UNIVERSAL ACADEMY CHARTER SCHOOL

ANNUAL REPORT & WORLD'S BEST WORKFORCE PLAN: 2021-22

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ISD # 4225-07

Contents

School Information

Address:

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Grades Served: PreK-8
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, 2023, 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. The 2021-22 school year was Universal Academy's seventh year of operation as a charter school.

Student Enrollment

Number of Students Enrolled

Below is a table of enrollment covering the past five years of enrollment at Universal Academy Charter School. Figures are based on the MN Department of Education's data as of October 1. Universal Academy opened serving grades K-5, growing to serve grades K-8 by the 2017-18 year added a pre-Kindergarten program beginning in 2019-20. In 2021, Universal Academy was approved to expand grade levels through 12th grade, and made plans during 2021-22 to begin its high school program, with 9th grade starting in the fall

of 2022. Enrollment has been stable for the past four years as shown in the table below. For the 2022-23 school year a total of 450 students are projected, including one classroom of 9th graders.

Universal Academy Charter School Total Oct. 1 Enrollment, 2017-2021					
	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Pre-K	-	-	28	30	27
Kindergarten	51	92	61	49	54
1st Grade	50	54	52	62	55
2nd Grade	31	46	51	53	54
3rd Grade	40	40	46	49	53
4th Grade	38	43	41	47	50
5th Grade	28	40	36	42	51
6th Grade	32	30	43	35	34
7th Grade	21	31	25	38	31
8th Grade	19	27	26	22	29
Total	310	403	409	427	438

Characteristics/Demographics

Ethnicity Percentage	**Special Population Percentage**
American Indian/Alaskan Native 0% Asian/Pacific Islander 1% Hispanic 0%	English Learner 67% Special Education 4% Free/Reduced Lunch 90%+
Black 98% White 0% Multi Ethnic 1%	

The above table summarizes Universal Academy's student demographics for the 2021-22 school year. Most students are immigrants from East Africa, or children of immigrants, categorized as Black. Most students qualify as English Learners – although the fall 2021 figure of 67% is down from 82% the previous year – and qualify for free or reduced-price school meals. Total enrollment, as of October 1, 2021 was 438.

Student Attendance, Attrition, & Mobility

Student Attendance

	2017-18	2018-19	2019-20	2020-21	2021-22
Overall Attendance Rate	98%	98%	98%	99%	96.5%

Student attendance has remained high throughout the past five years, as shown in the table above.

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Attendance rate for the 2021-22 school year was 96.5%.

Student Attrition

Percentage of students* who are continuously enrolled between the end of the 2020-21 school year and October 1 of 2021-22 school year: of a total of 416 K-7 students enrolled at the end of the 2020-21 school year, 250 or 60.1% had re-enrolled for the 2021-22 year by October 1, 2021.	60.1%

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 6th grade.

Review of the past three school years of student enrollment data (2019-20, 2020-21 and 2021-22) shows that of a total of 766 students who were enrolled at any point during this time, 199 students remained continuously enrolled throughout the three years.

Student Mobility

Year	Students Transferring Out After October 1	Total Students Enrolled October 1	Mobility Percent
2017-2018	55	346	15.9%
2018-2019	45	413	10.9%
2019-2020	41	415	9.9%

2020-2021	26	517	5.0%
2021-2022	56	446	12.6%

Mobility did increase in 2021-22, though it is worth noting that in addition to the 56 students who left Universal Academy after October 1, 46 students also enrolled after October 1, all but two of whom stayed to the end of the school year.

Successes and Challenges

Successes

After alternating between distance learning and a hybrid model during 2020-21, Universal Academy was able to return to fully in person learning, and operated in-person throughout the 2021-22 year. Successes of the Universal Academy program during 2021-22 included the following:

- Universal Academy continued to benefit during 2021-22 from new practices developed during the time of distance and hybrid learning. Student learning was continued to be supported materially with pK-2 receiving iPads, and 3-8 receiving Chromebooks. While the school was able to operate in-person during 2021-22, students continued to benefit from these technologies. Teachers continued to upload recorded lessons for students who had to stay home so students could keep up even if they

  needed to be absent from school. Universal Academy also developed the practice of using Zoom to announce school dismissal: the Assistant Principal announces via classroom SmartBoards when students are to go to the buses, dismissing students one classroom at a time. This reduced congestion in school hallways and allowed individual classrooms to remain together like a family or "pod," reducing chances for COVID infection.
- The staff and faculty adapted to the changing needs of the students during the year, especially through the disruptive changing educational models (i.e. the fluctuation between hybrid and distance learning.) This includes:
  - o Teacher's created innovative curriculum for online platforms that maintained the rigor of their typical in-person learning.
  - o Learned to use new software while simultaneously educating parents and students how to interact with it.
  - o Teachers recorded and posted their lessons online so students could access the content asynchronously and still be counted in attendance.
  - o Educational Assistants and Deans were able to continue their presence in digital classrooms, helping teachers keep an eye on students when broken out into groups
- Teacher/Parent communication is essential to maintaining students' learning throughout the year. This was facilitated during 2020-21 by creating WhatsApp chat groups for classes and using the SeeSaw app to translate texts from English into Somali, successfully breaking down the language

barrier. These practices were continued during 2021-22, and supported better communication between teachers and parents. Also, parent nights resumed during 2021-22 using zoom meetings with parents – parents didn't need to drive to school, or come to a large meeting, which would raise concerns about the potential for exposure to COVID. Universal Academy benefited from high attendance at parent nights.

• Universal Academy continued to focus on building a positive school culture through school-wide Monday morning assembly with student and staff shout-outs. The practice of holding the Monday morning assemblies virtually, established during 2020-21, continued which in-person student assemblies were also held again, once per month.

• Data-meetings among teachers and administration continued to be held virtually, a practice established during 2020-21. The widespread use of Zoom as a meeting facilitator led to clearer data assessment meetings, one positive outcome of the previous year of operating in distance learning and hybrid modes.

• Teachers continued to work cooperatively together, which promotes stability in spite of challenges due to the continuing pandemic and its impacts on students' and teachers' lives outside school. • A library in the school was opened in 2021, enabled by a $50,000 grant. Benefits of having the library in place continued and increased during 2021-22, as students were better-able to physically visit the library. Students are required to read at least 20 minutes each evening, tracking their reading on log sheets which are submitted to the media teacher. The availability of the school library was valuable in supporting this practice.

• Weekly data meetings continued during 2021-22, helping staff stay current on student successes and challenges, so that interventions could be relevant and rigorous.

• Parent satisfaction remained high, as seen in Parent Survey results as well as communicated from parents to staff.

Challenges

Challenges which the Universal Academy program continues to address include the following:

• Universal Academy, like other schools, continues to be impacted by the COVID-19 pandemic and especially by the after-effects of the distance learning / hybrid year in 2020-21. Distance learning for Universal Academy's families was particularly difficult for several reasons. To begin with, iPads and Chromebooks ordered to facilitate distance learning were on backorder for the first part of the year. For young students especially, parents were needed to help login to their classes. To do this, parents needed to be taught how to help troubleshoot different types of software, which was challenging given a language barrier. Parents were not always available to assist their students in connecting to school. Many families have multiple children in small apartments, and cross-over noise and Wi-Fi burden made it difficult to pay attention. There was also a parental frustration with teachers being less responsive to student questions due to the nature of online learning. Finally, fluctuation between hybrid and distance learning during 2020-21 was a great challenge for students and

teachers, especially in the Pre-K-3 classrooms which seemed hardest hit by these abrupt changes. Classes would be in person for a few weeks and then switch to the distance model (if a student or family was exposed to COVID), creating real interruptions in learning.

- When students returned for in-person learning in the fall of 2021, teachers noticed the impact of learning losses from the previous year, particularly among grades 1-3. In addition to the impact on academic learning, the degree of change and uncertainty over the past year and more of the pandemic has raised children's stress levels, impacting both learning and student behavior. Greater student behavior issues were noted at all grade levels during 2021-22; there are greater needs for social/emotional support, in order for students to rebuild their capacities to make consistent progress academically. The provision of effective social/emotional supports is an area of continued challenge and growth.

  - Over half of the students Universal Academy serves are below grade level in basic academic skills upon entering the school. The program is designed to serve these students, and seeks to build their academic skills while supporting language acquisition at the same time, but this remains challenging.

- Parents have difficulty helping students academically due to language barriers, low educational achievement themselves, and lack of knowledge of the American educational system. Moreover, most students don't go directly home after school but go to daycare at various sites, often staying late into the evening as parents are working. Students may lose items sent home from school, and the daycare sites are typically not conducive to doing homework.

- Effectively supporting the technology required for students (and their families, who are asked to attend online parent events) to access school resources remains a challenge.

