UNIVERSAL ACADEMY CHARTER SCHOOL

ANNUAL REPORT & WORLD'S BEST WORKFORCE PLAN

Farhiya Einte, *Executive Director*

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Contents

School Information

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Grades Served: K-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, 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 third year as a charter school.

Student Enrollment

Number of Students Enrolled

Below is a table of enrollment covering the first three years of enrollment at Universal Academy Charter School. Our enrollment goal for 2016-17 was 340 students. This was also the building cap for our location during the first three years of operation. 2018/19 initial enrollment as of October 1 was 500.

	2014-15	2015-16	2016-17	2017-18
Pre-K Kindergarten	50	50	50	93
1st Grade	44	52	55	71
2nd Grade	27	51	58	45
3rd Grade	23	27	49	54
4th Grade	27	26	32	55
5th Grade	19	29	32	37
6th Grade	-	21	35	37
7th Grade	-	-	29	31
8th Grade	-	-	-	24
Total	190	256	340	447
Total ADM*				

Characteristics/Demographics

Ethnicity	Percentage	Special Population	Percentage
American Indian/Alaskan Native	0%	English Learner	99.7%
Asian/Pacific Islander	1.5%	Special Education	2.7%
Hispanic	0%	Free/Reduced Lunch	99.7%
Black	98%		
White	0%		
Multi Ethnic	0.5%		

- o October 1 Enrollment: 330
- o Attendance Rate: 98%

Student Attendance, Attrition, & Mobility

Universal has grown to serve grades K-8 since opening in 2014. During the 2014/15 school year, UA had grades K-5. For SY 2015/16 Universal Academy added 6. During 2016/17 UA increased to serve K-8 students. This was in accordance with the school's growth plan.

The school has also added PreK to its services.

STUDENT ATTENDANCE

	2014-15	2015-16	2016-17	2017-18
Overall Attendance Rate	95.3%	96.3%	96.75%	98%

Universal Academy enjoyed stable overall attendance during the 2016-17 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 2016-17 school year and October 1 of 2017-18 school year.	59%

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.

117 students have been enrolled consecutively for three years, out of 668 who have been enrolled total. 17% of total enrolled students have been enrolled consecutively for three years

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	227	167	0	35	35	20%
2015-16	127	256	1	55	56	21%
2016-17	2	293	35	29	64	21%

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

After reviewing the mobility data from the last two years, it is clear that Universal Academy attracts more students than it loses during the school year. There is, however, progress to be made towards decreasing the number of students who transfer out mid-year. Universal Academy would like to cultivate a mobility index closer to 5%.

Successes and Challenges

Successes

- The last three years in a row Universal Academy received awards for Exceeding the State in Acceleration Growth for Students Below Grade Level in Reading and Math and Exceeding the State in Proficiency for English Learners in Reading, Mathematics, and Science from our authorizer.
- Universal Academy was in its new building for the first year during the 2017/18 school year. During 2018/19 UACS will complete the final sections of renovation and building.
- Parent satisfaction remains very high with Universal.
- Weekly data meetings on Monday and Tuesday ensure staff stayed current with student progress and interventions and supports for struggling students remain relevant and effective.
- Enrollment remains high – even through the school move from St. Paul to Minneapolis. Enrollment increased once the school was in the new education building and due to the high achievement accomplished by our students.
- Overall, UACS had a beautiful school year with no major issues or incidents.

Challenges

- Student retention remains a challenge. UACS continues to work with highly mobile students. Many families who enroll at UACS are moving from city to city due to availability of low-income housing.
- UACS has challenges communicating with parents and engaging and involving them in their students' learning.
- Parents have difficulty helping students academically due to language barriers, low educational achievement themselves, and cannot afford tutoring.
- Attracting and recruiting high-quality, experienced teachers is a struggle for UACS.
- The language barrier between parents and teachers is challenging as well. There are only have a few translators available which limits the amount of communication teachers and parents have. Ideally, UACS would like to see a very communicative and collaborative communication between parents and teachers.
- Student use of personal cell phones is an increasing problem. Students watching media that is frightening and has inappropriate behavior and language. Behavior issues related to media have increased and student attention spans are decreasing as a result of cell phone usage. Social media has also resulted in an increase in issues relating to Social Media.

