

## 2014-2015 World's Best Workforce Report Summary

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

Contact Person Name and Position Farhiya Einte, Executive 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 fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### Stakeholder Engagement

#### 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.]

- <http://uacsmn.org/board/board-approved-policy-s>

#### 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 date of the school board annual public meeting to review progress in the 2014-2015 school year: September 10, 2015

#### District Advisory Committee

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

- Describe the makeup and list the District Advisory Committee members for the 2014-2015 school year.
- Farhiya Einte, Executive Director

- Fowzia Ahmed, EL Coordinator Teacher

## Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. 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.]

	2014-2015 Goals	2014-2015 Goal Results
<b>All Students Ready for Kindergarten</b>	N/A	N/A
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	All students enrolled at Universal Academy on October 1 in grades 3 will achieve their growth targets on the NWEA.	47% of all students in grade 3 met their annual growth target.
<b>Close the Achievement Gap(s) Among All Groups</b>	The percentage of all students enrolled at Universal Academy on October 1 in grades 3-6 will make at least one year's growth as measured by NWEA.	On Spring NWEA tests, 46% of all students met their growth targets in Math and 44% met them in reading.
<b>All Students Career- and College-Ready by Graduation</b>	N/A	N/A
<b>All Students Graduate</b>	N/A	N/A

## Identified Needs Based on Data

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

- *List and describe the district's needs that were identified at the start of the 2014-2015 school year, and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 200 words.*
  - Results from the Reading CNA show that students are struggling with overall English Language Arts. This is unsurprising as over 90% of the

school was being served as EL students by the end of the 14/15 school year. We will be increasing our focus on overall English vocabulary and literacy. The school will contract with a literacy specialist for 2015/16. We struggled to recruit a qualified EL specialist during the 2014/15 school year. This made providing the appropriate services challenging. Results from the Mathematics CNA show that students in lower grades struggle with data operation and number operation. Grades 4 & 5 struggled with their geometry skills. In the lower grades, Universal Academy will increase time and interventions aimed at data analysis and number operation. Grades 4 & 5 will see increased instruction in Geometry principles.

## **Systems, Strategies and Support Category**

### **Students**

- *Describe the support offered to students during the 2014-2015 school year to meet the goals.*
  - *Include the process for assessing and evaluating student progress toward meeting state and local academic standards.*
  - *Include the process to disaggregate data by student group.*
  - *Include key indicators of progress to demonstrate evidence of implementation.*
  - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*
    - 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). During the 2014-2015 school year we focused on increasing literacy scores for all students.

### **Teachers and Principals**

- *Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.*
  - *Include the system to review and evaluate the effectiveness of instruction and curriculum, including teacher and principal evaluations.*
  - *Include key indicators of progress to demonstrate evidence of implementation.*
  - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*
    - Universal Academy held Professional Development every other Friday afternoon (twice monthly). 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.

## District

- *Describe the support offered at the district level during the 2014-2015 school year to meet the goals.*
  - *Include the district practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture.*
  - *Include key indicators of progress to demonstrate evidence of implementation.*
  - *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*
    - Universal Academy functions as its own District as a charter school. The services described above apply to the district as a whole. Our school board received the required mandatory training to operate as an ethical school board.

## Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them reach their potential. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.