UNIVERSAL ACADEMY CHARTER SCHOOL

ANNUAL REPORT & WORLD'S BEST WORKFORCE PLAN

Farhiya Einte, *Executive Director*

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ISD # 4225-07

2014-15

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(WBWF requirements bolded)

School Information

Address:
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St Paul, MN 55104
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Grades Served: K-5
Year Opened: 2014-15 School Yr.

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

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

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

Wendy Swanson-Choi, Executive Director of Charter School Authorizing

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

Student Enrollment

Number of Students Enrolled

As of end of year 2014/15.

	2014-15	2015-16 (est.)	2016-17 (est.)
Kindergarten	50	50	50
1st Grade	44	50	50
2nd Grade	27	44	50
3rd Grade	23	27	50
4th Grade	27	23	35
5th Grade	19	27	35
6th Grade	-	19	35
7th Grade	-	-	35
Total	190	240	340
Total ADM*			

Characteristics/Demographics

Ethnicity	Percentage	Special Population	Percentage
American Indian/Alaskan Native	0%	English Learner	0%
Asian/Pacific Islander	0%	Special Education	1.80%
Hispanic	0%	Free/Reduced Lunch	99.40%
Black	100%		
White	0%		

- o October 1 Enrollment: 167
    - ▪ 191 at end of school year
- o Attendance Rate:
- o Male/Female: 50% / 50%

Student Attendance, Attrition, & Mobility

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

STUDENT ATTENDANCE

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

Provide a brief narrative discussing trends in attendance rates.

Universal Academy enjoyed stable overall attendance during the 2014-15 school year. This is a reflection of the investment families have made in Universal Academy. Students are consistently attending school and remaining enrolled at UACS.

STUDENT ATTRITION

Percentage of students* who are continuously enrolled between October 1 of 2014-15 school year and October 1 of 2015-16 school year.	

*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

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

*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.

STUDENT MOBILITY

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2014-15	N/A	167	N/A	N/A	N/A	N/A

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

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

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

Provide a brief narrative discussing these rates, including the trends over the past 2-3 years if that data is available.

Educational Approach and Curriculum

Our Instructional Philosophy and Focus

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

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

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

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

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

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

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

The curriculum and instructional practices used are as follows.

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

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

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

The basic premises of RtI are:

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

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

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

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

5. In addition, all staff 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; research conducted (from 2008-2011).

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

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

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

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

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

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

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

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

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

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

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

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

Describe remediation and acceleration practices or programming.

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

Special Education Program

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

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

The Child Find process is implemented as follows. Universal Academy's Child Find Process includes collecting data through assessments as well as indirect means, including assessing a child's academic, gross and find 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 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 2014/15 school year, 99% of the student body was identified as EL.

ESL teachers push-in to the literacy and math instruction blocks in each grade level. If necessary, additional pullout support is offered to students who need more intensive instruction in 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

Universal Academy opened in the fall of 2014 as a K-5 school with 167 students. UA envisioned an accelerated learning program utilizing Response to Intervention (RtI), Responsive Classroom, and Direct and Differentiated Instruction. The school operated on a 7 hour and 15 minute school day, with 181 student learning days in the school calendar. October 1 student count recorded 167 students in attendance. At the end of SY 14/15 UA had 190 students enrolled, meeting the enrollment goal for SY 14/15. For SY 2015/2016 the school will be K-6, and there will be 174 days in the school calendar, each day running on 7 hours and 15 minutes. The enrollment goal for SY15/16 is 240 students.

A student's "typical day" experience at the new school for a Kindergartner is as follows.

7:15 – 7:45 Breakfast
7:45 – 8: 00 Morning Meeting/Routines such as calendar reading / agenda
8:00 – 9: 00 School Wide Reading: DI/Guided Reading
9:00 – 10:00 Math
10:00 – 10: 30 S. Studies
10:30 – 11: 30 Language Arts- Reading, Writing, Listening, Speaking (Wonders)
11:30 - 12:00 Lunch
12:00 –12:20 Recess
12:20 – 1:10 DI (Direct Instruction-Reading- Gifted Talented Instruction)
1:10 - 1:40 GYM
1:40 – 2:15 Science
2:15 - 2:20 Transition
2:20 – 2:30 Dismissal

The following schedule is a schedule for fourth grade (a grade other than kindergarten) that includes the total amount of time allocated to each area.

7:15 – 7:45 Breakfast
7:45 – 8: 00 Morning Meeting/Progress monitoring quiz/ agenda
8:00 –9:00 School Wide Reading: DI/Guided Reading
9:00 – 10:00 Math
10:00 – 11:00 Language Arts- Reading, Writing, Listening, Speaking (Wonders)
11:00 – 11:30 Lunch
11:30 - 12:15 Science
12:15 – 12:45 Physical Education
12:45 - 1:00 Recess
1:00 – 1: 45 S. Studies
1:45 - 2:15 quite Reading Time
2:15 – 2:25 Homework/going home/transition
2:25 - 2:30 Dismissal

Summary of the 2014/15 School Year:

- The first day of school was August 25, 2014.
- 181 student contact days which is 1,211instructional hours (this takes into an account the half-day Friday schedule)
- 195 Teacher Contract Days
- 4 Parent-Teacher Conferences (quarterly)
- 8 Parent Empowerment Evening Meetings
- 1 Open house before the school opens
- 4 AB Honor Roll for Student Ceremonies
- 10 Additional Days than MPS –for embedding standards, mapping, curriculum planning, home visits, parent meetings, and preparing the classroom and school learning environment
- 6 days of professional development spread out during the year.