Worlds' Best Workforce Components

Educational Approach and Curriculum

Our Instructional Philosophy and Focus

A unique philosophy of Universal Academy Charter School is that multiple curricula and resources must be

available along with a learning program responsive to student needs in order to accelerate the learning of the state standards for all students. It is essential to:

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

- 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 (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.
  2.0 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.
  3.0 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.

to the school board.]

WBWF Goals and Results

2a. All Students Ready for School

Goal	Result	Goal Status
50% of Kindergartners will demonstrate readiness for first grade by meeting their NWEA Growth Target.	*53% of students met their growth target in Math.* *40% of students met their growth target in Reading.*	*Check one of the following:* ☐ *Goal Met* ☒ The *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in Kindergarten*

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

Goal	Result	Goal Status
The percentage of continuously enrolled at UACS who achieve proficiency on the Reading MCA will be at least 40%.	*60% of continuously enrolled students in 3rd grade at UACS meet proficiency.*	*Check one of the following:* ☒ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 3*

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

Goal	Result	Goal Status
The percentage of proficient EL students enrolled at Universal Academy on October 1 in grades 3-6 will be equal to the Non-EL students on the Reading MCA.	*All students: 51.2%, EL students: 50.8%.*	*Check one of the following:* ☒ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

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

Goal	Result	Goal Status
Students in 7th grade will score on-par with the statewide average proficiency in math.	*UACS students score as 34.8% lower than the statewide average in the ALL student group. In the EL student group, UACS is 12.9% above. Our student body is 98% EL.*	*Check one of the following:* ☒ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

2e. All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.*	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☒ *District/charter does not enroll students in grade 12*

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 Math and Vision 2.0 from 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 Pearson 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 teacher-developed, standards-based curriculum based on Glencoe-McGraw Hill, Exploring Our World: People, Places, and Cultures. 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.

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.

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

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 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 2017/18 school year, 99% of the student body was identified as EL.

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 2017/18 school year, UACS served students in grades K-8. Classes operated for 172 days, each day running 350 instructional minutes, and 390 total in-school minutes.

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

Innovative Practices & Implementation

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

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

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

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

Use of an Intervention Binder was Implemented during 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. Title I teacher tracks student and teacher progress on interventions.

Parent Involvement during the 2017/18 school year every month on the second Thursday we had Parent Involvement night. UACS taught parents the system of school at Universal and how they can help their students do well in school. Topics included math assistance, teaching parents how to use Youtube and Google for supporting parent's knowledge of the concepts their students are learning.

Primary & Statutory Purpose 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.

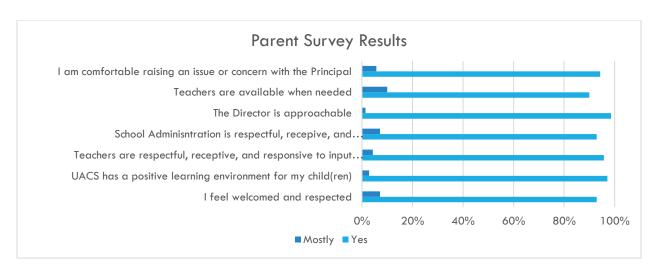## Additional World's Best Workforce Data

Universal Academy has 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.

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

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. Parents feel comfortable communicating with School Administration and Teaching Staff.

Parent Survey Results

Categories (top to bottom):
- I am comfortable raising an issue or concern with the Principal
- Teachers are available when needed
- The Director is approachable
- School Adminisntration is respectful, recepive, and…
- Teachers are respectful, receptive, and responsive to input…
- UACS has a positive learning environment for my child(ren)
- I feel welcomed and respected

Legend: ■ Mostly ■ Yes

Academic Performance

MCA-II Data

MATH	2014-15	2015-16	2016-17	2017-18
Percent of students "On Track for Success"	28.6%	79.9%	44.1%	40.3%
Percent of students making High, Medium, and Low Growth				
High	10.7%	66.7%	33.3%	27.3%
Medium	46.4%	30.0%	33.3%	32.3%
Low	42.9%	3.3%	33.3%	40.4%

