



2016-17 World's Best Workforce Report Summary

District or Charter Name: Universal Academy Charter School 4225-07

Grades Served: K-7

Contact Person Name and Position: Farhiya Einte, Director

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

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

- www.uacsmn.org

1b. Annual Public Meeting

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

- The school board meets with parents and other stakeholders and discuss the progress of the school. The Board is planning to create a calendar for board's annual public meeting to communicate plans for the upcoming school year on their board meeting on December 12, 2017.

1c. District Advisory Committee

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

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Farhiya Einte	Director
Alana Woods	Assistant Director
EL Coordinator	Anna Bullard

2. Goals and Results

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

2a. All Students Ready for School

Goal	Result	Goal Status
<p><i>Kindergartners will demonstrate readiness for first grade by meeting their NWEA Growth Target.</i></p>	<p><i>15 students tested both fall and spring, 5 met their growth target in Math, 33% in math.</i></p> <p><i>17 students tested both fall and spring in reading, 3 met their growth target, 17% in Reading.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> The Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p>

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

Goal	Result	Goal Status
<p><i>The percentage of continuously enrolled at UACS who achieve proficiency on the Reading MCA will be at least 40%.</i></p>	<p><i>30% of continuously enrolled students in 3rd grade at UACS meet proficiency.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

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

Goal	Result	Goal Status
The percentage of proficient EL students enrolled at Universal Academy on October 1 in grades 3-6 will be equal to the Non-EL students on the Reading MCA.	<i>All students: 41.9%, EL students: 41.9%</i>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p>

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

Goal	Result	Goal Status
<i>Students in 7th grade will score on-par with the statewide average proficiency in math.</i>	<i>UACS students score as 19.3% lower than the statewide average in the ALL student group. In the EL student group, UACS is 25.9% above. Our student body is 98% EL.</i>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i></p>

2e. All Students Graduate

Goal	Result	Goal Status
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Provide the established SMART goal for the 2016-2017 school year.

Provide the result for the 2016-2017 school year that directly ties back to the established goal.

Check one of the following:

- Goal Met*
- Goal Not Met*
- Goal in Progress*
(only for multi-year goals)
- District/charter does not enroll students in grade 12*

3. Identified Needs Based on Data

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

To analyze our schools progress towards our WBWF goals we focused mainly on NWEA data as that is what our goals are written about. However, during our overall Comprehensive Needs Assessment we analyzed Student Demographics data, WIDA ACCESS test results, MCA Results, Student and Parent Satisfaction Survey Results, teacher feedback and classroom management data, and a Teacher Satisfaction Survey.

UACS has an extremely high EL population, 98% of students are classified as EL. Our students are also 100% Free and Reduced Lunch eligible. These are additional challenges to our student body which need to be considered when comparing achievement data.

Kindergarten students scored poorly on the NWEA test. Only 21% of students met their growth target, however, all students made progress towards their goal. Students average 97% progress towards achieving their growth goal. This is a high margin of progress and we feel that it is a positive indicator of student's readiness for first grade.

On the MCA's, UACS scores well above our comparison schools for EL Students, showing that we are making great progress towards closing the achievement gap.

4. Systems, Strategies and Support Category

4a. Students

All students have a learning plan that is developed by the teacher and the parents. It starts by assessing the students current levels at the start of school: results of their MCA and NWEA tests, prior year grades, WIDA scores (if applicable), and incoming school assessments are considered when developing a student's learning plan for the year. As a high EL school, we disaggregate data between EL and Non-EL students. Within All Students we also track former EL Students and many times continue to provide additional supports to former EL students. Key indicators of progress include: passing their grade level homework and tests, meeting NWEA growth targets for the year, MCA Proficiency scores, and WIDA progress scores (if applicable).

4b. Teachers and Principals

Universal Academy held Professional Development every Friday afternoon. This time was used to enhance teacher's skills in teaching a high population of ELL students. The school planned for 18 days of additional professional development for teachers to attend trainings and conferences. These days were used and the school contracted to have several PD trainings held at the school. The school director contracted with local experts in charter school administration and management and received coaching and professional development from these contracted services providers. She also attended the National Charter School Conference and sat in on all PD trainings offered to staff that she was not a part of as an instructor. The School Director is evaluated annually by the School Board.

4c. District

Our small-scale school and close-knit staff create a caring space and investment in student achievement. Individualized instructional practices are tailored to meet students at their academic levels and support their overall learning and personal growth. Teachers attend a multitude of conferences to gain knowledge on new educational practices and technologies to use in an enhanced classroom.

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

As a Charter School we operate as our own independent school district. All teaching staff are experienced teaching staff dedicated to serving urban youth. Teacher evaluations are done yearly, and our process is modeled after the MN Department of Education's model for teacher evaluations. Our evaluation has multiple points of contact and is careful to track progress on student learning goals. The curriculum is reviewed and adjusted yearly based on prior year feedback from teachers and parents. The school director is evaluated yearly by the school board, in accordance with best practices.