- 3 days of professional development after the last day of school
- 4 data days- one after every quarter.
- Every Friday – Early Release (32 Fridays) Devoted to analyzing student performance data, identifying strengths and prioritizing needs, setting goals, adjusting strategies to ensure student-learning success/ PD.
- The last day of school is June 12, 2015.

A snapshot of the school's school year calendar that includes total annual instructional hours is included as **Attachment 1** to this document.

Innovative Practices & Implementation

Narrative regarding the school's innovative practices and implementation.

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

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

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

Instruction is intentionally designed to begin the first day of school to meet student needs in order to ensure students meet Minnesota academic grade level standards. After a student is enrolled and before school begins,

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

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

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

Describe after school and/or summer programs

Universal Academy did not offer after-school or summer programs for 2014/15.

Additional World's Best Workforce Data
Outline the school's progress towards closing the achievement gap.

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

developed relationships with the community to comprehensively support families and enhance student learning.

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

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

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

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

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

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

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

N/A

Student and Parent Satisfaction Survey Results

Parent Survey Results

A summary of the Parent Survey results are Attachment 3 to this document. In brief, parents are very happy with the education and environment of Universal Academy. They feel Universal Academy is a welcoming, positive environment for families and students. School Administration and teachers are perceived as being available and receptive to parents. Areas identified for improvement are parent communication, student behavior and accommodating student needs. Suggested improvements to the school are better transportation and the addition of Somali Language classes.

Staff Survey Results

A summary of the Staff Survey results are Attachment 4 to this document. Overall, the feedback from the staff survey is positive. Very few of the questions were answered with negative responses. Most questions were answered with the response of "Yes" or "Mostly".

Academic Performance

Multiple Measurement Ratings

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

After completing our first year of operation as a charter school we have earned 1.57 Growth Points and 3.42 Achievement Gap Reduction Points. . On MDE's Report Card, we earned 4.99 out of 75 possible points. Due to this, our MMR rating is 6.65%.

Our secondary rating, is that of Continuous Improvement. This is unsurprising as we have a high level of new-to-country and EL students. Due to these rankings, during the 2015/16 school year we will begin working on a School Reform Plan utilizing the Record of Continuous Improvement (RCI) form required by MDE for schools utilizing Federal Title Grant funds. The RCI is a working document that will allow the school to enter their reform strategies and track them for effectiveness.

2015 Multiple Measure Domains
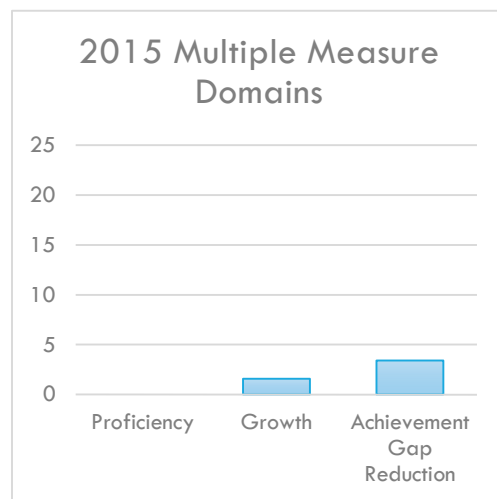
While these numbers are low, they are not unexpected. Charter schools generally score lower on these tests as they cater to hard-to-serve demographics. This is no different for UACS. Our student body is comprised mostly of English Language Learners, a high percentage of them are new to country. Taking a standardized test in English is extremely challenging to them. For our students who are new to country, the USA's school program is very different from what they are used to in their country of origin. Adjusting to US school life is quite a challenge. Our students struggled to take the tests this data is based off of, and we will continue to work on acclimating our students to a school system which uses standardized tests to gauge proficiency. We hope to develop alternative assessment measures as we strengthen our school program so that we can use data to demonstrate our students' progress more accurately.

MCA-II Data
Report on the percent of students "on track for success" in reading and math and the percent of students making high, medium and low growth. Include two or three year trends.

MATH	2014-15	2015-16	2016-17
Percent of students "On Track for Success"	28.6%	--	--
Percent of students making High, Medium, and Low Growth			

High	10.7%	--	--
Medium	46.4%	--	--
Low	42.9%	--	--

READING	2014-15	2015-16	2016-17
Percent of students "On Track for Success"	20%	--	--
Percent of students making High, Medium, and Low Growth			
High	4%	--	--
Medium	60%	--	--
Low	36%	--	--

This growth data is pulled from MDE's School Report card: http://rc.education.state.mn.us/ It is important to note that this data only represents 4th grade students. This year, 28 students were tested in math and 28 students were tested in reading. This data only represents 17% of students at our school.

Our first year test scores illustrate that Reading is more of a challenge for our students than math. This tracks with our earlier observation that Reading is a struggle due to the high EL population at our school. While the overall percentage of students "On Track for Success" is fairly low (28% and 20%) the percentage of students making a medium amount of growth is fairly robust. We find this encouraging because while our students may not have made the state's standard for growth they started the year very low and have made good progress.

There is not a significant difference in the achievement on the MCA tests when this data is broken down into ethnicity, Special Education, Free & Reduces and LEP groups.