READING	2014-15	2015-16	2016-17	2017-18
Percent of students "On Track for Success"	20%	75.0%	44.6%	59.6%
Percent of students making High, Medium, and Low Growth				
High	4%	65.0%	28.9%	42.6%
Medium	60%	28.3%	36.1%	35.1%
Low	36%	6.7%	34.9%	22.3%

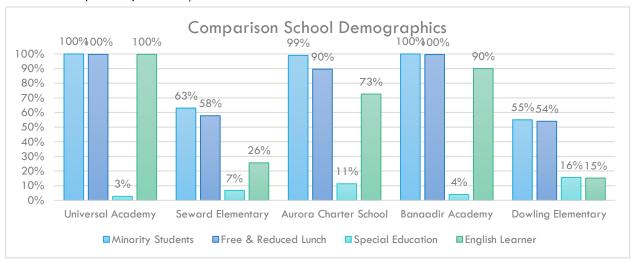This growth data is pulled from MDE's School Report card: http://rc.education.state.mn.us/.

The MCA data from the last two years is especially promising and points towards the efficacy of Universal's educational program. The average proficiency for English Learner students in reading and math throughout the state hovers between 15-20%. Universal Academy students are achieving above 40% proficiency as a 98% EL student body. UACS tests well above its comparison schools, and is making significant progress towards closing the achievement gap between EL's and Non-EL students.

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. Dowling and Seward Elementary schools have the most different student populations. These two 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 two-year-old charter school with a similar percentage of EL and minority students and is in close proximity to UACS/

Comparison School Demographics

Bars: Minority Students, Free & Reduced Lunch, Special Education, English Learner

- Universal Academy: 100%, 100%, 3%, 100%
- Seward Elementary: 63%, 58%, 7%, 26%
- Aurora Charter School: 99%, 90%, 11%, 73%
- Banaadir Academy: 100%, 100%, 4%, 90%
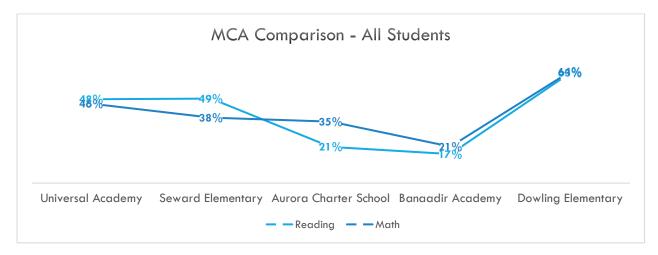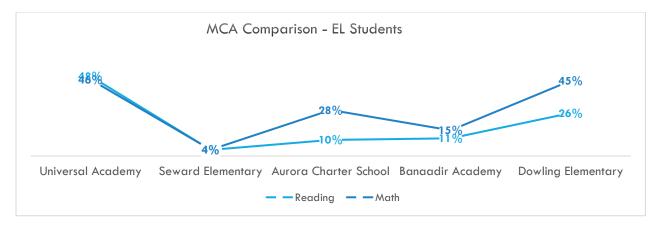- Dowling Elementary: 55%, 54%, 16%, 15%

MCA Comparison

On the MCA, Universal Academy students test on par with their age group peers. Considering the goal of closing the achievement gap between white and non-white students, UACS students test 15% below the students of Dowling Elementary, a school with half-minority and Free & Reduced lunch students. We feel this is a good comparison school in terms of achievement gap closure. There is no gap in test results between Seward

Elementary school students and UACS students, Seward has slightly more minority and F&RL students than Dowling, but still significantly less than UACS.

MCA Comparison - All Students

	Universal Academy	Seward Elementary	Aurora Charter School	Banaadir Academy	Dowling Elementary
Reading	48%	49%	21%	17%	64%
Math	48%	38%	35%	21%	64%

When looking at EL students only, it is clear that students at UACS have a higher proficiency on the MCA that EL students at other schools.

MCA Comparison - EL Students

	Universal Academy	Seward Elementary	Aurora Charter School	Banaadir Academy	Dowling Elementary
Reading	48%	4%	10%	11%	26%
Math	48%	4%	28%	15%	45%

NWEA Data

Grades K-6 were assessed using the NWEA MAP assessment. Percentages established for the RIT growth goal[1] are based on the expectation that schools have students that grow at the same rate, or better than at least 50 percent of the schools tested nationally. For example, if 65 percent of the school's students meet their RIT growth goal, then the school is performing with the top 25 percent of schools, nationally.