- Attracting and recruiting high-quality, experienced teachers remains a struggle for UACS. Recruitment and retention of Title I and EL teachers is particularly challenging.

Worlds' Best Workforce Components

Educational Approach and Curriculum / Instructional Philosophy Universal

Academy Charter School's instructional philosophy 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, Sheltered Instruction Observation Protocol (SIOP), and Response to Intervention (RtI) in a results-oriented culture that fosters a growth mindset.

The educational program aims to enable all students to meet challenging academic achievement standards by implementing the following school wide strategies:

- Data-driven Instruction (DDI) in conjunction with Response to Intervention (RtI), • Embedding professional development into daily instruction utilizing instructional coaching and instructional techniques from *Teach Like a Champion* and SIOP.
- Each Friday, in professional learning communities organized by grade level clusters, teachers will use the following resources:
  - 1.0 *Driven By Data: A practice to improve Instruction*, by Paul Bambrick Santoyo. 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.
  - 2.0 *Teach Like a Champion: 49 Techniques That Put Students on the Path to College*, by Doug Lemov. 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.
  - 3.0 *Using the SIOP Model with Pre-K and Kindergarten English Learners*, by Jana Echevarria, Deborah Short, and Carla Peterson; and *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.
  - 4.0 "I Do" – Teacher models learning target and expectations, and a strategy for the new concept.
    "We Do" – Teacher and students work together to practice the strategy modeled
    "You Do" – Students model the learning target independent of the teacher. They are divided into small groups for the teacher to refine the learning goals.

Curriculum used in core academic areas includes the following:
- Reading: Reading Street curriculum provided by Savvas (formerly Pearson)
- Math: Envision 2.0 from Savvas
- Science: Teacher's File Box and iScience
- Social Studies: Teacher's File Box
- Writing: Steve Dunn's Writers Workshop

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 Academic 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.

Universal Academy Performance Framework Goals and Results

Universal Academy's authorizer, Novation Education Opportunities, has a Performance Framework which specifies Academic Performance Indicators in four areas. There are also Indicators in school Climate, Operations, and Finance. The Academic and Climate indicators are summarized below, along with the various Performance Ratings for each. The complete Performance Framework is included as Attachment 2 to this document.

Universal Academy Performance Framework Goals and Results, 2021-22		
I: All Children are Ready for School		
I.A: Early Literacy and Early Numeracy Goals		
Performance Rating	**Required for Satisfactory**	**2022 Results and Analysis**
NWEA MAP for Primary Math Targets (Grade K)	60-69 percent of kindergarten students will reach the ready for first grade RIT target score of 159 for math AND/OR improves by at least 10 percentage points from the baseline year	The school's 2019-2023 combined average NWEA MAP for primary math targets rate is 38.9%. From the baseline years 2020-2021 rate of 39.1% the school's proficiency increased to 46.0%, a increase of 6.9%.
NWEA MAP for Primary Reading Targets (Grade K)	60-69 percent of kindergarten students will reach the ready for first	The school's 2019-2023 combined average NWEA MAP for primary

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Universal Academy Performance Framework Goals and Results, 2021-22		
	grade RIT target score of 158 for reading AND/OR improves by at least 10 percentage points from the baseline year	reading targets rate is 21.3%. From the baseline years 2020-2021 rate of 26.1% the school's proficiency decreased to 20.0%, a decrease of 6.1%.
II: All Students are Ready for Career and College, Including Third Grade Literacy (As Measured by Grade Level Proficiency, MCA Grades 3-8)		
II.A: Attain Grade-level Proficiency- All Students State Comparison **II.B: Attain Grade-level Proficiency- All Students Resident District (Minneapolis) Comparison**		
Performance Rating	**Required for Satisfactory**	**2022 Results and Analysis**

MCA Math proficiency	The school's proficiency rate exceeds the state / resident district average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year	The school's proficiency rate of 28.1% is 23.6% lower than the state's proficiency rate of 51.7%; and 11.6% lower than the MPS proficiency rate of 39.7%. From the baseline year 2020-2021 rate of 12.1% the school's proficiency increased to 27.5%, an increase of 15.4%.
MCA Reading proficiency	The school's proficiency rate exceeds the state / resident district average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year	The school's proficiency rate of 39.4% is 15.9% lower than the state's proficiency rate of 55.30; and 6.6% lower than the MPS proficiency rate of 46.0%. From the baseline year 2020-2021 rate of 30.3% the school's proficiency increased to 42.5%, an increase of 12.2%.

III: All Racial and Economic Achievement Gaps Between Students are Closed (As Measured by Grade Level Focus Proficiency, MCA Grades 3-8)

III.A: Attain Grade-level Proficiency- FRP Focus Group State Comparison
III.B: Attain Grade-level Proficiency- FRP Focus Group Resident District Comparison

Performance Rating	Required for Satisfactory	2022 Results and Analysis
MCA Math proficiency, Free/Reduced	The school's proficiency rate exceeds the state / resident district average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.	The school's proficiency rate of 26.8% is 3.3% lower than the state's proficiency rate of 30.1%; but 10.1% higher than the MPS rate of 16.7%. From the baseline year 2020-2021 rate of 10.8% the school's

Universal Academy Performance Framework Goals and Results, 2021-22		
		proficiency increased to 25.8%, an increase of 15.1%.

| MCA Reading proficiency, Free/Reduced | The school's proficiency rate exceeds the state / resident district average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year. | The school's proficiency rate of 38.1% is 2.3% higher than the state's proficiency rate of 35.8%; and 15.1% higher than the MPS rate of 23.0%. From the baseline year 2020-2021 rate of 28.1% the school's proficiency increased to 40.9%, an increase of 12.8%. |

III.C: Attain Grade-level Proficiency- EL Focus Group State Comparison

III.D: Attain Grade-level Proficiency- EL Focus Group Resident District Comparison

Performance Rating	Required for Satisfactory	2022 Results and Analysis
MCA Math proficiency, English Learners	The school's proficiency rate exceeds the state / resident district average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.	The school's proficiency rate of 23.7% is 7.6% higher than the state's proficiency rate of 16.1%; and 14.2% higher than the MPS proficiency rate of 9.5%. From the baseline year 2020-2021 rate of 7.8% the school's proficiency increased to 22.3%, an increase of 14.5%.
MCA Reading proficiency, English Learners	The school's proficiency rate exceeds the state / resident district average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.	The school's proficiency rate of 31.3% is 18.0% higher than the state's proficiency rate of 13.3%; and 22.7% higher than the MPS proficiency rate of 8.6%. From the baseline year 2020-2021 rate of 20.9% the school's proficiency increased to 33.5%, an increase of 12.6%.

IV: All Students are Ready for Career and College (as Measured by Growth)

IV.A: Meet or Exceed National Growth Norms- Students Below Grade Level Making High Growth

IV.B: Meet or Exceed National Growth Norms- Students at or Above Grade Level Making Medium or High Growth

Performance Rating	Required for Satisfactory	2022 Results and Analysis

| NWEA MAP Growth in Math, Grades 1-2 Students | Students will achieve a combined growth of 120-149% of the average NWEA growth target for the students below grade level; and 100- | The school's combined average growth on NWEA MAP for math for grades 1-2 students below grade level is 81.8%. From the baseline |

Universal Academy Performance Framework Goals and Results, 2021-22		
	119% of the average NWEA growth target for the students at or above grade level AND/OR improve from the baseline year by at least 20 percentage points as measured by the NWEA MAP Fall-Spring assessment.	rate of 60.1%, the percent of growth made increased to 101.6%, an increase of 41.6%. The school's combined average growth on NWEA MAP for math for grades 1-2 students at or above grade level is 105.1%. From the baseline rate of -43.2%, the percent of growth made increased to 82.2%, an increase of 125.4%.
NWEA MAP Growth in Reading, Grades 1-2 Students	Students will achieve a combined growth of 120-149% of the average NWEA growth target for the students below grade level; and 100- 119% of the average NWEA growth target for the students at or above grade level AND/OR improve from the baseline year by at least 20 percentage points as measured by the NWEA MAP Fall-Spring assessment.	The school's combined average growth on NWEA MAP for reading for grades 1-2 students below grade level is 71.5%. From the baseline rate of 52.2%, the percent of growth made increased to 80.1%, an increase of 27.9%. The school's combined average growth on NWEA MAP for reading for grades 1-2 students at or above grade level is 46.7%. From the baseline rate of -36.2%, the percent of growth made increased to 46.7%, an increase of 113.9%.
IV.C: Meet or Exceed National Growth Norms- Students Below Grade Level Making High Growth **IV.D: Meet or Exceed National Growth Norms- Students at or Above Grade Level Making Medium to High Growth**		

Performance Rating	Required for Satisfactory	2022 Results and Analysis
MCA Growth in Math, Grades 4-8 Students	The percent of students below grade level that make high growth meets the state average or exceeds the state average by up to 10 percentage points; percent of students at or above grade level that make medium to high growth meets the state average or exceeds the state average by up to 10 percentage points.	The school's combined growth rate of 42.5% for students below grade level is 4.6% lower than the state's combined proficiency rate of 47.1%. The school's combined growth rate of 60.0% for students at or above grade level is 14.2% lower than the state's combined proficiency rate of 74.2%.

