takes on fewer concepts, about 10 each year, but children are expected to master them in more depth with greater understanding. The strong point of Singapore is the way basic concepts are presented- there is always more than one approach, and the ideas are presented pictorially, so English Learners understand the concepts more thoroughly. Singapore Math is an effective mix of drill and practice, word problems and mental calculation instruction connected to important concepts.

8. Universal Academy utilizes the Houghton Mifflin Reading and Language Arts Sequence as its primary curriculum in K-6 to assure the learning styles of all students are being met and that all MN Academic Standards are addressed. In addition, Daily 5, SRA Imagine It, and Words Their Way are supplemental structured reading programs that provide resources for reaching the students' academic goals. These structured reading programs help students develop the daily habits of reading, writing, and working independently, and



support the goal of providing differentiated instruction based on student needs.

9. Universal Academy utilizes a teacher-developed standards-based curriculum based on Glencoe-McGraw Hill, Exploring Our World: People, Places, and Cultures. This series has a strong mix of core content, leveled books, activities and technology that engage students and connect them to their real world. It includes resources that support core social studies content, including games, poems, and songs for lower grades and provides informal assessment opportunities that will align with Universal Academy's data-driven culture.

*Provide clearly defined school goals and benchmarks for instruction and student achievement for all student subgroups.*

75% continuously enrolled students will demonstrate at least 1 year's progress on NWEA Growth measures.

*Describe the school's process for assessing and evaluating each student's progress toward meeting state and local academic standards.*

Students are assessed weekly, monthly, and by NWEA tests three times yearly and MCA tests once yearly. All of this data is analyzed by teaching staff to evaluate student progress.

*Describe the school's process to review and evaluate the effectiveness of instruction and curriculum.*

Universal Academy utilizes Q-Comp standards to evaluate teachers. The curriculum will be evaluated based on teacher feedback, student progress, and parent satisfaction.

*Describe remediation and acceleration practices or programming.*

As 99% of the student body are English Learners, UA does not have a remediation program. Students are given additional supports to support their learning until they no longer need them. Students with a firmer grasp on the curriculum are given more challenging coursework to complete.

## **Special Education Program**

The charter school complies with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education as follows: Universal Academy welcomes and enrolls students regardless of any disabilities or learning challenges. Universal Academy contracts with Designs for Learning for an appropriately licensed Director of Special Education, School Psychologist, and related services personnel. Universal Academy employs or contracts with appropriately licensed special education teachers and specialists.

Universal Academy appropriately serves students with IEPs in the least restrictive environment by scheduling time for the Special Education Teacher to teach alongside the classroom teachers and train the classroom teachers on the methods for providing classroom adaptations, accommodations, and modifications. In addition, the Special Education Teacher takes part in the weekly professional learning community in order to promote collaboration among all teachers in order to ensure student inclusion in classroom instruction.

The Child Find process is implemented as follows. Universal Academy's Child Find Process includes collecting data through assessments as well as indirect means, including assessing a child's academic, gross and fine motor skills, receptive and expressive language skills, vision, and cognitive skills. Universal Academy's Child Find

Process is designed to facilitate discussion, collaboration, problem solving, and the sharing related to the delivery of instruction and behavior management. School staff, parents, and /or agency representatives have the right to refer the students to the Child Find Team (Rtl team) with appropriate evidence, as determined by our contracted Special Education Director and the team.

The Rtl Team ensures that interventions are identified and documented, and progress is monitored. After intensive intervention and evaluation (if necessary), final identification of the student will occur and, if appropriate, an IEP will be developed. In developing IEP's Universal Academy seeks to provide instruction in the least restrictive environment. Special Education teachers teach alongside classroom teachers to model effective strategies for ensuring that all students have instruction on grade level standards and with school wide strategies. In addition, Special Education teachers are part of the weekly, interdisciplinary grade level cluster Professional Learning Communities where they share effective strategies, learn from other teachers and monitor progress with school wide strategies.

## English Learner Program

All incoming and returning students take the Home Language Questionnaire upon enrollment or at the beginning of each school year. Students whose families identify as speaking a different language at home either take a WIDA test or their WIDA record is requested from their prior school. During the 2015/16 school year, 99% of the student body was identified as EL.

ESL teachers push-in to the literacy and math instruction blocks in each grade level. If necessary, additional pullout support is offered to students who need more intensive instruction in the English language. SIOP is a research-based approach to improving access to content for English learners, as noted above. SIOP strategies are utilized by all general education teachers in their lesson planning and instruction.

Universal Academy contracts with outside experts for ongoing training for teachers in the areas of SIOP and use of WIDA resources and teachers will learn to monitor their progress with implementing the SIOP strategies in the weekly Professional Learning Communities (PLCs) on Fridays. The leadership team and the external expert conduct ongoing teacher observations to provide ongoing feedback and monitor student progress to ensure that the SIOP strategies are implemented effectively.

## School Calendar

During the 2015/2016 school year, UACS served students in grades K-6. Classes operated for 174 days, each day running on 7 hours and 15 minutes. The enrollment goal for 2016-17 is 300.

A snapshot of the school's school year calendar that includes total annual instructional hours is included as **Attachment 1** to this document. **Attachment 2** is a copy of each grade level's daily schedule.