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[1] The Northwest Evaluation Association now uses the term "Growth Projection" rather than "Growth Goal," in recognition of the fact that the projected post-test score may or may not be an appropriate goal for any given student. The growth-projection score is based on the initial score and is simply the median post-test score for students with that initial score. MAP norms are constructed such that nationwide, 50% of students are meeting Growth Projections.

If 40 percent of the school's students meet their RIT growth goals, then the school is performing with the bottom 25 percent of schools, nationally.

Schoolwide, 60% students at UACS meet their NWEA Growth goals in Math and 59% of students meet their growth goals in Reading. Universal Academy students score higher than 60% of students tested on the NWEA.

NWEA Results

Grade	Math	Reading
K	53%	40%
1	60%	63%
2	59%	96%
3	50%	60%
4	73%	42%
5	100%	59%
6	50%	48%
7	44%	69%
8	50%	58%

☐ Math ☐ Reading

ACCESS FOR ELLs

WIDA test results from 20168indicate that Universal Academy students are making strides towards English language proficiency. 41.8% of UACS students are at Level 4 or above on the WIDA access test. This is higher than the state average of 32.3%

UA Staffing

During the 2017/18 school year, the school had 23 licensed teachers, three office staff, one Assistant Director, an executive director, and 21 aides. All teachers hold a valid Minnesota license in the area(s) for which they teach.

On October 1, UA had 23 licensed staff for 447 or 19 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.

Director & Principal	Ms. Farhiya Einte
Assistant Director	Ms. Alana Woods
MARSS Coordinator & Lunch Director	Ms. Nawal Abdulle
Building Operations	Mr. Ahmed Abas
Human Resources	Ms. Khadija Abdulahi
Dean of Student/ Parent Liaison	Mr. Kassim Busuri
T E A C H E R S	
Kindergarten Teacher	Ms. MacKenzie Hill
Kindergarten Teacher	Ms. Lauren Palm
1st Grade Teacher	Ms. Sarah Larson

1st Grade Teacher	Mr. Jayden Dobbs
2nd Grade Teacher	Ms. Jackie Bieszk
2nd Grade Teacher	Ms. Ariel Dubbe
3rd Grade Teacher	Ms. Chanin Smith
3rd Grade Teacher	Ms. Maryam Abdulahi
4th Grade Teacher	Mr. Charles Daniels
4th Grade Teacher	Ms. Alyssa Bestul
5th Grade Teacher	Mr. Mohamed Salah
6th Grade Teacher 6/7/8 Social Studies	Ms. Jackie Niederhaus
7th Homeroom 6/7/8 Reading	Ms. Nicole Weinmann
8th Homeroom 6/7/8 Math	Mr. Sufi Mohamed/ Mr. David Pieper
Arabic Teacher	Ms. Fatima Maghadoui
Title 1	Ms. April Alhuniti
SPED Teacher	Mr. Adam Katz
SPED Teacher	Ms. Marianne Banda
5th, 6th, 7th, 8th Science	Mr. Daniel Kretchmar
ELL Teacher	Ms. Anna Bullard
DI Coordinator	Ms. Andrea Bakke
Physical Education	Ms. Nakita Coonrod
Writing and Instruction Coach	Ms. Lucy Crosby
Pre-School	Ms. Ellen Rislove
A S S I S T A N T S	
AIDE (PRE-SCHOOL)	Ms. Ubah Hirad
AIDE (K) - HILL	Mr. Corey Webb
AIDE (K) – Palm	Ms. Hindi Mohamed
AIDE (K)- Palm	Ms. Rania Gharib (1:1)
AIDE (1st)- Larson	Ms. Yasmin Abdirahman
AIDE (1st)- Schrandt	Mr. Ahmed Mire
AIDE (2nd) – Bieszk	
AIDE (2nd) – Dubbe	
AIDE (3rd) - Smith	Ms. Rebkah Pitasi
AIDE (3rd) – Maryam	Ms. Marian F. Mohamed
AIDE (3rd)- Maryam	Ms. Ubah Hussein
AIDE (4th) - Daniels	Ms. Abdimajid Irobe (1:1)
AIDE (4th) - Daniels	Mr. Muhammad Haris Mushtaq (1:1)
AIDE (4th) - Bestul	Ms. Hodan Ibrahim (1:1)
AIDE (5th) - Salah	Ms. Marian M Mohamed (1:1)
AIDE (5th) - Salah	Mr. Sakhaudin Mohamud
AIDE (6th) - Nierdhaus	Mr. Taha Osman
AIDE (7th) - Weinmann	Ms. Hafsa Hussein
AIDE (8th) - Sufi	