Comparison Schools

	St. Paul Public Schools	Dugsi Academy	Galtier Magnet Elementary School	College Prep Elementary	Universal Academy	St. Anthony Park Elementary School
Minority Students	77.60%	100%	95.10%	97.50%	100%	32.90%
Free & Reduced Lunch	72.30%	90.70%	92.30%	93%	99.40%	26%
Special Education	15.80%	2.90%	7.10%	12.10%	1.80%	5.40%
English Learner	34.50%	66.10%	27.50%	69.70%	15%*	17%

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

COMPARISON SCHOOLS - READING & MATH PROFICIENCY
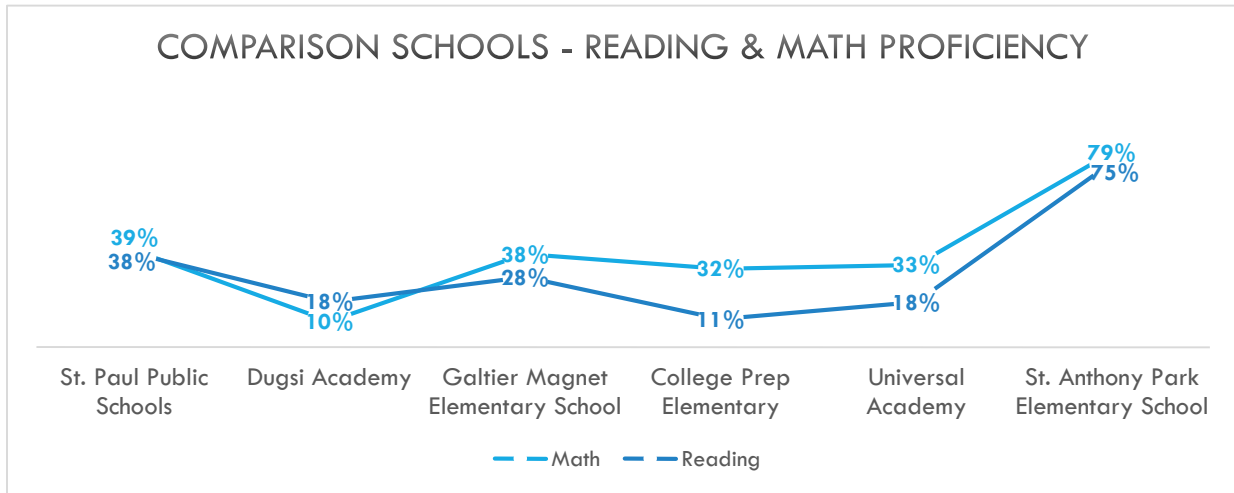
In most respects, Universal Academy is not greatly behind other community schools in Mathematics proficiency. In fact, based on comparison data, UACS was fairly average in comparison to other schools with similar populations. As a first year school, we are satisfied with our performance in Mathematics. Based on this year's performance data, we will be making some adjustments to our program. Our Reading scores are less comparable and we have planned to focus on reading interventions and teaching strategies for the 2015/16 school year.

NWEA Data

NWEA growth data shows that students have made progress towards being "On Track", while they may not have made enough progress to meet that growth criteria, progress was made. Students made less progress in reading than they did in math. We have planned considerable professional development towards reading and language acquisition for the 2015/16 school year.

Reading Growth - Fall & Spring

Category	Fall	Spring
Low	42%	37%
LoAvg	19%	19%
Avg	15%	19%
HiAg	17%	18%
Hi	7%	7%

Math Growth - Fall & Spring

Category	Fall	Spring
Low	45%	31%
LoAvg	19%	23%
Avg	16%	18%
HiAg	11%	21%
Hi	9%	8%
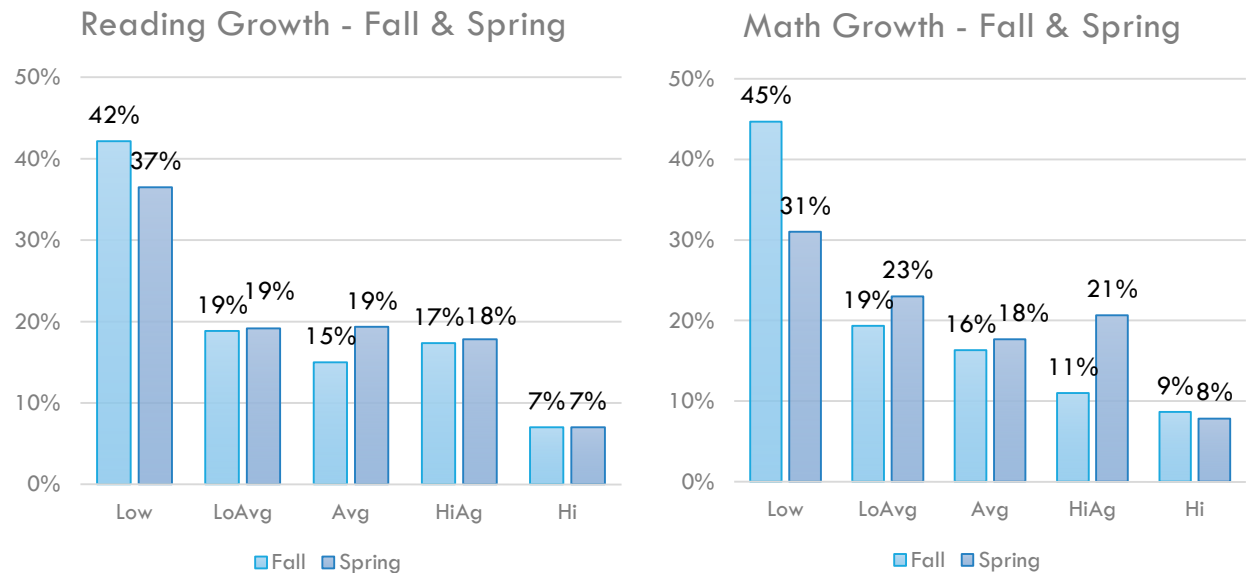
WIDA Scores

WIDA scores at the end of the 2014/15 school year show that many of our students ended the year in the Developing and Expanding category. Students in their first year at Universal Academy managed to develop basic English Language skills and are ready to expand on them in the next school year.