## Innovative Practices & Implementation

*Narrative regarding the school's innovative practices and implementation.*

Teachers clearly communicate to each student his or her areas of strength and needs and identify goals, and strategies for reaching the goals. In addition, students also learn to examine their own work to identify strengths and needs in order to set goals and monitor their progress toward reaching their goals.

According to John Hattie's *Visible Learning A Synthesis of over 800 Meta-Analyses Relating to Achievement* (Hattie, 2009), the strategies that have the greatest measurable effect on student learning include 1) student self-assessment/self-grading, 2) data-driven instruction, 3) response to intervention, 4) providing formative assessments, 5) teacher clarity, and 6) feedback. Universal Academy ensures teachers and students get prompt, specific feedback on learning with time focused on analyzing and using the data each week to effectively meet student needs and that teachers receive job-embedded professional development for effectively implementing specific instructional best practices that they implement from "Teach Like a Champion" and Sheltered Instruction Observation Protocol (SIOP). In order to improve the implementation of the strategies, Universal Academy is replicating these aspects from Harvest Preparatory and Best Academy, two of the highest-performing schools in the state. In addition to replicating the aspects of data-driven instruction, Response to Intervention, and job-embedded professional development in the use of teaching techniques from Teach Like a Champion and from SIOP, Universal Academy replicates Harvest Preparatory and Best Academy's study visit protocol of conducting study visits to high-performing schools in the state and nation to ensure that Universal Academy's benchmark for success is the highest standard.

Study visits are organized in a train-the-trainer model where teacher leaders who participate in the site visit will train the other teachers and paraprofessionals at Universal Academy. The teacher leaders provide leadership in their grade-level teams to monitor the impact of the implementation of the strategy on student learning so that teachers can observe whether or not the adjustments to instruction are accelerating student learning.

In addition, Universal Academy contracts with leadership from the high-performing charter school that teachers visited to visit Universal Academy to observe and provide feedback on Universal Academy's use of the particular strategies that were the focus of the site visit. The program is designed to support state academic standards.

Instruction is intentionally designed to begin the first day of school to meet student needs in order to ensure students meet Minnesota academic grade-level standards. After a student is enrolled and before school begins, student assessment data is collected and formatted for analysis. The teachers analyze this data and map the curriculum based on student performance relative to the state standards for each grade level during their two-week preparation time prior to the first day of school. Teachers identify and prioritize the student needs and strengths and set goals for the students based on the Minnesota state standards for each grade level for each subject area. According to the student needs, teachers start backward planning from the Minnesota standards. During the two weeks of professional development before school begins, the teachers are trained to use a pacing guide and backward planning to plan instruction to ensure that students remain on track to meet the Minnesota Academic Standards. Then the teachers design specific interventions to meet student needs. These are considered Tier One interventions because teachers design them to be implemented during whole-class instruction. Students receive 90 to 120 minutes of daily reading instruction and 60 to 90 minutes of math in the general education setting. Students who are at risk for failure in reading or math as identified by the results of the assessments that students take prior to the first day of school receive additional tiered interventions. Students identified as needing additional intervention in Tier II receive the same instruction as Tier I, but receive an additional 30-minute block in reading or math in small homogeneous groups for 6 to 8 weeks. Students identified as needing additional intervention beyond Tiers I and II, receive the same instruction as Tier I, but receive 2 additional 30-minute instructional blocks with one-on-one instruction for the duration of the 6 to 8

weeks. Every six weeks student academic performance data is analyzed and progress monitored to ensure that the intervention is accelerating learning for each student to meet the grade level standards.

*Describe how the school meets the primary and secondary statutory purpose(s).*

Universal Academy's primary purpose is to (1) *improve pupil learning and student achievement by accelerating student learning* through an aligned framework of Data-Driven Instruction in conjunction with Response to Intervention (RtI), Responsive Classroom, Direct and Differentiated Instruction, and Sheltered Instruction Observation Protocol (SIOP) in a results-oriented culture that fosters a growth mindset. Additional purposes are to (2) *increase learning opportunities for pupils by ensuring that teachers are receiving professional development for and utilizing research-based effective instructional techniques* as reported in Doug Lemov's Teach Like a Champion and to (3) *encourage the use of different and innovative teaching methods* through weekly data analysis in Professional Learning Communities (PLCs) to ensure teaching techniques are monitored and adjusted to accelerate student learning. Universal Academy will meet high standards across content areas by setting goals and comparing progress in improving student learning to the highest performing charter schools in the state and nation using the Northwest Evaluation Association Measures of Academy Progress (NWEA MAP) results as a benchmark for success. Universal Academy will utilize a study visit protocol during a visit to these high performing charter schools as a strategy for meeting high standards across content areas.

*Describe after school and/or summer programs*

Universal Academy did not offer after-school or summer programs for 2015/16.

## **Additional World's Best Workforce Data**

*Outline the school's progress towards closing the achievement gap.*

Universal Academy is service a population of 100% Black or African American students. While this is not ideal from a diversity standpoint, it has allowed the school to understand and cater to the unique needs of the student body. As a large percentage of the school are first generation East African Immigrants, the school has developed relationships with the community to comprehensively support families and enhance student learning.