Universal Academy Performance Framework Goals and Results, 2021-22		
MCA Growth in Reading, Grades 4-8 Students	The percent of students below grade level that make high growth meets the state average or exceeds the state average by up to 10 percentage points; percent of students at or above grade level that make medium to high growth meets the state average or exceeds the state average by up to 10 percentage points.	The school's combined growth rate of 49.7% for students below grade level is 0.6% higher than the state's combined proficiency rate of 49.1%. The school's combined growth rate of 77.7% for students at or above grad level is 3.1% higher than the state's combined proficiency rate of 74.6%.
V: The School Conditions Promote a Climate of Engagement		
Performance Rating	Required for Satisfactory	2022 Results and Analysis
V.A: Attendance Rates, Grades K-8	90-94% Attendance Rate	2021-22 attendance rate of 96.5% earns Exemplary rating
V.B: 5-Point Parent Satisfaction Survey	60-80% of parents agree (4) or strongly agree (5) that they are satisfied with the school.	100% parent satisfaction; earns Exemplary rating
V.C: Mobility, Grades K-8	10-15% of students transfer out	2021-22 mobility rate was 12.6%

	of school after October 1	

Additional World's Best Workforce Data

Universal Academy has a population, 98% of whom are categorized as 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.

Universal Academy is implementing a thorough 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.

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.

Parent Survey Results

A total of 75 parents participated in Universal Academy's survey regarding satisfaction with several aspects of the program; results were as shown below.

Categories	Mostly Agree	Almost Agree	Somewhat Agree	disagree
School Safety	100	0		0
Academic satisfaction	98%	2	0	0
Communication with the teacher	90%	10	0	0
Communication with admin	100%	0	0	0
School environment satisfaction	85%	15	0	0
Overall satisfaction	100%	0	0	0

School Expansion - adding High School to the current site	100%	-	-	-
Relocating High School if needed	100%	-	-	-

Instructional Program and Curriculum

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, thus 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 performance level compared to Minnesota Academic 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 originated by: March C. Schug, Sara G. Tarver, & Richard D. Western.

5. In addition, all staff are 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.

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 enVisionmath 2.0 from Savvas (formerly Pearson) 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.

8. Universal Academy utilizes Savvas Reading Street as its primary curriculum in K-8 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 standards-based assessment pulled from the curriculum taught. Middle school focuses on Minnesotan culture for social studies. 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 align with Universal Academy's data-driven culture. 10. Additional Curriculum are as follows:

- K-5 Reading Intervention: Reading Mastery Direct Instruction by McGraw Hill
- K-6 Reading: Reading Street by Savvas
- K-8 Math: enVisionmath 2.0 by Savvas
- 5-8 Language Arts: MyPerspective by Savvas
- 7-8 Science: iScience by McGraw Hill
- 7-8 Social Studies: US History & World Geography by Houghton Mifflin
- K-8 Writing: Steven Dunn workshop curriculum

Goals and benchmarks for instruction and student achievement for all student subgroups.

Seventy-five percent continuously enrolled students will demonstrate at least one year's progress on NWEA Growth measures.

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.

Process to review and evaluate the effectiveness of instruction and curriculum.

Universal Academy utilizes standards modelled from Q-Comp to evaluate teachers and has applied to join Q Comp in the future. The curriculum will be evaluated based on teacher feedback, student progress, and parent satisfaction.

Remediation and acceleration practices or programming.

As 80% 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 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 (RtI team) with appropriate evidence, as determined by our contracted Special Education Director and the team.

The RtI 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 2020-21 school year, 80% of the student body was identified as EL, as recorded by the primary language spoken in the home.

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 2021-22 school year, UACS served students in grades pK-8. Classes operated for 173 days, and 1141 hours[1]. A snapshot of the school's school year calendar that includes total annual instructional days is included as Attachment 1.

Innovative Practices & Implementation

Instruction at Universal Academy 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.

Use of an Intervention Binder has been implemented since 2016/17. Every classroom has an intervention binder with 4 categories of interventions which are aligned to state benchmarks and use the same language as MCA standards; meets, partially meets, exceeds etc. During small group lessons students work on the applicable intervention lesson for their achievement of that week. If they do not work through the intervention successfully, they go to the Success Room to work with the Title I teacher. The Title I teacher

[1] This calculation is based on 142 regular learning days and 31 Fridays; regular days include 7 hours, Fridays 4.75 hours.

tracks student and teacher progress on interventions.

Teachers clearly communicate to each student his or her areas of strength and needs, and then 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* (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 addition to utilizing the principles 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.

Peer 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 the adjustments to instruction are accelerating student learning. There are also peer visits every quarter: each teacher is required to visit another teacher's class, and comment on positive aspects of instruction. This promotes teacher cooperation and learning from each other to build an effective academic culture.

Consistency of quality instruction across all classrooms is also supported through quarterly learning walks carried out by school administrators; the quarterly learning walk will focus on a particular aspect of instruction such as small group processes, student engagement, or SmartBoard configuration. There is also an annual learning walk carried out by the Authorizer. Personnel from NEO visit the school to observe particular aspects of classroom operations, then provide feedback.

Universal Academy's schedule incorporates half-days for students on Fridays throughout the school year. Students spend an hour in Direct Instruction for reading, then do activities such as quizzes in reading and math, and are dismissed early. Teachers remain for professional development on Friday afternoons, based on pre-planned guidelines for the whole year, with revisions to the schedule as needed depending on developments as the year progresses.

Parent Involvement continues to be critical at Universal Academy, though most parents lack capacity to directly support their students' learning due to language barriers and lack of educational attainment themselves. Universal Academy greatly expanded its use of virtual communication with parents during 2020- 21, which continued during 2021-22 as monthly in-person parent nights were resumed in person as well as

via Zoom. There was a parent orientation night in August, including different events for new and returning parents, and during the school year Parent Involvement Night was held the second Thursday of each month. Topics addressed included:

- How parents can help their children / academic resources that are available for support •
Online security / wow to protect your children from cyber-bullying

- Special education and how it can benefit students (also covering RTI / intervention strategies used at Universal Academy)
- English Learner supports – what the school does and how the family can support its students by keeping students' literacy strong in their native language
- Universal Academy's grading system
- Uniforms, school-family communication and conferences

To publicize parent nights, notice is sent out through weekly newsletters distributed on Wednesdays, and there is a robo-call and text message to all parents. In addition, Universal Academy staff make in-person calls to families of students who are at-risk to request that their parents attend the online family nights

Statutory Purposes of a Charter School

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.

Academic Performance

MCA-II Data

MATH	2017-18	2018-19	2019-20	2020-21	2021-22
Percent of students testing Proficient	45.7%	26.7%	-	12.1%	27.7%

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Percent of students making High, Medium, and Low Growth					
Achievement level Improved	27.3%	22.6%	-	12.1%	30.1%

Achievement level maintained	32.3%	39.5%	-	22.7%	19.9%
Achievement level decreased or remained "does not meet standards"	40.4%	37.9%	-	65.2%	50.0%

Reading	2017-18	2018-19	2019-20	2020-21	2021-22
Percent of students testing Proficient	48.2%	34.5%	-	30.3%	42.7%
Percent of students making High, Medium, and Low Growth					
Achievement level Improved	42.6%	29.4%	-	30.3%	35.4%
Achievement level maintained	35.1%	45.4%	-	20.2%	29.3%
Achievement level decreased or remained "does not meet standards"	22.3%	25.2%		49.5%	35.4%

This growth data is as reported in MDE's School Report card: http://rc.education.state.mn.us/.