1st Grade students ended the year mainly in the middle categories of Emerging, Developing and Expanding. 37% of first grade students ended the year in the expanding category, 20% students were in the Emerging category and 26% were in the Developing category. 1st grade students are making progress towards EL proficiency.

40% of 2nd grade students were in the Developing category for EL skills, 30% of students were in the Entering and Emerging categories, while 30% were in the expanding category. This is a satisfactory progression of EL skills for second grade students.

The majority of 3rd grade students are in the Expanding (33%), Bridging (22%), and Reaching (33%) categories. These students are solidifying and expanding their EL skills. 4th grade students are showing similar development, with slightly more students in the higher levels of EL language acquirement; 25% Expanding, 31% Bridging, and 25% Reaching.

5th grade has two distinct groups of language acquisition. 50% of students fall into the Emerging and Developing categories, while 40% are in the upper levels. The EL and classroom teacher for 5th grade will be

working with these two groups to ensure both get proper support for their EL levels during the 2015/16 school year.

WIDA Scores 2015
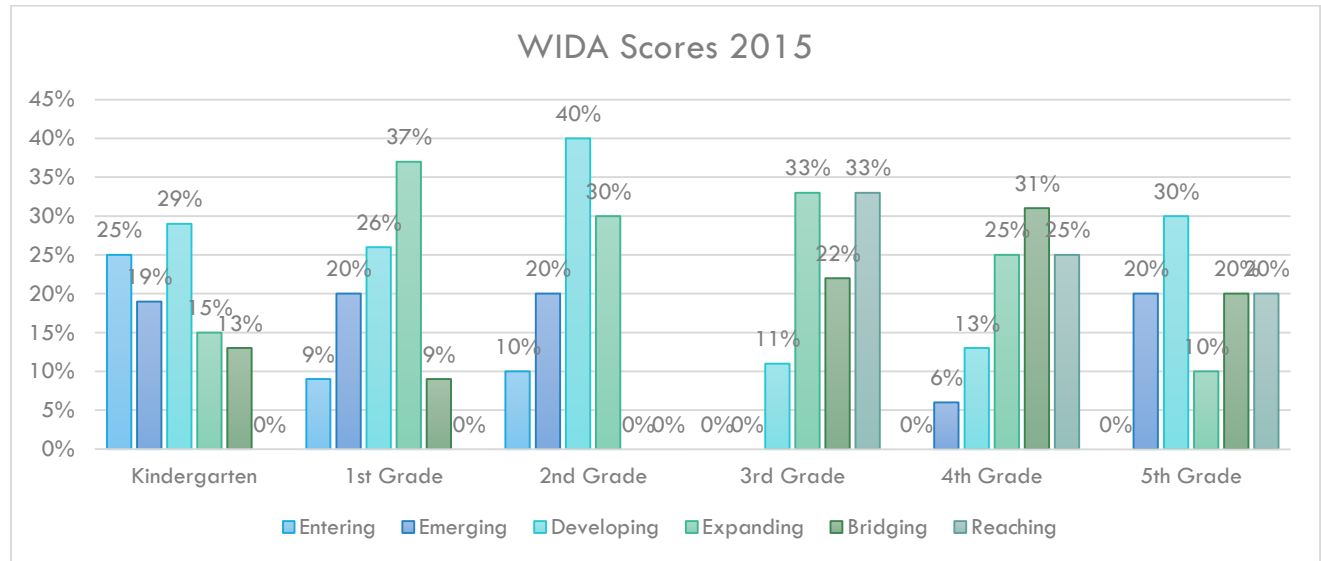
UA Staffing

During the 2014-15 school year, the school had eleven licensed teachers, two office staff, one Lead teacher, an executive director and four special education assistants, four Title I Education assistants, and two food service/ Janitorial staff. All teachers hold a valid Minnesota license in the area(s) for which they teach.

On October 1, UA had 19 licensed staff for 167 or 8.91 students per teacher. At the end of the school year, enrollment was at 191 and the school had 18 licensed teachers – 10.6 students per teacher. This intensive staffing model allowed for students to have extensive individualized attention. A teacher-heavy staff contributes to Universal's overall model of intensive support for students and high levels of instruction.

Teaching Staff

Staff Name	File Folder Number	Subject	Returning 15/16
Alexis R Johnson	481431	Kindergarten	No
MacKenzie Hill	466328	Kindergarten	Yes
Stacy L Johnson	422764	First Grade	Yes
Marcy Plevell	478426	First Grade	No
Emily Lenertz	453595	Second Grade	Yes
Aimee Phung	479886	Third Grade	Yes
Renita Brandt	446368	Fourth Grade	Yes
Megan Jung	467475	Fifth Grade	Yes
Alana Short	466870	Science	Yes
Marianna Banda	330039	Special Education	Yes