*Outline the school's progress towards ensuring all students are ready for kindergarten.*

Not Applicable – the school is not running a preK program at this time.

*Outline the school's progress towards ensuring that all students in third grade achieve grade level literacy.*

Universal Academy is implementing a thorough Literacy Plan. Please see **Attachment 2** for the literacy plan. In all subject areas, Universal Academy strives to implement best-practices instructional strategies as described above in the section on *Our Instructional Philosophy and Focus*, so that all students are able to reach grade level standards. Data from the first year of operation will be analyzed as soon as it is available and reported to stakeholders in the 2014-15 annual report.

*Outline the school's progress towards ensuring that all students attain career and college readiness and graduate from high school (if not outlined above).*

By ensuring that students are literate and on track for education success from an early age, Universal Academy

contributes to students' lifelong learning success. Collaboration with students in developing their academic goals gives them a sense of ownership over their education and provides them with investment in their learning. This sense of ownership and personal investment will enable students to continue setting and achieving goals throughout their life. Early development of academic responsibility and an understanding of how a High School diploma will impact life-long success with the expectation that students *can* achieve great things with their lives will go a long way in ensuring students graduate from high school and pursue college or employment.

*Provide information on student performance on the National Association of Education Progress. (If your school did not participate, please indicate so.)*

N/A

## **Student and Parent Satisfaction Survey Results**

### ***Parent Survey Results***

A summary of the Parent Survey results is **Attachment 3** to this document. In brief, parents are very happy with the education and environment of Universal Academy. They feel Universal Academy is a welcoming, positive environment for families and students. School Administration and teachers are perceived as being available and receptive to parents. Areas identified for improvement are the handling of student behavior issues and communication with student's teachers.

## Academic Performance

### Multiple Measurement Ratings

What are Multiple Measurement Ratings? “The Multiple Measurement Rating (MMR) is a measurement of school performance used for holding schools accountable under Minnesota’s No Child Left Behind waiver. The MMR Considers the proficiency, growth, achievement gap reduction, and graduation rates of schools. Points are assigned in each of the four domains based on how well the school performs, and the total MMR is the percentage of possible points that the school earned. The Focus Rating (FR) is a secondary measurement within the MMR that measures schools specifically on the performance of student groups that exhibit an achievement gap in Minnesota” (MDE Report Card, <http://rc.education.state.mn.us/>).

After completing our second year of operation as a charter school, we have earned 25 Growth Points, 25 Achievement Gap Reduction Points, and 3 Points in proficiency. On MDE’s Report Card, we earned 53.12 out of 75 possible points. Due to this, our MMR rating is 70.82%. This was a market improvement from last years scores when UACS was below 10 points total. Due to this improvement, we are no longer a Continuous Improvement School. This improvement is due to the hard and consistent work of students, parents, and school staff. This improvement illustrates that our program is working to benefit our students learning and to the closure of the achievement gap.

### MCA-II Data

Report on the percent of students “on track for success” in reading and math and the percent of students making high, medium and low growth. Include two or three year trends.

<b>MATH</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Percent of students “On Track for Success”	28.6%	79.9%	--
<b>Percent of students making High, Medium, and Low Growth</b>			
High	10.7%	66.7%	--
Medium	46.4%	30.0%	--
Low	42.9%	3.3%	--

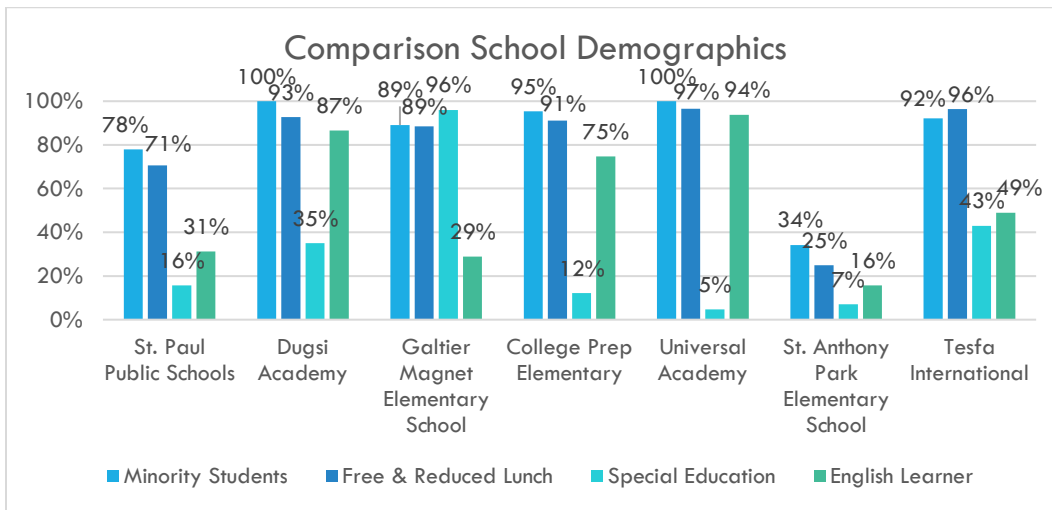
<b>READING</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Percent of students “On Track for Success”	20%	75.0%	--
<b>Percent of students making High, Medium, and Low Growth</b>			
High	4%	65.0%	--

	Medium	60%	28.3%	--
	Low	36%	6.7%	--

This growth data is pulled from MDE's School Report card: <http://rc.education.state.mn.us/>.