Consistent with all students throughout the state, the 2020-21 school year saw students decrease in proficiencies. Figures from spring 2022 show Universal Academy students performing somewhat better on this measure, especially in Reading. Also worth noting is that Universal Academy's English Learner students greatly outperformed the state in terms of proficiency shown on the MCA in 2022:

	English Learners – Statewide	English Learners – UACS
MCA – Reading, % Proficient	22.6%	40.6%
MCA – Mathematics, % Proficient	17.9%	26.4%

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. Seward Elementary school has the most dis-similar student population. Seward and Sullivan, two Minneapolis district K-5 schools, were selected as comparison schools for gauging how Universal Academy is doing in closing the Achievement Gap and due to their geographical proximity. Aurora Charter School was chosen as a comparison school due to a similar percentage of EL students. Aurora charter school has been functioning for many years and is well established. Banaadir Academy South is a four-year-old charter school with a similar percentage of EL and minority students, and is in close proximity to UACS.
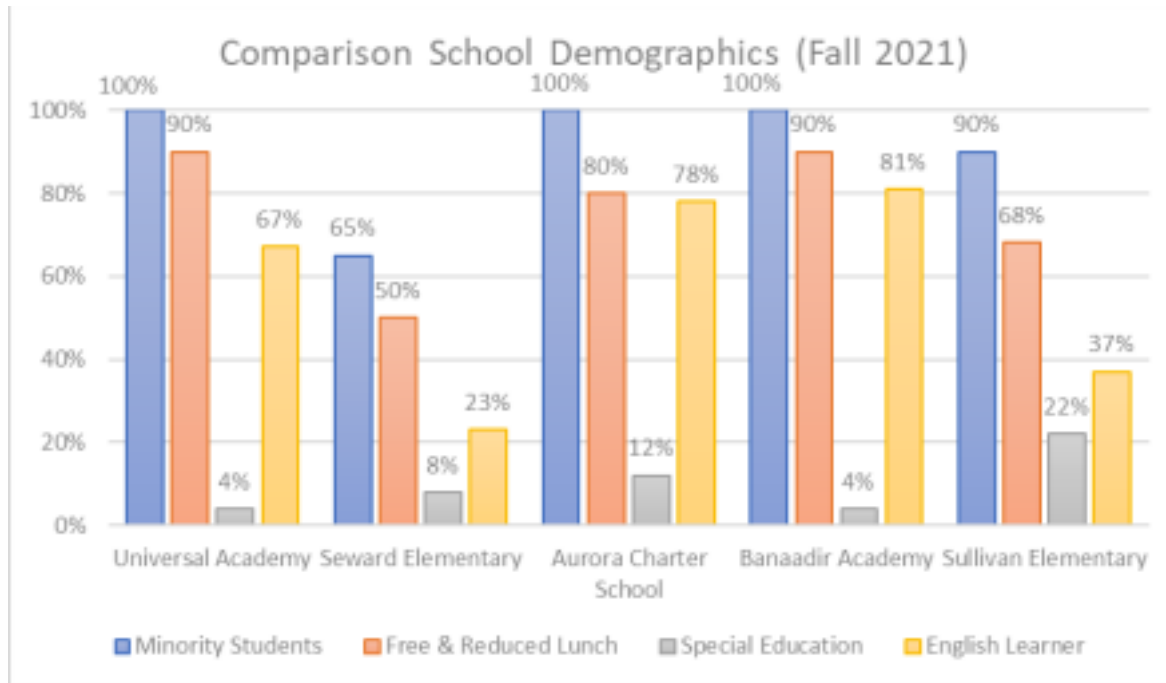
Universal Academy 2021-22 Charter School Annual Report & World's Best Workforce Annual Report 22
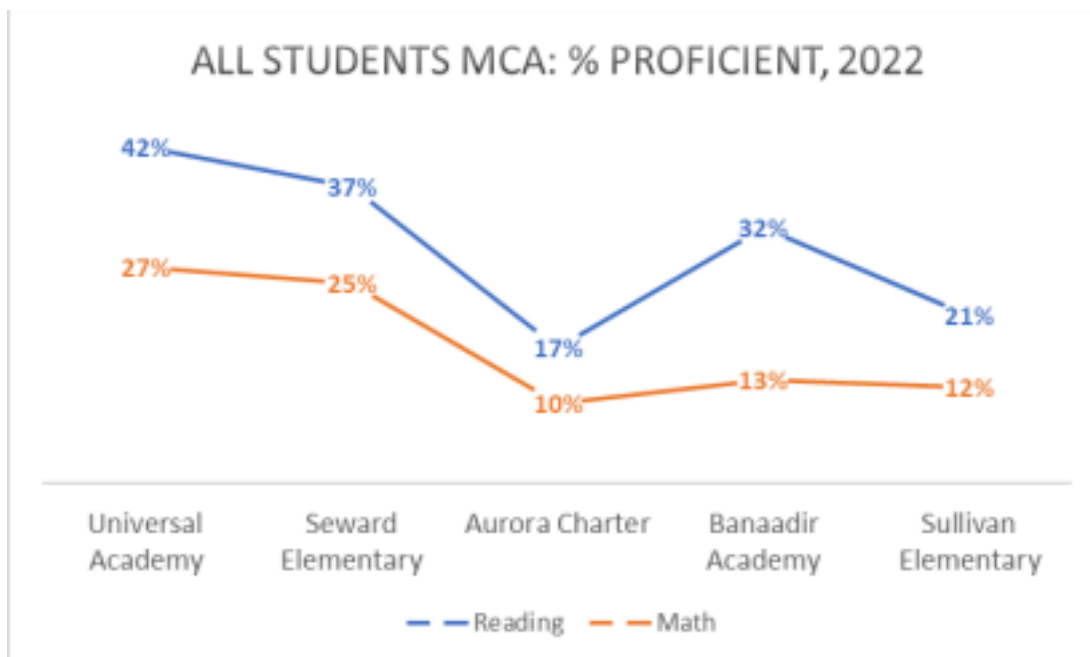
Proficiency for all students increased in 2022 compared to the previous year, when only 23% of students tested proficient in Math and 31% in Reading. Also, UACS students continued to do well when measured against the comparison schools. All numbers were gathered from the Minnesota Report Card.

ACCESS FOR ELLs

WIDA test results from 2022 indicate that Universal Academy students are making strides towards English language proficiency, though remaining slightly behind statewide averages. On average, English Learners at Universal Academy progressed 47.4% of the way toward their English Language Proficiency targets, compared with 53.1% average statewide. Also, 24.2% of UACS students are meeting their target, compared to 27.9% of EL students statewide. Due to COVID-19, no summarized assessment data is available for 2020-21.**UA Staffing**

Universal Academy's staffing during 2021-22 was as shown in the tables below.

Administration	
Name	**Position**
Abdulle, Nawal M.	MARSS Coordinator
Ayub, Mahvash	Human Resources
Benalshaikh, Jehnah	Dean of Students
Chino Morales, Harmony	Front Desk
Einte, Farhiya	School Director
Moallim, Abdikarim Mohamed	District Assessment Coordinator (DAC)
Nur, Hodan M.	Admin. / Front Desk
Salah, Mohamed Shoke	Dean of Students
Woods, Alana	Assistant Director

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Teachers		
Name	**File Folder #**	**Position**
Alhuniti, April	385142	Sixth Grade Teacher
Balcer, Megan	1004096	Fifth Grade Teacher
Bang, Kim Sungeun	485330	Middle School Math
Bieszk, Jackie	484954	Second Grade Teacher
Crosby, Lucia K.	474120	Kindergarten Teacher

Eide, Josh	501388	Fifth Grade Teacher
Essler, Rachael	1000160	Sixth Grade Teacher
Farah, Ubah	1012575	Prekindergarten Teacher
Feist-Curtis, Karissa L	505431	Fifth Grade Teacher
Felizarte, Brenda B	443754	Third Grade Teacher
Gharib, Rania	507458	Study Skills Teacher
Haile, Marian	1012372	Elementary ESL Teacher
Hanson, Kaylynn	1011076	Third Grade Teacher
Hassan, Samira	1011949	Academic Interventionist
Huss, Timothy John	1000786	Fourth Grade Teacher
Just, Lucy Kay	471422	First Grade Teacher
Klein, Allison Jo	1005557	Middle School Language Arts
Kriewaldt, Brock Richard	1005207	Sixth Grade Teacher
Maghdaoui, Fatima	496564	Exploratory Language / Culture Teacher
Maiers, Shayla	1011955	Kindergarten Teacher
Roushdy, Randa	487270	Special Education Teacher
Salad, Awo	1007862	Middle School Social Studies
Sheik-Yusuf, A Jama	505235	Middle School ESL Teacher
Skinner, Isabelle	1008221	First Grade Teacher
Webb, Corey S	505472	Physical Education Teacher
Webster, Kyle	1010244	Elementary ESL Teacher
Weinmann, Nicole	491931	ESL Teacher
Wisted, Marijean	502533	Fourth Grade Teacher
Zack, Rebecca	493064	Second Grade Teacher