AIDE (Arabic) - Fatima	Mr. Mohamud Omar
AIDE (SUCCESS) - Alhuniti	Mr. Ammanuel Tessema
AIDE - Katz	Mr. Omar Yusuf
S U P P O R T	
Front Desk	Ms. Hodan Nur
Technology Coordinator	Mr. Mohiuddin Fasi
Maintenance (Lunch)	Ms. Hawa Farah
Maintenance (Lunch & Building)	Mr. Awil Jama
Maintenance (Lunch & Building)	Mr. Kadar Ahmed
Maintenance (Lunch & Building)	Ms. Fadumo Adan
School Nurse	TBD
Bus Monitor	Abdinur Dahir
Bus Monitor	Fathi Elmi

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
Lucy Crosby	1 Year	Teacher Member	651/340-9554	lcrosby@uacsmn.org	Teacher Member
Ahmed Haile	2 Year	Parent Member	651/494-2254	Saciidoandismaciil1@gmail.com	Parent member
Laila Wardhere	1 Year	Parent Member	952/769-4181	Bonil74@yahoo.com	Parent Member

Comprehensive school board training was completed on May 26, 2016.

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

4) school board composition and the board demonstrates the capacity to govern an effective charter school;

5) board member training;
6) 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
7) 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

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.

Director's Professional Development Plan

The Director of Universal Academy Charter School is Farhiya Einte. She holds two Bachelor's degrees, a Master's Degree, and a license in Elementary Education. She is working on her Principals licensure at Hamline University. She completed 2 classes during FY18 and will finish the degree in 2019.

Operational Performance

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

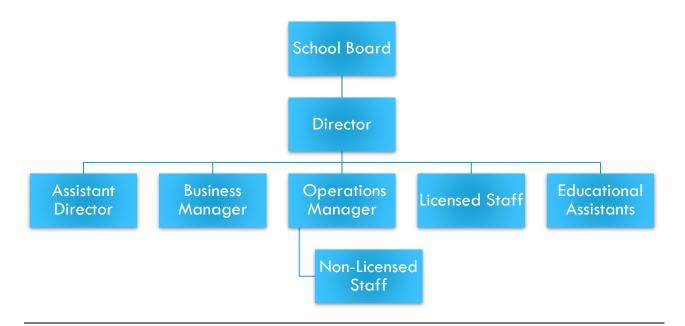A. relevant compliance and reporting requirements to the authorizer, state education agency, and/or federal authorities, including but not limited to:

> 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;

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:
    e) Nursing services and dispensing of pharmaceuticals;
    f) Food service;
    g) 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:
    c) 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;
    d) Conduct of discipline pursuant to the Pupil Fair Dismissal Act;
    e) Maintain the security of and provide access to students records under the Family Educational Rights and Privacy Act and other applicable authorities;
    f) Transfer of student records;

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

G. required background checks for all school employees

Finances

The following is one approach to providing financial information for the annual report Full financial statements are not necessary. Even though you may not have final FY18 audited financial information, you must still provide preliminary information.

For questions regarding school finances and for complete financials for 2017-18 and/or an organizational budget for 2018-19, contact:

Name: Ann Yang

Position: Finance Director

Contact info: Designs for Learning

Phone: 651-255-8858

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, 2018.

FY18 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	4,613,160	304,967	N/A
Total Expenditures	3,495,791	271,598	N/A
Net Income	1,117,368	33,369	N/A
Total Fund Balance	3,714,516	36,270	N/A

Overview

Brief narrative regarding overall financial situation – successes and challenges from FY18 (e.g., met enrollment targets, fell below targets, received large grant, holdback, lines of credit).

Finances during the 2017-2018 school year remained stable. The revised budget was developed for 325 ADM and ended the school year with 344.68 ADM.