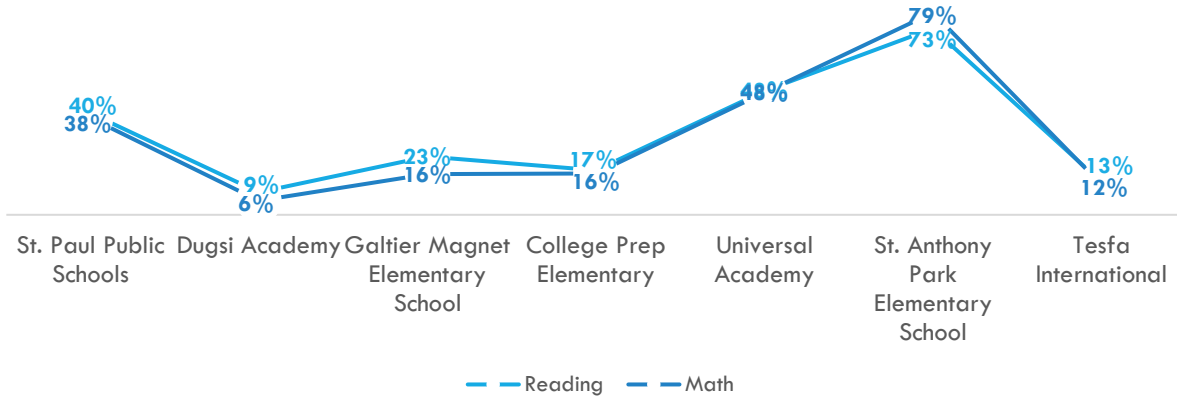
The MCA test scores for 2015/16 show incredible achievement from our students. 2015/16 was Universal Academy's second year of operation. The Students and Staff experienced a more stable school year with less of the first year surprises. Staff and students have settled into the rhythm of our school and shown beneficial improvement.

### Comparison Schools

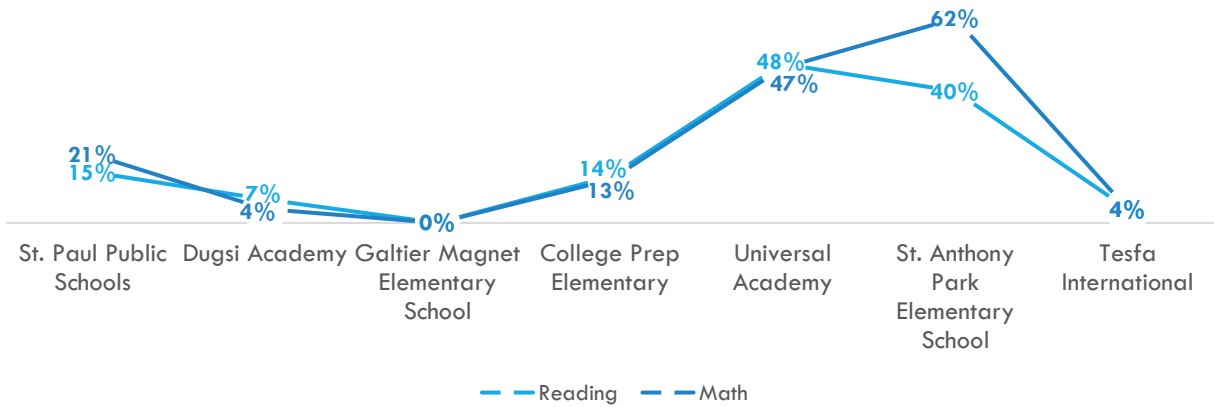


Comparison schools were chosen based on student demographics and their neighborhoods proximity to Universal Academy. Most of the comparison schools have a very similar student population. St. Anthony Park Elementary School and St. Paul Public schools have the most different student populations. These two were selected as comparison schools for the purpose of gauging how Universal Academy is doing in closing the Achievement Gap. St. Anthony Park has a very small minority population and tests much higher on the standardized achievement tests. This school is located only 3.5 miles from Universal Academy.