Non-licensed Staff	
Name	**Position**

Abas, Ahmed A.	Building Operations
Abdullahi, Abdulkadir Hassan	Food Services

Non-licensed Staff	
Name	**Position**
Aden, Hamso	General Classroom Instructional Aide
Aden, Sadiyo	General Classroom Instructional Aide
Ahmed, Layla	General Classroom Instructional Aide
Ali, Anisa	General Classroom Instructional Aide
Ali, Mano	General Classroom Instructional Aide
Ali, Mohamed	General Classroom Instructional Aide
Ali, Naema	General Classroom Instructional Aide
ALI, SALMA	Non-instructional Paraprofessional
ALI, SHUAYB FARAH	Security
Awale, Falastiin	General Classroom Instructional Aide
Bandow, Dahabo A.	Food Services
Doualeh, Mahdi H.	Non-instructional Paraprofessional
Farah, Hassan Ahmed Abdi	Special Education Instructional Aide
Farah, Hawash	Food Service
Farhiyo, Farah	General Classroom Instructional Aide
Hassan, Riyadh	General Classroom Instructional Aide
Hersi, Fahmo	General Classroom Instructional Aide
Huss, Christopher	General Classroom Instructional Aide
Ismael, Mogueh	General Classroom Instructional Aide
Ismail, Hanadi J	Special Education Instructional Aide
Maghadoui, Fatiha	General Classroom Instructional Aide
Mlambe, Marianne A.	Special Education Instructional Aide

Mohamed, Iman M	Non-instructional Paraprofessional
Mohamed, Marian Farah	School Nurse
Morales, Angela	Food Service
Mushtaq, Muhammad H.	Non-instructional Paraprofessional
Nuh, Ahmed M	General Classroom Instructional Aide
Omar, Mahmoud H.	Hallway Monitor
Osman, Munira	General Classroom Instructional Aide
Warsame, Aisha	General Classroom Instructional Aide
Yusuf, Sumaya Shamsadin	General Classroom Instructional Aide

During the 2021-22 school year, Universal Academy employed 29 licensed teachers, two administrators, two deans, five office staff, 21 instructional aides, and 12 other staff. All teachers hold a valid Minnesota license in the area(s) for which they teach. A teacher-heavy staff contributes to Universal's overall model of intensive support for students and high levels of instruction.

Professional Development Activities

Professional development was provided for Universal Academy teaching staff for two weeks in August, before the beginning of the school year, and then on Fridays throughout the school year. Training provided in August 2021 is noted below, followed by the PD calendar for the balance of the school year. Trainings were generally led by Universal Academy staff, such as the Assistant Director and veteran teachers.

Monday, August 9
- Welcome; Teachers Manual; Keys / Paperwork / Laptops
- Pacing Guide, pre-K-6; Quizzes and Comps; Lesson Plan / Drive Schedule; Data Meeting Expectations / Schedule; Sub Binder; Committee Sign Up; Field Trips; NWEA Student Goal Setting

August 10
- Distribute Curriculum
- Insurance (presentation from HR contractor)
- Gradual Release: "I do it"

August 11
- MMM/FMM: Role Play
- Reading Logs

- Science and Social Studies Curriculum
- Intro to Responsive Classroom
- Morning Meeting

August 12
- Domains and Informal Observation + schedule; Morning Work; Open House
- Behavior and JMC Logging
- NWEA training
- Pacing Guide, 7-8
- Curriculum / Lesson Planning
- Printer Training

August 13
- 1st Day Logistics: Arrival / Dismissal / Lunch
- Wednesday Env. / Planners and Homework Success / Study Island
- Curriculum / Lesson Planning

Monday, August 16
- Writing: Middle School, 6th Grade, ELL

- Paraprofessional Training and Submit Teacher Expectation Checklists
- PreK-5, ELL Responsive Classroom: Teacher Language / Logical Consequences

August 17
- Writing Grades 4-5, ELL
- Paraprofessional Training and Submit Teacher Expectation Checklists
- Grades 6-8, 2b, ELL Responsive Classroom: Teacher Language / Logical Consequences

August 18
- Writing Grades 2-3
- PreK-1, Grades 4-8 New Teachers: Whiteboard Configuration; Set up JMC + Progress Reporting •
K-1 Direct Instruction

August 19
- Writing Prek-1
- Bathroom tickets; Workbooks rip out; 1st Day Positions; Zoom
- Grades 2-3 New Teachers: Whiteboard Configuration; Set up JMC + Progress Reporting •
Grades 2-5 Direct Instruction

August 20: Writing Coaches

Universal Academy Professional Development 2021-22	
August	**September**
27. School-wide reading and math strategies	**3.** Responsive Classroom – Social-Emotional and Academic Competencies **10.** Formal and Informal Observations **17.** ELL - Vocabulary **24.** Gradual Release - We do
October	**November**
1. Gradual Release - You Do **8.** Writing Assessment - Grade Level Calibration **15.** ELL - Sentence Frames **22.** Writing Training / MEA **29.** SPED Child Find and Interventions	**5.** NO PD (Data Day) **12.** Conferences **19.** NO PD (comp time)
December	**January**

Universal Academy Professional Development 2021-22	
3. Gradual Release - working with small groups **10.** Writing Assessment - School-wide Calibration (+WIDA training Set Up) **17.** NO PD (comp time) **24.** NO PD (winter break) **31.** NO PD (winter break)	**7.** Responsive Classrooms - Engagement **14.** ELL - Differentiation **21.** Assistant director (+ WIDA training Complete check) **28.** NO PD (Data Day)
February	**March**
4. Conferences **11.** Writing Assessment - Grade Level Calibration **18.** NO PD (writing training) **25.** Planning for Reading - Comprehension Strategies	**4.** Catching students up in math **11.** Writing Assessment - School-wide Calibration **18.** MCA Expectations (+Training) **25.** Teacher Stress Workshop
April	**May**

1. NO PD (Data Day) **8.** Conferences **15.** NO PD **22.** Planning for End of Year and Summer Work **29.** NO PD (comp time)	**13.** Teacher Appreciation Lunch **20.** Final Check In before last week **27.** NO PD (last day)

Governance and Management

UA Board of Directors

Name	Phone Number	Email	Teacher Lic. (if applicable)	Position
Marianne M. Banda	651 330-1664	mbanda@uacsmn.org	330039	Member; Teacher
Lucy Crosby	651 328-1247	lcrosby@uacsmn.org	474120	Secretary; Teacher
Amiin Harun	952 297-5974	Amiin.harun@gmail.com		Chair and Treasurer; Community
Anisa Hashi	612 743-7128	ahashi@fairview.org		Member; Parent
Abdulkadir Osman	612 221-9728	aksosman@yahoo.com		Vice Chair; Community

*All Board terms begin and end in August.

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

1) school board composition and the board demonstrates the capacity to govern an effective charter school;
2) board member training; (provided by Designs for Learning, covering the three mandated areas of Governance, Personnel, and Finances; took place June 23, 2022)
3) effectively and transparently conducting board meetings:
    a) A discernible method for conducting meetings (i.e. Robert's Rules)
    b) Complying with MN Open Meeting Law

     c) Timely distribution of board materials prior to meetings to board members and authorizer

     d) Appropriate documentation of board and committee meetings

  4) board decision-making and oversight, including but not limited to:

        a. Establishing, reviewing and implementing policy

        b. Establishing performance expectations that are in alignment with charter contract

        c. Regularly reviewing academic, financial and operational data

        d. Overseeing school improvement plans as necessary

        e. 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 and Director's Professional Development Plan

Universal Academy's management structure during 2021-22 was as shown in the organization chart below (this is changing in 2022-23 as Universal Academy begins to offer high school).

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.

The Director of Universal Academy Charter School is Farhiya Einte. She holds two Bachelor's degrees in Elementary Education and Highschool Programming, a Master's of Education in Elementary Ed, and a license in Elementary Education. She is working towards Principal Licensure at Hamline University. During the year she participated in the same professional development activities as the Universal Academy Teachers.

Operational Performance

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

A. relevant compliance and reporting requirements to the authorizer, state education agency, and/or federal authorities, including but not limited to:
- a) State reporting and applications, including but not limited to MARSS, STARS, UFARS, EDRS, Q Comp, DIRS, lease aid;
- b) TRA/PERA;
- c) School website is compliant with statutory and authorizer expectations;
- d) Insurance coverage;

B. the school facilities, grounds and transportation, including but not limited to:
- a) Fire inspections and related records;
- b) Viable certificate of occupancy or other required building use authorization;
- c) Physical space provides a safe, positive learning environment for students;
- d) Appropriate and safe student transportation practices;

C. health and safety, including but not limited to:
- a) Nursing services and dispensing of pharmaceuticals;
- b) Food service;

- c) Emergency management plan;

D. admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment;

E. due process and privacy rights of students, including but not limited to:
- a) 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;
- b) Conduct of discipline pursuant to the Pupil Fair Dismissal Act;
- c) Maintain the security of and provide access to students records under the Family Educational

Rights and Privacy Act and other applicable authorities;

    d) Transfer of student records;

F. employment including transparent hiring, evaluation and dismissal policies and practices;

G. required background checks for all school employees

Finances

For questions regarding school finances and for complete financials for 2021-22 and/or an organizational budget for Fiscal 2023, contact:

Name: Ann Yang

Position: Finance Director

Contact info: Designs for Learning

Phone: 651-645-0200

Email ayang@designlearn.net

Designs for Learning Financial Service Provider provides accounting services for *Universal Charter School*.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Novation Education Opportunities no later than December 31, 2022.

