



URBAN ACADEMY

Annual REPORT

2023-2024

URBAN ACADEMY

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School Information

Minnesota Charter School District #4088

Dr. Mongsher Ly, Superintendent 1668 Montreal Ave, St Paul, MN 55116 (651) 215-9419 Fax: (651)215-9571

Email: mly@urbanacademymn.org

History

Opened Fall, 2003

Grades Served

Pre-Kindergarten to 8th grade.

School Calendar/Hours of Operation

The school day at UA runs from 9:00 a.m. to 4:00 p.m. Monday through Friday, and Summer school was in session in June and July.

Board of Directors

Urban Academy has 7 Board Members with a Community Member Majority. There are 4 Community, 2 Parent and 1 Teacher Members. Board Elections are held each year in February.

Programmatic Focus:

Multicultural, urban-based teaching, learner-centered.

Mission and Vision

Mission:

Our mission is to work in partnership with urban parents to provide an opportunity for every child to meet or exceed their individual potential in basic academic and life skills by utilizing research-proven methods in a safe, structured, and respectful community.

Vision:

Inspiring, challenging, and enhancing every student's innate ability to succeed.

Values:

Honesty, personal responsibility, self-discipline, cooperation and respect for others.

Beliefs:

Urban Academy provides quality education for urban students in grades Pre-K to 6. We believe that education plays a critical role in developing creative and responsible human beings. Children have an innate ability to learn. When nurtured and taught in an environment that respects their unique culture, abilities, resiliency, and effort, they awaken the desire to learn. Ready and willing to be taught, children grow and flourish as creative citizens, able to make their own distinctive contribution to society.

Urban Academy believes in a strong partnership with the students' home and community in which they reside. Every student is to be understood holistically, by understanding the student's academic abilities, social and personal life, which impacts their academics and behavior. Our Family Specialist is a resource to the parents by providing them resources that they need so that they can support their children at home.

Goal:

To create a school improvement process and plan that is collaborative, focuses on student learning, and is measured by multiple sources of data.





Authorizer

**Novation Education Opportunities 3432 Denmark Ave, Ste 130
Eagan, MN 55123
612-889-2103
executive.director.neo@gmail.com**

UA began its relationship with the new sponsor, Novation Education Opportunities (NEO), in the 2011- 2012 school year. The current contract is for 5 years running from 2019-2026. NEO ensures that UA is accountable and responsible in four key areas: (1) governance, (2) student and school performance, (3) operational performance, and (4) financial management. As part of NEO's oversight, NEO is contracted to attend at least two board meetings, review the annual report, review the school's report card, review the school's budget, and make at least two site visits.

Novation focuses on innovation and solutions for meeting student needs more effectively. The leaders of the innovative school models within NEO's portfolio designed the education programs specifically to meet the needs of students whose needs were not being met through existing alternatives. NEO works with schools to set high expectations and monitor and evaluate progress toward reaching them. NEO provides an ongoing, consistent, and robust evaluation to achieve significant and measurable student growth. NEO facilitates the connection of innovation and high-quality education by working with schools to identify best practices and share them not only with schools in the NEO portfolio but with all schools, to improve the opportunities that students have for success in meeting their hopes and dreams.

Primary Purpose

The primary purpose of mission-driven charter schools is to improve the learning achievement, and success of all students. The additional purposes of charter schools are to:

1. increase quality learning opportunities for all students;
2. encourage the use of different and innovative teaching methods;
3. measure learning outcomes and create different and innovative forms of measuring outcomes;
4. establish new forms of accountability for schools; or
5. create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Urban Academy seeks to meet the additional purposes of increasing quality learning opportunities for all students, encouraging the use of different and innovative teaching methods, and creating new professional opportunities for teachers.