## ALL STUDENTS MCA PROFICIENCY



## EL MCA PROFICIENCY

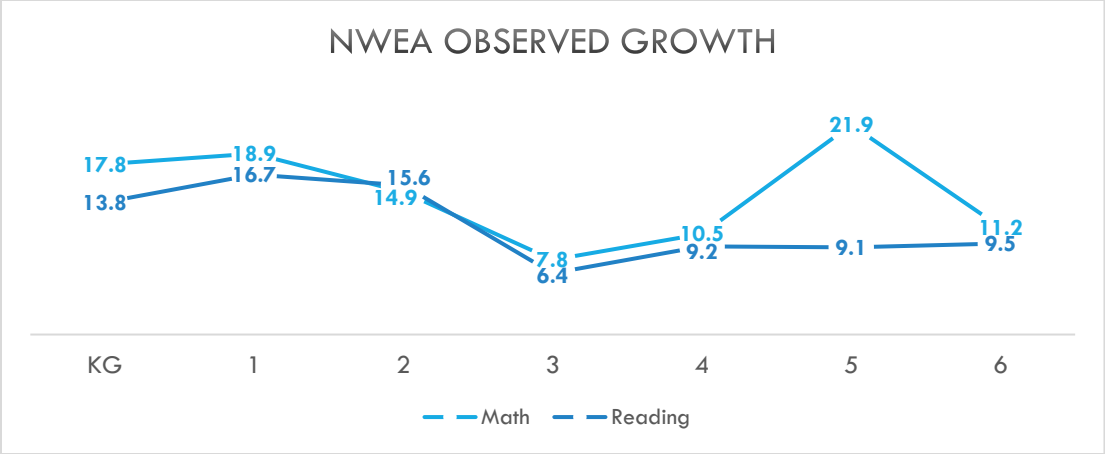


Universal Academy's comparison schools have been selected based on proximity to the school, similar demographics, and the overall district in which the school is located. St Anthony Park has been selected to demonstrate Universal's work towards closing the achievement gap. In previous years, the gap between UACS and St. Anthony were separated by 46% points in Math and 57% in Reading. This year, Universal tests higher than St. Anthony by 8% in Reading and below St. Anthony by 15% in Math. Universal has made great strides towards closing the achievement gap with our students.

### NWEA Data

NWEA growth data shows that students made strides towards achieving their projected growth on the NWEA tests. The results are consistent with what was presented on the MCA tests.





**WIDA Scores**

WIDA test results from 2016 indicate that Universal Academy students are making strides towards English language proficiency. 67.4% of UACS students are at Level 4 or above on the WIDA access test. This is above the state average of 56.3%

**UA Staffing**

During the 2015/16 school year, the school had 16 licensed teachers, three office staff, one Lead teacher, an executive director, and ten aids. All teachers hold a valid Minnesota license in the area(s) for which they teach.

On October 1, UA had 16 licensed staff for 256 or 16 students per teacher. This intensive staffing model allowed for students to have extensive individualized attention. A teacher-heavy staff contributes to Universal’s overall model of intensive support for students and high levels of instruction.

# 2015-2016 Universal Academy Staff Roster

## ADMINISTRATION

<b>Director &amp; Principal</b>	Ms. Farhiya Einte
<b>Curriculum &amp; Instructional Coach</b>	Ms. Jihan Burdah
<b>MARSS Coordinator, Lunch Director &amp; MED Tech</b>	Ms. Maryan Salat Mr. Ali Farah

## TEACHERS

Kindergarten Teacher	Ms. MacKenzie Hill
Kindergarten Teacher	Ms. Lucy Crosby
1 <sup>st</sup> Grade Teacher	Ms. April Alhuniti
1 <sup>st</sup> Grade Teacher	Ms. Emily Lenertz
2 <sup>nd</sup> Grade Teacher	Ms. Aimee Phung
2 <sup>nd</sup> Grade Teacher	Ms. Fowzia Ahmed
3 <sup>rd</sup> Grade Teacher	Ms. Amal Younis/Ms. Kara Redfield
4 <sup>th</sup> Grade Teacher	Ms. Renita Brandt/ Jihan Burdah-Smith
5 <sup>th</sup> Grade Teacher	Ms. Megan Jung/ Sub
6 <sup>th</sup> Grade Teacher	Ms. Susan Meyer
Science Teacher	Ms. Alana Short
Arabic Teacher	Ms. Fatima Maghadoui

PE Teacher	NONE
ELL Teacher	Ms. Minhui Choi
Title I Teacher	
SPED Teacher	Substitute teacher
<b>ASSISTANTS</b>	
AIDE (K) - HILL	Ms. Hamdi Ali
AIDE (K) - CROSBY	Ms. Shugri Matan
AIDE (1 <sup>st</sup> )	Ms. Sudi Mohamed (FLEX)
AIDE (2 <sup>nd</sup> ) - PHUNG	
AIDE (2 <sup>nd</sup> ) - AHMED	Ms. Fitra Burdah- Smith(1:1)
AIDE (3 <sup>rd</sup> ) -	Ms. Marian Mohamed (1:1)
AIDE (3 <sup>rd</sup> ) - PLEVELL	Ms. Duniyo Halie (1:1)
AIDE (3 <sup>rd</sup> ) - PLEVELL	Ms. Fathi Shakul(1:1)
Lunch	Hawa Farah and Hawa Jama
Lunch	Jamelo Saeed/ Warda Aziz
<b>SUPPORT</b>	
Front Desk	Ms. Shamsu Guled
Tech Man	Mr. Bujar Ramadani
Maintenance (Lunch)	Ms. Hawa Farah
Maintenance (Building)	Mr.Haji Muridi
Opreatuion (Building)	Mr. Ahmed Abas