On June 30, 2018, Universal Academy had $121,730 in payroll liability and $71,905 in accounts payable. Accounts payable balance was paid in early July 2018. Payroll liabilities include teacher salaries and benefits paid over the summer months.

Revenues

As of June 30, 2018, the school has received in Fund 01 a total of $4,613,160 of current Fiscal Year State, Federal, and Local revenues. Universal Academy Charter School ended June 2018 with a current fiscal year to date Fund 01 positive balance (revenues received less expenditures incurred) of $1,117,368

Expenses

The largest expenses for Universal Academy are salaries & benefits, followed by purchased services, the building lease, and supplies. Purchased services include most of our Special Education team as they are contracted consultants, contracts for professional development, recruiting services, and school improvement strategists. There was additional cost for the new facility cost such as classroom/office furniture/equipment, technology server system built in, and moving cost.

Expenses for the school year increased appropriately for the increase in student enrollment.

Net Income and Fund Balance

Universal Academy Charter School had an overall audited fund balance of $3,750,786 at June 30, 2018.

UA Future Plans

1) Expansion plans: Universal Academy Charter School has expanded into Phase 2 of our new school building. Phase two included finishing 7 permanent classroom and administrative area were finished, as well as the Gym and the playground will be finished.
2) Continued expansion of the use of the school intervention binder and tracking the interventions each student receives throughout the year.
3) UACS increased to two PreK classes during 2018/19. The expansion plan is to increase to three classes in each grade level, starting at the lower grades with PreK and Kindergarten.
4) UACS looking to add an additional Specialist Classes like Art class.
5) During FY19 UACS will be adding an additional computer lab.

Attachments

Attachment 1: School Calendar

UNIVERSAL ACADEMY

Calendar Legend

HOPE for Brighter Future

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

Jan. 1-5 No School Winter Break

Jan. 8-26 NWEA (Winter) (optional)

Jan. 11 Parent Empowerment Night

Jan. 15 No School MLK Day

Jan. 26 No School for Students Data Day

JANUARY 2018

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			

Feb. 1-Mar. 23 ACCESS for ELL Testing

Feb. 5-9 Book Fair

Feb. 8 Parent Empowerment Night

Feb. 8-9 Conferences (QII) Half day for students

Feb. 19 No School Presidents' Day

FEBRUARY 2018

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 2017

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. 14-24 Teacher Workshop

Aug. 25 Open house K-8

Aug. 28 First day of school K-8

Mar. 8 Parent Empowerment Night

Mar. 29 No School for students Data Day

Mar. 30 No School for students and Staff

MARCH 2018

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 2017

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. 4 No School Labor Day

Sept. 5-22 NWEA (Fall) K-8

Sept. 11-15 Book Fair

Sept. 14 Parent Empowerment Night

APRIL 2018

Apr 12 Parent Empowerment Night

April 19-20 Conferences (QIII) Half Day for students

April 2-April 20 MCA-III Online Testing Math and Reading

April 23-27 No School Spring Break

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 2017

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. 12 Parent Empowerment Night

Oct. 19-20 MEA Conferences No School for Students

Oct. 25 Picture Day (Wear Uniform)

MAY 2018

May 7-11 MCA-III Online Testing Science

May 10 Parent Empowerment Night

May 7-25 NWEA (Spring K-8)

May 28 No School Memorial Day

May 29 Kindergarten Graduation

May 30 Field Day

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 2017

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. 3 No School For Students: Data Day

Nov. 9 Parent Empowerment Night

Nov. 9 Conferences (QI) Half Day for students

Nov. 10 Conferences all Day no Students

Nov. 23-24 No School Thanksgiving Break

JUNE 2018

June 1 Last Day of School for Students

June 8 Last Day of School for Teachers

Final Report Cards Due

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 2017

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9

Dec. 14 Parent Empowerment Night

Dec. 25-Jan. 8 No School Winter Break

174 Student Contact Days

192 Teacher Work Days

    Term 1: 46 days

    Term 2: 46 days

    Term 3: 42 days

JULY 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14

10	11	12	13	**14**	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Term 4: 39 days

15	*16*	*17*	*18*	*19*	*20*	21
22	*23*	*24*	25	26	27	28
29	30	31				