FY22 Finances	Fund 1	Fund 2
Total Revenues	$ 7,415,826.00	$ 478,196.00
Total Expenditures	$ 7,028,141.00	$ 473,434.00
Net Income	$ 387,685.00	$ 4,762.00

Overview

Finances during the 21-22 school year remained stable. The revised budget was developed for 420 ADM and ended the school year with 427.13 ADM..

Revenues

As of June 30, 2022, the school has received in Fund 01 a total of $7,415,826 of current Fiscal Year State, Federal, and Local revenues.

Expenses

The largest expenses for Universal Academy are salaries & benefits, followed by the building lease, purchase services, and supplies.

Net Income and Fund Balance

Universal Academy Charter School had an overall audited fund balance of $6,810,812 on June 30, 2022. The school has set aside $426,261 for Fiscal 22-23 to add another grade level.

Future Plans

1) Universal Academy plans to expand, establishing a high school and eventually a second K-8 site. In the 2022-2023 school year UACS is adding a 9th grade class (including 19 students as of November 2022), and will add a successive grade with each year so that by 2025-26 UACS will have by a complete pK-12 school.

2) Schoolwide project of developing a Somali History Museum at the school. UACS will utilize space in its library for this purpose, and acquire books about Somali history and culture. The school plans to reach out to local organizations the MN History Museum, the Somali American Partnership, and other non profits to complete this important effort for the Twin Cities Somali community.

3) Bringing all students back up to grade level after the interrupted 2020-21 school year remains a high at Universal Academy. The school made progress on this aspect during 2021-22 but much remains to be done, as described throughout this report.

4) UACS hopes to create a science lab in an unused classroom, as well as host a Science Fair. 5) UACS plans to host a Somali-content focused book fair with part of the proceeds donated back to the school.

Attachment 1: School Calendar

2021 – 2022 UNIVERSAL ACADEMY CHARTER SCHOOL CALENDAR

UACS

Success for All

UNIVERSAL ACADEMY

Calendar Legend

No School for Students	(green)
No School for Students + Staff	(yellow)
Data Day: Students No School	(magenta)
SPECIAL SCHOOL EVENT	(blue)
DISTRICT/STATE TESTING	(red)
NEW QUARTER BEGINS	(black)

Jan. 3-14 NWEA (Winter K-8)
Jan. 13 Parent Empowerment Night
Jan. 17 No School MLK Day
Jan. 18-21 Comp Test Week
Jan. 24 Quarter III Begins
Jan. 28 No School for Students Data Day
Jan. 31 WIDA testing begins and Book Fair

JANUARY 2022

S	M	T	W	T	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					

Jan 31-Mar. 31 WIDA Testing
Feb. 1-4 Book Fair
Feb. 3-4 Conferences (QII) Half day for students
Feb. 10 PEM and Honor Roll
Feb. 14-18 Writing Training
Feb. 21 No School Presidents' Day

FEBRUARY 2022

S	M	T	W	T	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 2021

S	M	T	W	T	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				

Aug. 6 Orientation for new Families PreK-8
Aug. 9-20 Teacher Workshop/Writing
Aug. 20 Open House PreK-8
Aug. 23 First day of school PreK-8 and Quarter 1 Begins

Mar. 10 Parent Empowerment Night
Mar. 21-25 Comp Test Week
Mar. 28 Quarter IV Begins

MARCH 2022

S	M	T	W	T	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		

SEPTEMBER 2021

S	M	T	W	T	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		

Sept. 6 No School Labor Day
Sept. 7-17 NWEA (Fall K-8)
Sept. 9 Parent Empowerment Night

Apr. 1 Data Day No School for Students
April 4-29 MCA-III Online Testing Math and Reading
April 7-8 Conferences (QIII) Half Day for students
Apr. 14-15 No School for teachers and students
Apr. 21 PEM and Honor Roll

APRIL 2022

S	M	T	W	T	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

OCTOBER 2021

S	M	T	W	T	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						

Oct. 14 Parent Empowerment Night
Oct. 18-22 Writing Training
Oct 21-22 MEA / Writing Training No School For Students
Oct. 25-29 Comp Test Week

May 2-6 No School- Spring Break
May 9-20 NWEA (Spring K-8)
May 12 Parent Empowerment Night
May 24 Kindergarten Graduation
May 25 8th Grade Graduation
May 26 Field Day
May 27 Last Day of School for Students
May 30 Memorial Day No School

MAY 2022

S	M	T	W	T	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				

NOVEMBER 2021

S	M	T	W	T	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				

Nov. 1 Quarter II Begins
Nov. 5 No School For Students: Data Day
Nov. 8-12 Book Fair
Nov. 9 Picture Day
Nov. 11-12 Conferences (QI) Half Day
Nov. 18 Honor Roll / PEM
Nov. 25-26 No School Thanksgiving Break

June 1 Valley Fair Field Trip and Final Report Cards Due
June 3 Last Day of School for Teachers

JUNE 2022

S	M	T	W	T	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		

DECEMBER 2021

S	M	T	W	T	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	

Dec. 9 Parent Empowerment
Dec. 16 Picture Retake Day
Dec. 20-31 No School Winter Break

173 Student Contact Days
192 Teacher Work Days
Term 1: 47 days
Term 2: 46 days
Term 3: 43 days
Term 4: 37 days

JULY 2022

S	M	T	W	T	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						

Attachment 2: Complete Performance Framework

Novation Education Opportunities- Universal Academy Performance Framework

Universal Academy

Date of Last Update/Review:	
Contract Term: July 1, 2019- June 30, 2024	
Baseline Year Results: 2014-2019	
Charter Number: 4225	
Initial Year of Operation: 2014	
Grades Served: 2014-2015 (K-5), 2015-2016 (K-6), 2016-2017 (PK-7), 2017-2018 (PK-8), 2019-2020 (PK-8)	

These are the Academic Performance Indicators. They are 63.41% of the points possible.

I. All Children are Ready for School

I.A Early Literacy and Early Numeracy Goals

Performance Rating	NWEA MAP for Primary Math Targets (Grade K)			Point Value	Points Earned
Exemplary	At least 70 percent of kindergarten students will reach the ready for first grade RIT target score of 159 for math.			2	
Satisfactory	60-69 percent of kindergarten students will reach the ready for first grade RIT target score of 159 for math AND/OR improves by at least 10 percentage points from the baseline years.			1	
Not Satisfactory	Less than 60 percent of kindergarten students reach the ready for first grade RIT target score of 159 for math.			0	0
Results	Year	Students Meeting Benchmark Score of 159	Total Students Tested	Percent of Students Meeting Benchmark	
	Baseline 2020-2021	18	46	39.13%	
	2018-2019	15	48	31.25%	
	2019-2020	N/A	N/A	N/A	
	2020-2021	18	46	39.13%	
	2021-2022	23	50	46.00%	
	2022-2023				
	2018-2023	56	144	38.89%	
Analysis	The school's 2019-2023 combined average NWEA MAP for primary math targets rate is 38.89%.				
	From the baseline years 2020-2021 rate of 39.13% the school's proficiency increased to 46.00%, a increase of 6.87%.				

Performance Rating	NWEA MAP for Primary Reading Targets (Grade K)			Point Value	Points Earned
Exemplary	At least 70 percent of kindergarten students will reach the ready for first grade RIT target score of 158 for reading.			2	
Satisfactory	60-69 percent of kindergarten students will reach the ready for first grade RIT target score of 158 for reading AND/OR improves by at least 10 percentage points from the baseline years.			1	
Not Satisfactory	Less than 60 percent of kindergarten students reach the ready for first grade RIT target score of 158 for reading.			0	0
Results	Year	Students Meeting Benchmark Score of 158	Total Students Tested	Percent of Students Meeting Benchmark	
	Baseline 2020-2021	12	46	26.09%	
	2018-2019	8	45	17.78%	
	2019-2020	N/A	N/A	N/A	
	2020-2021	12	46	26.09%	
	2021-2022	10	50	20.00%	
	2022-2023				
	2018-2023	30	141	21.28%	
Analysis	The school's 2019-2023 combined average NWEA MAP for primary reading targets rate is 21.28%.				
	From the baseline years 2020-2021 rate of 26.09% the school's proficiency decreased to 20.00%, a decrease of 6.09%.				