## Governance and Management

### UA BOARD OF DIRECTORS

Board Members	Board Term	Title	Contact #	Email	Category	BOD Training
Amiin Harun	3 Years	Board Chair	952-297-5974	Md_amiin@yahoo.com	Board Chair	May 26,2016
Abdulkadir Osman	3 Years	Asst. Board Chair	612-221-9728	aksosman@yahoo.com	Vice Board Chair	May 26,2016
Lucy Crosby	2 Years	Board member	734-239-5584	lcrosby@uacsmn.org	Teacher-474120	May 26,2016
Ahmed Haile	2 Year	Board member	507-351-1859	saciidoandismaciil@gmail.com	Parent	May 26,2016
Laila Wardhere	2 Years	Board Member	952-769-4181	<a href="mailto:bonil74@yahoo.com">bonil74@yahoo.com</a>	Community Member	May 26,2016

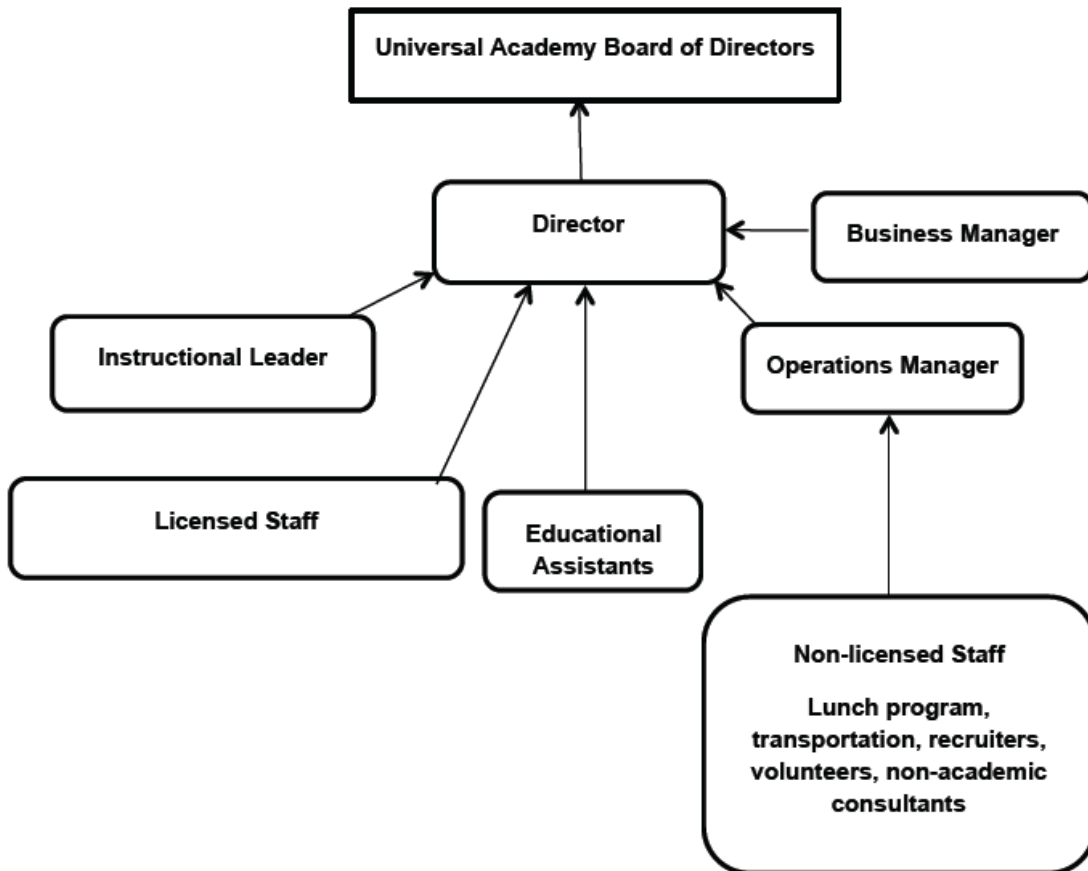
The school materially complies with applicable laws, rules, regulations and provisions of the charter contract and school bylaws relating to:

- school board composition and the board demonstrates the capacity to govern an effective charter school;
- board member training;
- effectively and transparently conducting board meetings:
  - A discernible method for conducting meetings (i.e. Robert’s Rules)
  - Complying with MN Open Meeting Law
  - Timely distribution of board materials prior to meetings to board members and authorizer
  - Appropriate documentation of board and committee meetings
- board decision-making and oversight, including but not limited to:
  - Establishing, reviewing and implementing policy
  - Establishing performance expectations that are in alignment with charter contract
  - Regularly reviewing academic, financial and operational data
  - Overseeing school improvement plans as necessary
  - Conducting timely review and approval of key organizational documents including the budget, contracts for service, facility lease, annual reports and financial audits

## UA MANAGEMENT STRUCTURE

Universal Academy's management structure is as shown in the organization chart below.

Universal Academy does not contract with a Charter Management Organization (CMO). The school contracts with Designs for Learning for special education services including the Special Education Director, and for finance and human resources support.