Support Staff

Support Staff	Assignment	Returning 15/16
Suleikha Diriye	Paraprofessional	Yes
Fowia Ahmed	EL Coordinator	Yes
Khadija Jama	Receptionist	Yes
Fitra Burdah-Smith	Administrative Assistant	Yes
Duniyo Haile	Paraprofessional	Yes
Hamdi Ali	Paraprofessional	Yes
Sudi Mohamed	Paraprofessional	Yes
Mohamed Barre	Paraprofessional	Yes
Mustafa Diriye		
Marian Mohamed	Paraprofessional	Yes

Governance and Management

UA BOARD OF DIRECTORS

Board Members	Board Term	Title	Contact #	Email	Category
Amiin Harun	3 Years	Board Chair	952-297-5974	Md _amiin@yahoo.com	Board Chair
Abdulkadir Osman	3 Years	Asst. Board Chair	612-221-9728	aksosman@yahoo.com	Vice Board Chair
Jihan Burdah-Smith	1 Year	Secretary	612-423-9208	jihbur07@gmail.com	Teacher member
Hamdi Ahmed	2 Years	Board member	734-239-5584	Hamdi.ahmed03@gmail.com	Community Member
Aimee Phung	1 Year	Board member	*507-351-1859*	Aimee.phung@gmail.com	Teacher Member
Cabdulqaadir Faarax	2 Years	Board Member		Cabdulqaadirf@gmail.com	Community Member

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

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

UA MANAGEMENT STRUCTURE

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

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

Operational Performance

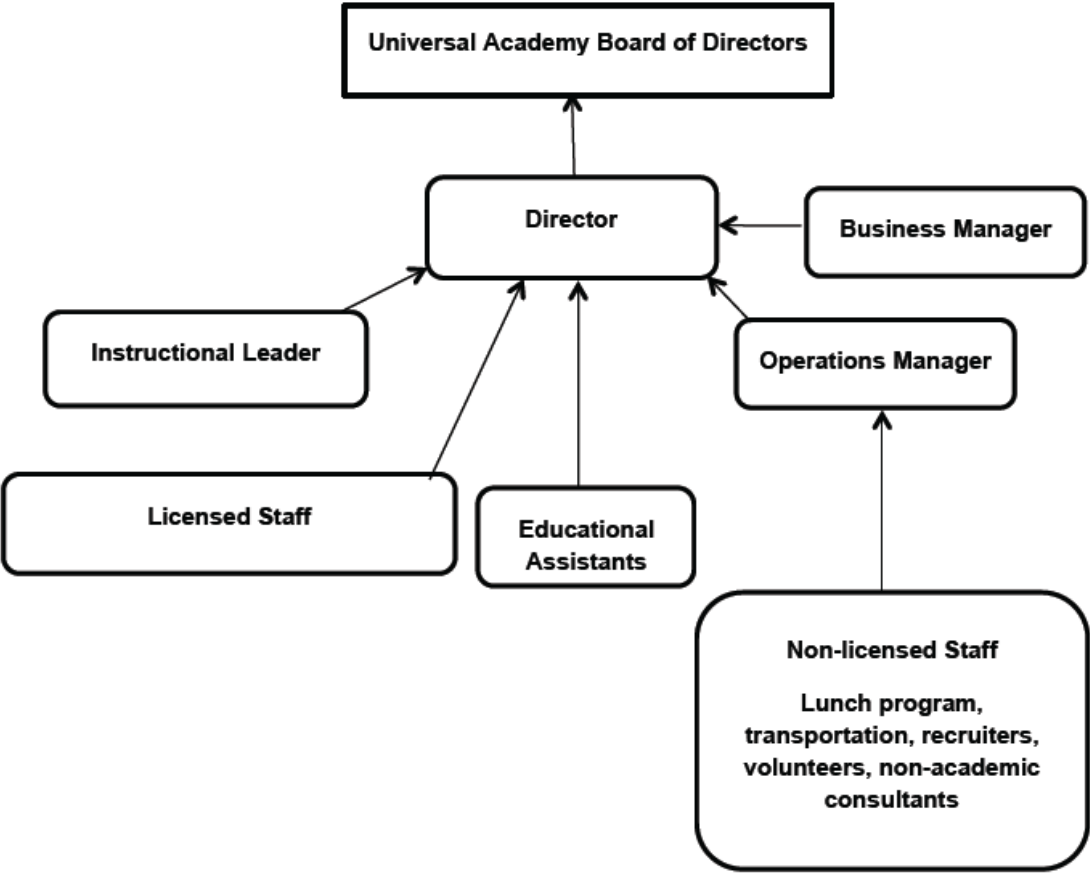Universal Academy affirms that it materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to:

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

UA Future Plans
- Expansion plans: UA will add one class of sixth grade for 2015-16
- Facility changes: UA will expand five more classrooms
- Program changes: N/A
- Technology updates: 2 Smart Boards

Attachments

Attachment 1: School Calendar

JULY 2014

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

4   Independence Day

AUGUST 2014

S	M	T	W	T	F	S
31					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

4   1st Day Admin.