II. All Students are Ready for Career and College, Including Third Grade Literacy (As Measured by Grade Level Proficiency)					
II.A Attain Grade-level Proficiency- All Students State Comparison					

Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	1
Results	Year	Proficient Students	Total Students	Universal Percent Proficient	State Proficient
	Baseline 2020-2021	24	198	12.12%	44.23%
	2018-2019	57	199	28.64%	56.90%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	24	198	12.12%	44.23%
	2021-2022	60	218	27.52%	46.49%
	2022-2023				
	2018-2023	117	417	28.06%	51.69%
Analysis	The school's proficiency rate of 28.06% is 23.64% lower than the state's proficiency rate of 51.69%.				
	From the baseline year 2020-2021 rate of 12.12% the school's proficiency increased to 27.52%, an increase of 15.40%.				

Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	1
Results	Year	Proficient Students	Total Students	Universal Percent Proficient	State Proficient
	Baseline 2020-2021	60	198	30.30%	52.50%
	2018-2019	68	190	35.79%	59.46%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	60	198	30.30%	52.50%
	2021-2022	93	219	42.47%	51.14%
	2022-2023				
	2018-2023	161	409	39.36%	55.30%
Analysis	The school's proficiency rate of 39.36% is 15.94% lower than the state's proficiency rate of 55.30%.				
	From the baseline year 2020-2021 rate of 30.30% the school's proficiency increased to 42.47%, an increase of 12.16%.				

II.B Attain Grade-level Proficiency- All Students Resident District (Minneapolis) Comparison

Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	0
Results	Year	Proficient Students	Total Students	Universal Percent Proficient	Mpls Proficient
	Baseline 2020-2021	24	198	12.12%	35.46%
	2018-2019	57	199	28.64%	44.38%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	24	198	12.12%	35.46%
	2021-2022	60	218	27.52%	35.02%
	2022-2023				
	2018-2023	117	417	28.06%	39.70%
Analysis	The school's proficiency rate of 28.06% is 11.64% lower than the resident district's proficiency rate of 39.70%.				

Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	0
Results	Year	Proficient Students	Total Students	Universal Percent Proficient	Mpls Proficient
	Baseline 2020-2021	60	198	30.30%	45.92%
	2018-2019	68	190	35.79%	48.27%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	60	198	30.30%	45.92%
	2021-2022	93	219	42.47%	43.69%
	2022-2023				
	2018-2023	161	409	39.36%	45.98%
Analysis	The school's proficiency rate of 39.36% is 6.62% lower than the resident district's proficiency rate of 45.98%.				

III. All Racial and Economic Achievement Gaps Between Students are Closed (As Measured by Grade Level Focus Proficiency)				
III.A Attain Grade-level Proficiency- FRP Focus Group State Comparison				

Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	1

Results	Year	Proficient Students	Total Students	Universal Percent Proficient	State Proficient
	Baseline 2020-2021	18	167	10.78%	22.69%
	2018-2019	52	187	27.81%	35.79%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	18	167	10.78%	22.69%
	2021-2022	54	209	25.84%	24.41%
	2022-2023				
	2018-2023	106	396	26.77%	30.10%
Analysis	The school's proficiency rate of 26.77% is 3.33% lower than the state's proficiency rate of 30.10%.				
	From the baseline year 2020-2021 rate of 10.78% the school's proficiency increased to 25.84%, an increase of 15.06%.				

Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	1

Results	Year	Proficient Students	Total Students	Universal Percent Proficient	State Proficient
	Baseline 2020-2021	47	167	28.14%	32.41%
	2018-2019	62	178	34.83%	40.36%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	47	167	28.14%	32.41%
	2021-2022	86	210	40.95%	31.27%
	2022-2023				
	2018-2023	148	388	38.14%	35.82%
Analysis	The school's proficiency rate of 38.14% is 2.33% higher than the state's proficiency rate of 35.82%.				
	From the baseline year 2020-2021 rate of 28.14% the school's proficiency increased to 40.95%, an increase of 12.81%.				

III.B Attain Grade-level Proficiency- FRP Focus Group Resident District Comparison

Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	2
Results	Year	Proficient Students	Total Students	Universal Percent Proficient	Minneapolis Proficient
	Baseline 2020-2021	18	167	10.78%	11.21%
	2018-2019	52	187	27.81%	22.51%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	18	167	10.78%	11.21%
	2021-2022	54	209	25.84%	10.82%
	2022-2023				
	2018-2023	106	396	26.77%	16.67%
Analysis	The school's proficiency rate of 26.77% is 10.10% higher than the resident district's proficiency rate of 16.67%.				

Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	2
Results	Year	Proficient Students	Total Students	Universal Percent Proficient	Minneapolis Proficient
	Baseline 2020-2021	47	167	28.14%	20.57%
	2018-2019	62	178	34.83%	27.42%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	47	167	28.14%	20.57%
	2021-2022	86	210	40.95%	18.58%
	2022-2023				
	2018-2023	148	388	38.14%	23.00%
Analysis	The school's proficiency rate of 38.14% is 15.14% higher than the resident district's proficiency rate of 23.00%.				

III.C Attain Grade-level Proficiency- EL Focus Group State Comparison					
Performance Rating	**MCA-Math (Grades 3-8)**			**Point Value**	**Points Earned**
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	1
Results	**Year**	**Proficient Students**	**Total Students**	**Universal Percent Proficient**	**State Proficient**
	Baseline 2020-2021	12	153	7.84%	9.24%
	2018-2019	43	171	25.15%	18.98%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	12	153	7.84%	9.24%
	2021-2022	37	166	22.29%	13.19%
	2022-2023				
	2018-2023	80	337	23.74%	16.08%
Analysis	The school's proficiency rate of 23.74% is 7.65% higher than the state's proficiency rate of 16.08%.				
	From the baseline year 2020-2021 rate of 7.84% the school's proficiency increased to 22.29%, an increase of 14.45%.				
Performance Rating	**MCA- Reading (Grades 3-8)**			**Point Value**	**Points Earned**
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	2
Results	**Year**	**Proficient Students**	**Total Students**	**Universal Percent Proficient**	**State Proficient**
	Baseline 2020-2021	32	153	20.92%	9.13%
	2018-2019	47	162	29.01%	14.54%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	32	153	20.92%	9.13%
	2021-2022	56	167	33.53%	12.17%
	2022-2023				
	2018-2023	103	329	31.31%	13.35%
Analysis	The school's proficiency rate of 31.31% is 17.95% higher than the state's proficiency rate of 13.35%.				
	From the baseline year 2020-2021 rate of 20.92% the school's proficiency increased to 33.53%, an increase of 12.62%.				

III.D Attain Grade-level Proficiency- EL Focus Group Resident District Comparison					
Performance Rating	**MCA-Math (Grades 3-8)**			**Point Value**	**Points Earned**
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	2
Results	**Year**	**Proficient Students**	**Total Students**	**Universal Percent Proficient**	**Mpls Proficient**
	Baseline 2020-2021	12	153	7.84%	5.47%
	2018-2019	43	171	25.15%	12.97%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	12	153	7.84%	5.47%
	2021-2022	37	166	22.29%	6.08%
	2022-2023				
	2018-2023	80	337	23.74%	9.53%
Analysis	The school's proficiency rate of 23.74% is 14.21% higher than the resident district's proficiency rate of 9.53%.				
Performance Rating	**MCA- Reading (Grades 3-8)**			**Point Value**	**Points Earned**
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	2
Results	**Year**	**Proficient Students**	**Total Students**	**Universal Percent Proficient**	**Mpls Proficient**
	Baseline 2020-2021	32	153	20.92%	6.67%
	2018-2019	47	162	29.01%	10.28%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	32	153	20.92%	6.67%
	2021-2022	56	167	33.53%	6.88%
	2022-2023				
	2018-2023	103	329	31.31%	8.58%
Analysis	The school's proficiency rate of 31.31% is 22.73% higher than the resident district's proficiency rate of 8.58%.				