## Operational Performance

Universal Academy affirms that it materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to:

- relevant compliance and reporting requirements to the authorizer, state education agency, and/or federal authorities, including but not limited to:
  - State reporting and applications, including but not limited to MARSS, STARS, UFARS, EDRS, Q Comp, DIRS, lease aid;
  - TRA/PERA;
  - School website is compliant with statutory and authorizer expectations;
  - Insurance coverage;
- the school facilities, grounds and transportation, including but not limited to:
  - Fire inspections and related records;
  - Viable certificate of occupancy or other required building use authorization;
  - Physical space provides a safe, positive learning environment for students;
  - Appropriate and safe student transportation practices;
- health and safety, including but not limited to:
  - Nursing services and dispensing of pharmaceuticals;
  - Food service;
  - Emergency management plan;
- admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment;
- due process and privacy rights of students, including but not limited to:
  - Due process protections, privacy, civil rights and students liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction;
  - Conduct of discipline pursuant to the Pupil Fair Dismissal Act;
  - Maintain the security of and provide access to students records under the Family Educational Rights and Privacy Act and other applicable authorities;
  - Transfer of student records;
- employment including transparent hiring, evaluation and dismissal policies and practices;
- required background checks for all school employees


# Finances

## UA Future Plans

- Expansion plans: UA will add one class of seventh grade for 2016/17
- Facility changes: UA will move to a larger facility which is better suited to the school's size and needs.
- Update Mathematics curriculum to better address EL students' needs
- For the 16/17 school year, UACS will add the position of Assistant Director.

## Attachments

### Attachment 1: School Calendar



*HOPE for Brighter Future*

No School for Students

No School for Students + Staff

Data Day: Students No School

SPECIAL SCHOOL EVENT

DISTRICT/STATE TESTING

NEW QUARTER BEGINS

**UNIVERSAL ACADEMY  
CALENDAR LEGEND**

Teacher Work Days → 197  
Student Contact Days → 175

1 New Year's Day / No School	<b>COMP WEEK</b> ←
2-13 NWEA (WINTER)	
12 Parent Empowerment Night	
12-13 Retention Meetings I	
16 Dr. M.L. King Day / No School	
20 Data Day / No School	
23 QUARTER III BEGINS	
26-27 Parent-Teacher Conferences (PM)	
1 WIDA Testing Begins	
9 Parent Empowerment Night & QII Honor Roll	
13-17 OLPA Testing --- Gr. 3-7 (Tentative)	
20 Presidents' Day / No School	

JANUARY 2017						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2017						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

AUGUST 2016							MARCH 2017						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30	31				26	27	28	29	30	31	
<b>8-18</b> Teacher PD <b>19</b> Open House <b>22</b> First day of school (K-7) <b>29-31</b> NWEA (FALL)							<b>9</b> Parent Empowerment Night <b>9-10</b> Retention Meetings II <b>17</b> WIDA Testing Ends  <b>COMP WEEK</b> ←  <b>24</b> Data Day / No School <b>27-31</b> Spring Break / No School						
SEPTEMBER 2016							APRIL 2017						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
30							30						
<b>1-9</b> NWEA (FALL) <b>5</b> Labor Day / No School <b>8</b> Parent Empowerment Night <b>13-14</b> Fall Break / No School <b>23</b> NWEA Data Day / No School							<b>3</b> QUARTER IV BEGINS <b>10-21</b> Reading & Math MCA-III Testing <b>14</b> Teacher Work Day <b>24-26</b> Science MCA-III Testing <b>27</b> Parent Empowerment Night <b>27-28</b> Parent-Teacher Conferences (PM)						
OCTOBER 2016							MAY 2017						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
						1		1	2	3	4	5	6
2	3	4	5	6	7	8	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20
16	17	18	19	20	21	22	21	22	23	24	25	26	27
23	24	25	26	27	28	29	28	29	30	31			
30	31												
<b>13</b> Parent Empowerment Night <b>19</b> Picture Day <b>20-21</b> MN Teacher Conferences <b>31</b> COMP Data Day / No School  → <b>COMP WEEK</b>							<b>4</b> QIII Honor Roll <b>11</b> Parent Empowerment Night <b>11-12</b> FINAL Retention Meetings <b>15-26</b> NWEA (SPRING) <b>29</b> Memorial Day / No School						



<p style="text-align: center;"><b>NOVEMBER 2016</b></p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>TH</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> </tr> <tr> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> </tr> <tr> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	S	M	T	W	TH	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				<p>1 QUARTER II BEGINS</p> <p>3-4 Parent-Teacher Conferences (PM)</p> <p>10 Parent Empowerment Night &amp; QI Honor Roll</p> <p>14-18 OLPA Testing --- Gr. 3-7 (Tentative)</p> <p>24-25 Thanksgiving Break / No School</p>	<p>1 Field Day / No Uniform</p> <p>End of QUARTER IV</p> <p>2 Kindergarten Graduation</p> <p>Last Day for Students</p> <p>9 Last Day for Teachers</p> <p>Final Report Cards Due</p>	<p style="text-align: center;"><b>JUNE 2017</b></p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>TH</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> </tr> <tr> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td></td> </tr> </tbody> </table>	S	M	T	W	TH	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30								
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**Attachment 2**  
**2015-2016 UACS Daily Schedules**