11-22   PD

22   Open House

26 First day of school

SEPTEMBER 2014

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

1   Labor Day/No School
11   Parent Empowerment
        Night
22-30 NWEA Fall Testing
26:     No school   PD

OCTOBER 2014

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

9   Parent Empowerment Night
15   Picture Day
16-17: No School –Education MN

NOVEMBER 2014

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

7   End of 1st Quarter
10   Quarter 2 begins
13   Parent Empowerment
        Night/ honor roll
13- 14: Parent/ Teacher
        Conference
27-28 Thanksgiving/No School

JANUARY 2015

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

1-2   Winter Break/No School
8   Parent Empowerment Night
19   Martin Luther King Day
23   No School PD
30   End of 2nd Quarter/honor
roll/ parent/ teacher conference

FEBRUARY 2015

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

2   Quarter 3 Begins
12   Parent Empowerment
        Night
16   Presidents' Day
23-26   NWEA Test
27   No school PD

MARCH 2015

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

6   No School PD
12   Parent Empowerment
        Night
23-27 NWEA Test
30-31 Spring break

APRIL 2015

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

1-3   Spring Break
17   Quarter 3 Ends
20   Quarter 4 Begins
20-21 Parent / Teacher
Conference
24   Early Release
13-17 MCA Test

MAY 2015

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

14   Parent Empowerment
        Night
18-22   NWEA Spring Testing
24   Early Dismissal - PD
25   Memorial Day

Universal Academy Charter School

"Education and Empowerment for all"

Universal academy Charter School

Literacy Plan

2014-15

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

Literacy Plan

1745 University Ave. West. St. Paul, MN 55104

Universal Academy Charter School Literacy Plan for Grades K-5

Universal Academy's Literacy Goals:

- Structure and implement a literacy program that supports and ensures reading proficiency at every grade level.
- Ensure all students will be at or above proficiency on comprehensive exams and weekly quizzes; all will make their growth goals on the NWEA; and eighty-eight percent will be proficient on the MCA-III.
- Create and implement reading interventions for students performing below grade-level.

Instructional Leadership:

Universal's literacy team will include the following members:

- Director
- Lead Teacher/ instructional coach
- Special Education Teacher
- Title 1 Teacher
- ELL Teacher
- General Education Teachers (one per grade level 3-5 and two for grades K-2)

The literacy team will meet monthly to:

- Align 2010 MN ELA Standards, Core Knowledge standards, NWEA benchmarks and Wonders curriculum.
- Create alignment documents to provide teachers with tools to efficiently plan lessons, instructional strategies, and assessments that are consistent across grade levels in terms of rigor and format.
- Horizontally and vertically align curriculum across grade levels.
- Provide teachers with the support and resources needed to meet the needs of all students.
- Collaboratively make decisions regarding interventions for students performing below proficiency.
- Research and plan literacy focused staff development.

Aligned Curriculum and Instruction:

Universal's reading curriculum and instruction is standards based with a balanced literacy approach. We have aligned our curriculum both horizontally and vertically to maximize use of high quality instructional time. Our goal for aligning our curriculum is to increase communication across grades and to ensure that all students are adequately prepared for the next grade level.

Curriculum

We have aligned key components of our curriculum in a way that reinforces our balanced literacy approach. All components are aligned directly to the 2010 MN ELA Standards and Core Knowledge standards. In the 2014-15, the school adopted the complete Wonders Curriculum as a planning and instructional backbone in a standards based environment. The Wonders Language Arts curriculum is supplemented by a full guided reading library and the Direct Instruction program. Teacher training on the Wonders curriculum and Direct Instruction ensures full implementation over the course of the school year.

Instruction

Core instruction that incorporates all the components of a balanced literacy approach is received by all students across all grade levels. Teachers will employ best practices in teaching when delivering instruction: modeling, guided practice and independent practice. The gradual release model is used to deliver literacy instruction across all content areas.

Direct Instruction

- Direct Instruction is a phonics intensive reading instruction program that allows purposeful differentiation to meet the needs of k-2 students.
- One hour a day is devoted to utilizing Direct Instruction to build literacy foundations k-2 students.
- Student progress is closely monitored by weekly checkouts and mastery tests given every 20 lessons.

Guided Reading

- Small group reading instruction specifically focused on student needs to accelerate learning.
- Students are put in groups of 4-5 students based on reading level and skill-based needs.
- Those students not in reading group are engaged in quality independent or small group literacy tasks.
- Groups will meet for 15-20 minutes daily and will include the following components:
  - Robust vocabulary instruction
  - A fiction/non-fiction text at the specified level of each group
  - Independent/whole group activity aligned to Minnesota state standards
  - Independent task to illustrate student comprehension

Assessment:

To ensure that all students are performing at or above grade level, assessments have been put in place to monitor each student's progress and identify those students who are performing below grade level.

Comprehensive Exams / Weekly Quizzes

Comprehensive exams are created for each of the four terms in the school year. The exams contain all material that will be taught that term and are directly aligned to Minnesota state standards and Core Knowledge skills. The last term exam of the year will be comprehensive and will assess all reading standards required for that grade. To be proficient, students must score at or above 80%. Our goal is to have all students at or above proficiency on every comprehensive exam. These exams are graded and put into a tracker to more closely analyze individual and whole class data. The week after these exams are administered is called "reteach week" and is devoted to re-teaching those skills below proficiency, either at the student or class level. For more information on this method, please see Bambrick-Santoyo's Driven by Data (2010).

To ensure proficiency on these exams and monitor student's progress, weekly quizzes are administered. These quizzes are directly aligned to the comprehensive exams and are a smaller scale version more focused on selected state standards. The data from these quizzes is tracked and discussed weekly at communities of practice meetings. Students who are not proficient are discussed in depth and a plan is made for re-teaching and more individualized support. Students who are consistently performing below proficiency will be the focus of a child study meeting to maximize supports for that student.

Minnesota Comprehensive Assessment-III (MCA-III)

All students in grade three will take the MCA-III reading assessment in the spring using the online testing tool provided by the Minnesota Department of Education. Universal Academy's goal is to have meet and exceed of our third through fifth grade students at or above proficiency on this assessment.