IV. All Students are Ready for Career and College (as Measured by Growth)					
IV.A Meet or Exceed National Growth Norms- Students Below Grade Level Making High Growth					

Performance Rating	NWEA MAP Fall-Spring Growth- Math (Grades 1-2)			Point Value	Points Earned
Exemplary	Students will achieve a combined growth of at least 150 percent of the average NWEA growth target for the students below grade level AND/OR improve from the baseline year by at least 40 percentage points as measured by the NWEA MAP Fall-Spring assessment as measured by the NWEA MAP Fall-Spring assessment.			4	
Satisfactory	Students will achieve a combined growth of 120-149 percent of the average NWEA growth target for the students below grade level AND/OR improve from the baseline year by at least 20 percentage points as measured by the NWEA MAP Fall-Spring assessment.			2	
Not Satisfactory	Students will achieve a combined growth of less than 120 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			0	4
Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	Total Students Below Grade Level Tested
	Baseline 2020-2021	394	656	60.06%	39
	2018-2019	415	512	81.05%	41
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	394	656	60.06%	39
	2021-2022	750	738	101.63%	41
	2022-2023				
	2018-2023	1559	1906	81.79%	121
Analysis	The school's combined average growth on NWEA MAP for math is 81.79%.				
	From the baseline rate of 60.06%, the percent of growth made increased to 101.63%, an increase of 41.57%.				

Performance Rating	NWEA MAP Fall-Spring Growth- Reading (Grades 1-2)			Point Value	Points Earned
Exemplary	Students will achieve a combined growth of at least 150 percent of the average NWEA growth target for the students below grade level AND/OR improve from the baseline year by at least 40 percentage points as measured by the NWEA MAP Fall-Spring assessment as measured by the NWEA MAP Fall-Spring assessment.			4	
Satisfactory	Students will achieve a combined growth of 120-149 percent of the average NWEA growth target for the students below grade level AND/OR improve from the baseline year by at least 20 percentage points as measured by the NWEA MAP Fall-Spring assessment.			2	
Not Satisfactory	Students will achieve a combined growth of less than 120 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			0	2
Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	Total Students Below Grade Level Tested
	Baseline 2020-2021	376	720	52.22%	46
	2018-2019	420	480	87.50%	41
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	376	720	52.22%	46
	2021-2022	583	728	80.08%	40
	2022-2023				
	2018-2023	1379	1928	71.52%	127
Analysis	The school's combined average growth on NWEA MAP for reading is 71.52%.				
	From the baseline rate of 52.22%, the percent of growth made increased to 80.08%, an increase of 27.86%.				

IV.B Meet or Exceed National Growth Norms- Students at or Above Grade Level Making Medium or High Growth				
Performance Rating	NWEA MAP Fall-Spring Growth- Math (Grades 1-2)		Point Value	Points Earned
Exemplary	Students will achieve a combined growth of at least 120 percent of the average NWEA growth target for the students at or above grade level AND/OR improve from the baseline year by at least 40 percentage points as measured by the NWEA MAP Fall-Spring assessment.		4	
Satisfactory	Students will achieve a combined growth of 100-119 percent of the average NWEA growth target for the students at or above grade level AND/OR improve from the baseline year by at least 20 percentage points as measured by the NWEA MAP Fall-Spring assessment.		2	
Not Satisfactory	Students will achieve a combined growth of less than 100 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.		0	4

Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	Total Students At/Above Grade Level Tested
	Baseline 2020-2021	-249	577	-43.15%	44
	2018-2019	166	116	143.10%	13
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	-249	577	-43.15%	44
	2021-2022	268	326	82.21%	21
	2022-2023				
	2018-2023	185	1019	18.16%	78

Analysis	The school's combined average growth on NWEA MAP for math is 105.13%.
	From the baseline rate of -43.15%, the percent of growth made increased to 82.21%, an increase of 125.36%.

Performance Rating	NWEA MAP Fall-Spring Growth- Reading (Grades 1-2)		Point Value	Points Earned
Exemplary	Students will achieve a combined growth of at least 120 percent of the average NWEA growth target for the students at or above grade level AND/OR improve from the baseline year by at least 40 percentage points as measured by the NWEA MAP Fall-Spring assessment.		4	
Satisfactory	Students will achieve a combined growth of 100-119 percent of the average NWEA growth target for the students at or above grade level AND/OR improve from the baseline year by at least 20 percentage points as measured by the NWEA MAP Fall-Spring assessment.		2	
Not Satisfactory	Students will achieve a combined growth of less than 100 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.		0	4

Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	Total Students At/Above Grade Level Tested
	Baseline 2020-2021	-160	442	-36.20%	33
	2018-2019	455	402	113.18%	15
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	-160	442	-36.20%	33
	2021-2022	248	319	77.74%	22
	2022-2023				
	2018-2023	543	1163	46.69%	70

Analysis	The school's combined average growth on NWEA MAP for reading is 46.69%.
	From the baseline rate of -36.20%, the percent of growth made increased to 46.69%, an increase of 113.94%.

IV.C Meet or Exceed National Growth Norms- Students Below Grade Level Making High Growth				
Performance Rating	**Growth on MCA- Math (Grades 4-8)**		**Point Value**	**Points Earned**
Exemplary	The percent of students below grade level that make high growth exceeds the state average by more than 10 percentage points.		2	
Satisfactory	The percent of students below grade level that make high growth meets the state average or exceeds the state average by up to 10 percentage points.		1	
Not Satisfactory	The percent of students below grade level that make high growth is lower than the state average.		0	0

Results	Year	Students Making High Growth	Students Below Grade Level	Universal Students Making High Growth Percent	State Percent of Students Making High Growth
	Baseline 2014-2018	66	163	40.49%	24.39%
	2018-2019	36	91	39.56%	47.14%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	N/A	N/A	N/A	N/A
	2021-2022	55	123	44.72%	46.99%
	2022-2023				
	2018-2023	91	214	42.52%	47.07%
Analysis	The school's combined growth rate of 42.52% is 4.55% lower than the state's combined proficiency rate of 47.07%.			

Performance Rating	**Growth on MCA- Reading (Grades 4-8)**		**Point Value**	**Points Earned**
Exemplary	The percent of students below grade level that make high growth exceeds the state average by more than 10 percentage points.		2	
Satisfactory	The percent of students below grade level that make high growth meets the state average or exceeds the state average by up to 10 percentage points.		1	
Not Satisfactory	The percent of students below grade level that make high growth is lower than the state average.		0	1

Results	Year	Students Below Grade Level Making High Growth	Students Below Grade Level	Universal Students Making High Growth Percent	State Percent of Students Making High Growth
	Baseline 2014-2018	78	174	44.83%	30.98%
	2018-2019	32	80	40.00%	51.21%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	N/A	N/A	N/A	N/A
	2021-2022	58	101	57.43%	46.99%
	2022-2023				
	2018-2023	90	181	49.72%	49.10%
Analysis	The school's combined growth rate of 49.72% is 0.62% higher than the state's combined proficiency rate of 49.10%.			

IV.D Meet or Exceed National Growth Norms- Students at or Above Grade Level Making Medium to High Growth				
Performance Rating	**Growth on MCA- Math (Grades 4-8)**		**Point Value**	**Points Earned**
Exemplary	The percent of students at or above grade level that make medium to high growth exceeds the state average by more than 10 percentage points.		2	
Satisfactory	The percent of students at or above grade level that make medium to high growth meets the state average or exceeds the state average by up to 10 percentage points.		1	
Not Satisfactory	The percent of students at or above grade level that make medium to high growth is lower than the state average.		0	0

Results	Year	Students Making Medium/High Growth	Students At/Above Grade Level	Universal Students Making Medium/High Growth Percent	State Percent of Students Making Medium/High Growth
	Baseline 2014-2018	67	108	62.04%	74.66%
	2018-2019	21	42	50.00%	73.35%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	N/A	N/A	N/A	N/A
	2021-2022	18	23	78.26%	74.95%
	2022-2023				
	2018-2023	39	65	60.00%	74.15%
Analysis	The school's combined growth rate of 60.00% is 14.15% lower than the state's combined proficiency rate of 74.15%.				

Performance Rating	**Growth on MCA- Reading (Grades 4-8)**		**Point Value**	**Points Earned**
Exemplary	The percent of students at or above grade level that make medium to high growth exceeds the state average by more than 10 percentage points.		2	
Satisfactory	The percent of students at or above grade level that make medium to high growth meets the state average or exceeds the state average by up to 10 percentage points.		1	
Not Satisfactory	The percent of students at or above grade level that make medium to high growth is lower than the state average.		0	1

Results	Year	Students Making Medium/High Growth	Students At/Above Grade Level	Universal Students Making Medium/High Growth Percent	State Percent of Students Making Medium/High Growth
	Baseline 2014-2018	65	88	73.86%	73.44%
	2018-2019	36	48	75.00%	73.35%
	2019-2020	N/A	N/A	N/A	N/A
	2020-2021	N/A	N/A	N/A	N/A
	2021-2022	37	46	80.43%	75.87%
	2022-2023				
	2018-2023	73	94	77.66%	74.61%
Analysis	The school's combined growth rate of 77.66% is 3.05% higher than the state's combined proficiency rate of 74.61%.				

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