<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>
<p>8:00-9:00 DI            9:05-9:55 Reading (50)            10:00-10:50 Math (50)  <b>11:00-11:25 LUNCH</b>            11:30-11:45 Recess/gym  <b>11:50-12:40 PREP</b>            12:45-1:30 Writing (45)            1:35-1:55 Science/Social Studies</p>	<p>8:00-9:00 DI            9:05-9:55 Math (50)            10:00-10:50 Reading (50)  <b>11:05-11:30 LUNCH</b>            11:35-12:20 Writing (45)            12:25-12:40 Restroom Break (15)  <b>12:45-1:35 PREP</b>            1:40-2:00 Science/Social Studies            2:00-2:20 Recess/gym</p>
<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
<p>8:00-9:00 DI  <b>9:05-9:55 PREP</b>            10:00-10:50 Math (50)            10:55-11:10 Recess/gym            11:15-11:30 Restroom Break (15)  <b>11:35-12:00 LUNCH</b>            12:05-12:55 Reading (50)            1:00-1:30 Science/Social Studies (30)            1:35-2:20 Writing (45)</p>	<p>8:00-9:00 DI            9:05-9:55 Reading (50)  <b>10:00-10:50 PREP</b>            10:55-11:25 Science/Social Studies (30)  <b>11:40-12:05 LUNCH</b>            12:10-1:00 Math (50)            1:05-1:50 Writing (45)            1:55-2:20 Recess/gym (25)            2:25-2:30 Dismissal</p>
<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<p>8:00-9:00 DI            9:05-9:55 Math (50)  <b>10:00-10:50 PREP</b>            10:55-11:35 Writing (40)  <b>11:40-12:05 LUNCH</b>            12:10-1:00 Reading (50)            1:10-1:55 Science (45)            2:00-2:15 Recess/gym            2:15-2:30 Social Studies (15)</p>	<p>8:00-9:00 DI            9:05-9:55 Math (50)            10:00-10:45 Science (45)  <b>10:55-11:45 PREP</b>  <b>11:50-12:15 LUNCH</b>            12:20-1:10 Reading (50)            1:15-1:55 Writing (40)            1:55-2:10 Recess/gym            2:15-2:30 Social Studies (15)</p>
<b>6<sup>th</sup> Grade</b>	<b>ELL Schedule (Push-In Model)</b>
<p>8:00-9:00 DI            9:05-9:55 Math (50)            10:00-10:50 Reading (50)  <b>10:55-11:45 PREP</b>  <b>11:50-12:15 LUNCH</b>            12:20-1:05 Science (45)            1:10-1:50 Writing (40)            1:50-2:05 Recess/gym            2:10-2:25 Social Studies (15)            2:30 Dismissal</p>	<p>Monday + Wednesday            9:05-9:55 Kindergarten            10:00-10:50 1<sup>st</sup> Grade            10:55-11:45 2<sup>nd</sup> Grade            12:10-1:00 4<sup>th</sup> Grade            Tuesday + Thursday            9:05-9:55 3<sup>rd</sup> Grade            10:00-10:50 6<sup>th</sup> Grade            12:20-1:10 5<sup>th</sup> Grade</p>

### Attachment 3: Results of the Parent Survey

**UNIVERSAL ACADEMY CHARTER SCHOOL PARENT SURVEY RESULTS: 2015-2016**

**Section ONE: Rate what is generally your experience below:**

Statements	YES	MOSTLY	UNSURE	NOT USUALLY	NO
a) I feel welcomed and respected	94% (29)	6% (2)	0	0	0
b) Universal Academy has a positive learning environment for my child(ren)	84% (26)	6% (2)	3% (1)	0	3% (1)
c) Teachers are respectful, receptive and responsive to input from parents	87% (27)	10% (3)	0	0	3% (1)
d) School Administration is respectful, receptive and responsive to input from parents	84% (26)	13% (4)	0	3% (1)	0
e) The Director is approachable	90% (28)	6% (2)	3% (1)	0	0
f) Teachers are available when needed	90% (28)	6% (2)	0	3% (1)	0
g) I am comfortable raising an issue or concern with the Principal	90% (28)	6% (2)	0	0	3% (1)

**Section TWO: How could the school better meet your needs?**

Please be as detailed as possible.

I and my family we recommended this school indeed, and we hope success. My child's teacher and management could better meet when I need.

**Section THREE: Instruction & Behavior**

Questions	YES	MOSTLY	UNSURE	NOT USUALLY	NO
a) Are you satisfied with the instruction at Universal?	74% (23)	13% (4)	0	3% (1)	0
b) Do you feel you are connected with your child's teacher?	77% (24)	6% (2)	0	3% (1)	0
c) Do you feel behavior issues are handled fairly?	61% (19)	16% (5)	0	3% (1)	10% (3)
d) Overall are you satisfied with your child's experience at Universal Academy?	74% (23)	10% (3)	0	3% (1)	0

**Section FOUR: Parent Information**

Questions	YES	MOSTLY	UNSURE	NOT USUALLY	NO
a) Does the school inform you of plans and expectations?	74% (23)	6% (2)	0	0	0
b) Does the school provide you with resources to help your child learn?	74% (23)	6% (2)	3% (1)	0	0
c) Does the school accommodate your child's needs?	74% (23)	6% (2)	0	0	0