NWEA

Students are assessed three times a year using the NWEA measure of academic progress. Their proficiency is measured by the norms provided by NWEA. This data is used to differentiate instruction and monitor students' progress throughout the year. Our goal is for all students to grow on 100% for students entering UA who are above grade level a year; and 150% for students entering UA, who are below grade level, as measured by the NWEA, in one school year.

Direct Instruction

The Direct Instruction reading program consists of regular checkouts and mastery tests to monitor student's progress to ensure correct placement for differentiated phonics learning. Checkouts are administered every five lessons and mastery lessons every twenty lessons to measure and ensure progress in accuracy and fluency. Students who are not meeting 80% on these assessments will receive strategic small group instruction. Students are closely monitored and assessed in this program to ensure proper placement and instruction at their level.

<u>World-Class Instructional Design and Assessment (WIDA)</u>

The first assessment component of the WIDA is the W-APT. This test is used as baseline data to place students into the EL program. The W-APT is administered at the beginning of the school year to kindergarten through fifth grade whose home language questionnaire (HLQ) indicates a language other than English is used in the home. Students arriving mid-year whose HLQ is non-English are also assessed.

The second component of the WIDA assessment program is the ACCESS, a statewide measure administered annually in February through March. Statewide, the ACCESS scores in conjunction with MCA-III and growth scores determine whether the school meets Annual Measurable Achievement Objectives (AMAO). ACCESS scores determine level of need for EL services, identifying deficits in listening, speaking, reading and writing. Students who score between one and five will receive daily EL support. Those students that score a six will be exited from specific EL services.

<u>Multi-tiered Systems of Support</u>

Through our data-driven approach and consistent assessment and analysis of data, we are able to consistently monitor students' progress. With accurate and timely data we are able to identify those students struggling with the material and immediately implement supports in the general classroom to meet student needs.

Students not reading at or above grade level and consistently performing below 80% on comprehensive exams and quizzes will be brought to a child study meeting. These meetings are held bi-weekly to discuss those students that are performing below grade level in reading. During the meeting a team consisting of the principal, Lead teacher and specialists come together to create interventions and put processes in place to support and monitor student's progress. Time will also be allotted to review previous child study meetings and the effectiveness of those interventions.

<u>Title I</u>

Students that are performing below 80% on comprehensive exams and quizzes will receive additional support from the Title I teacher. Extra support will be in addition to core classroom instruction and will not take students out of the classroom during core subject instruction. Title I lessons are intensely focused and individually tailored to meet each student's needs.

<u>ELL</u>

After administering the W-APT, students scoring between one and five will receive additional support from the ELL teacher. These services will be in addition to core instruction and will not interfere with student's core subject instruction. The ELL teacher will meet with students daily to provide focused support to meet student's needs. The service model is a combination of collaborative services (push-in), depending on the students' linguistic needs.

Job-Embedded Professional Development:
Professional development that is data-driven and literacy focused is an integral part of successfully implementing our literacy plan. Professional development opportunities will come in many forms and be offered throughout the year.

Communities of Practice

Communities of practice meetings are data-driven and student focused. They are conducted weekly for one hour as a grade level and are facilitated by the principal or lead teacher. During these meetings ample time is spent analyzing data from weekly quizzes to inform classroom instruction. Students consistently scoring below 80% on these quizzes are discussed more in depth and interventions are generated to accelerate their learning.

Coaching

Coaching is intended to provide teachers with immediate feedback to increase their effectiveness as instructors. In order to successfully provide meaningful feedback, informal observations will be conducted weekly for all teachers. Observations will be brief, yet focused on one or two most important areas of growth. Frequent observations will provide teachers with regular and consistent feedback to improve instruction and drive student learning. Informal observations will be conducted by the principal, lead teacher, and the DI coordinator weekly for all teachers.

Staff Development

The two weeks prior to the start of school will be dedicated to professional development focused on data-driven instruction and best practices in literacy. Teachers will also receive an intensive training on how to effectively teach Wonders and Direct Instruction to all learners at all reading levels in the program.

Data days are scheduled after each of the terms in the school year. These data days will be utilized for data analysis of comprehensive exams, editing sessions to review upcoming formal assessments and scheduled professional development to best meet the needs of students.

Family and Community Partnerships:

Parent communication and involvement is very important at Universal Academy Charter School. Monthly parent meetings are held to increase parent involvement, enrich communication and provide a platform for students to display their hard work. At these meetings, parents are encouraged to meet with classroom teachers to discuss their child's progress.

In addition to parent meetings, progress reports and report cards are sent home in the fall and again in the spring to inform parents of their child's progress. Three honor roll will held at the end of every quarter in order to encourage and recognize students' hard work. Three conferences are also held throughout the year to provide an opportunity for parents and teachers to sit down and talk more extensively about their child's literacy progress and overall education.

Universal Academy Charter School

I feel welcomed and respected

Yes	93%
Mostly	7%
Unsure	0%
Not Usually	0%
No	0%

UA has a positive learning environment

Yes	91%
Mostly	7%
Unsure	2%
Not Usually	0%
No	0%

Teachers are respectful, receptive, and responsive to input from parents

Yes	91%
Mostly	9%
Unsure	0%
Not Usually	0%
No	0%

School Administration is respectful, receptive, and responsive to input from parents

Yes	88%
Mostly	12%
Unsure	0%
Not Usually	0%
No	0%

School Admininstration is respectful, receptive, and responsive to input from parents

12%

88%

- Yes ■ Mostly
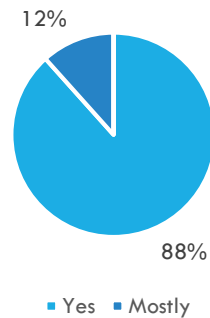
The Director is approachable

Yes	93%
Mostly	7%
Unsure	0%
Not Usually	0%
No	0%

Teachers are available when needed

Yes	91%
Mostly	5%
Unsure	2%
Not Usually	2%
No	0%

I am comfortable raising an issue or concert with the Principal

Yes	93%
Mostly	5%
Unsure	2%
Not Usually	0%
No	0%

Are you satisfied with the instruction at Universal?

Yes	85%
Mostly	10%
Unsure	3%
Not Usually	0%
No	0%

Are you satisfied with the instruction at Universal?
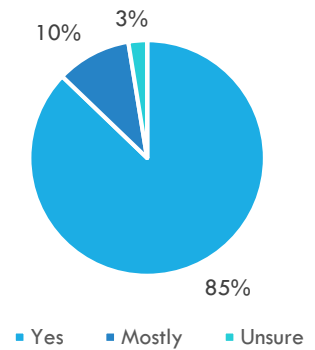
Do you feel you are connected with your child's teacher?

Yes	85%
Mostly	12%
Unsure	0%
Not Usually	0%
No	0%

Do you feel behavior issues are handled correctly?

Yes	66%
Mostly	15%
Unsure	2%
Not Usually	2%
No	12%

Overall, are you satisfied with your child's experience at UA?

Yes	83%
Mostly	15%
Unsure	0%
Not Usually	0%
No	0%

Does the school inform you of plans and expectations?

Yes	78%
Mostly	12%
Unsure	5%
Not Usually	2%
No	0%

Does the school accommodate your child's needs?

Yes	73%
Mostly	20%
Unsure	2%
Not Usually	2%
No	0%

Does the school accommodate your child's needs?

How could the school better meet your needs?

Bus Issues	3
Field Trips	1
Gym Time	1
Somali Language	2
Breaks	1
Arabic Language	1
Behavior	1
Understand students	1
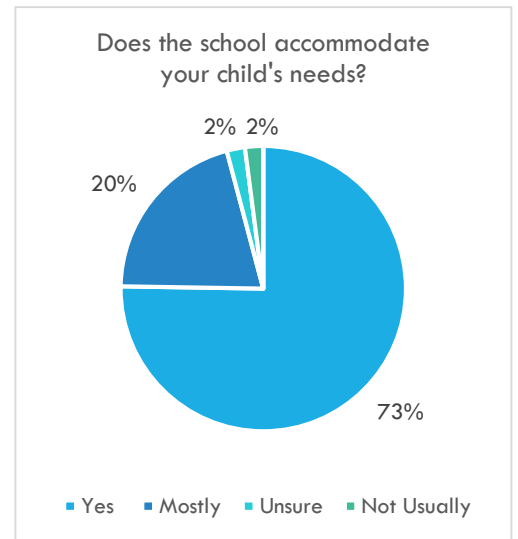
Universal Academy Charter School

Staff Survey Report Summary 14/15

Progressive teaching methods are used

Yes	67%
Mostly	0%
Unsure	17%
Not Really	0%
No	0%

Overall the school is a happy place for staff

Yes	67%
Mostly	33%
Unsure	0%
Not Really	0%
No	0%

Relationship between staff and parents is good

Yes	33%
Mostly	67%
Unsure	0%
Not Really	0%
No	0%

Staff have sufficient time daily to prepare for class

Yes	17%
Mostly	50%
Unsure	33%
Not Really	0%
No	0%

Staff is well informed about the school's direction

Yes	50%
Mostly	50%
Unsure	0%
Not Really	0%
No	0%

Did you enjoy coming to work each day?

Yes	67%
Mostly	33%
Unsure	0%
Not Really	0%
No	0%

Communication between staff & administration is good

Yes	17%
Mostly	67%
Unsure	17%
Not Really	0%
No	0%

Did you feel connected with parents?

Yes	0%
Mostly	100%
Unsure	0%
Not Really	0%
No	0%

The Director is approachable

Did you aspire to a leadership role in the school?

Yes	100%	Yes	50%
Mostly	0%	Mostly	0%
Unsure	0%	Unsure	50%
Not Really	0%	Not Really	0%
No	0%	No	0%

Did you feel the school cared about you as a person?

Are you considering a career change?

Yes	17%	Yes	0%
Mostly	0%	Mostly	0%
Unsure	0%	Unsure	0%
Not Really	0%	Not Really	0%
No	17%	No	67%

* Only 2 participants answered this question

* Only 4 participants answered this question

It appears that two different versions of the survey went out. In two instances, the question "Did you feel the school cared about you as a person?" was the question asked. In four instances, the question "Are you considering a career change?" was asked. For more consistent results, it is suggested that the same version of the survey is used in the future.

Was staff morale at Universal generally high?

Were teacher-to-admin relationships positive?

Yes	33%	Yes	17%
Mostly	67%	Mostly	0%
Unsure	0%	Unsure	0%
Not Really	0%	Not Really	0%
No	0%	No	0%

*This question was only asked on 1 version of the survey. It was not listed on the other 5 surveys.

Were parent compaints well-handled by the school?

Were teacher-to-teacher relationships positive?

Yes	67%		
Mostly	17%	Yes	67%

Unsure	17%	Mostly	33%
Not Really	0%	Unsure	0%
No	0%	Not Really	0%
		No	0%