- *To increase quality learning opportunities for all students:* Urban Academy increases quality learning opportunities by providing a learning environment that nurtures and respects students' unique culture, abilities, resiliency, and effort. Teachers design lessons that support English language learners, build on prior knowledge, and incorporate diverse resources and materials that reflect multiple cultures and perspectives. This approach encourages academic discourse, critical thinking, and collaboration, promoting deeper engagement and academic success.
- *To encourage the use of different and innovative teaching methods:* Urban Academy encourages the use of different and innovative teaching methods by using evidence-based practices and avoiding "trends." Using backwards planning, teachers design engaging lessons that provide ample opportunities for students to actively participate in the lesson. Our reading program has been built on the 5 pillars noted by the National Reading Program, and our math program is rooted in providing students with a deep conceptual understanding of concepts.
- *To create new professional opportunities for teachers:* At Urban Academy, we prioritize providing professional opportunities for teachers. We encourage teacher development in multiple ways. Each fall, teachers create Individual Growth Plans (IGPs) with personalized goals, which they review and reflect on throughout the year with school leaders. Additionally,

experienced teachers can take on mentorship roles, guiding their peers. Weekly Professional Learning Community (PLC) meetings further support teacher development and professional opportunities where teachers support one on another, focusing on strategies such as:

- Analyzing student data
- Unit planning
- Aligning coursework
- Skills training
- Identifying effective instructional strategies

School Enrollment and Demographics

Dissemination of Information Enrollment Procedures

UA recruit's students from diverse communities through our website, social media, mailings, community events, and personal referrals. To ensure all families feel welcomed and included, we provide all enrollment forms in multiple languages (English, Hmong, Karen, and Spanish). A limited amount of information is gathered on the forms as directed by law, including: the student's name, gender, grade (to determine if space is available), whether or not the student has a sibling enrolled at UA (applicants with enrolled siblings have higher priority), and the parent or guardian contact information.

UA's Policies and Procedures Handbook details admissions procedures. The Office/Enrollment manager manages enrollment applications, makes admission decisions, and notifies parents of admitted students. Per the Policies and Procedures Handbook, Urban Academy gives preference to and enrolls siblings of UA students and then new students on a first-come-first-served basis until space is filled. If the number of applicants exceeds the number of openings, admission is based on a lottery system. If parents or guardians contest the admissions policy, then the School Board reviews the matter and renders a decision.

The tables below document the diverse population present at Urban Academy.



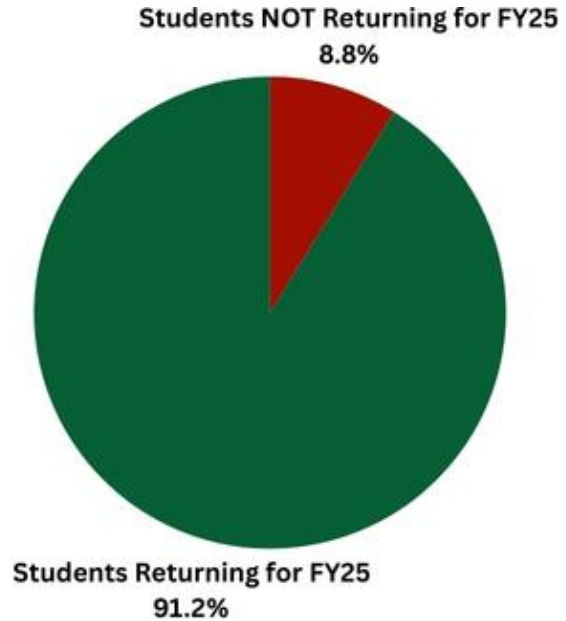
Number of Students Enrolled	2021-2022	2022-2023	2023-2024
Prekindergarten	32	33	24
Kindergarten	62	59	59
1st Grade	69	69	62
2nd Grade	64	68	76
3rd Grade	72	64	68
4th Grade	41	38	38
5th Grade	35	41	41
6th Grade	32	32	34
7 th Grade	36	29	33
8 th Grade	40	33	28
Total	483	466	463

Demographic Trends	2021-22	2022-23	2023-24
Total Enrollment	483	466	463
Special Education	42 (8.70%)	54 (11.58%)	65
English Learners	191 (39.54%)	179 (38.41%)	191
Free/Reduced Priced Lunch	>=90%	466 (100%)	463
African American	56 (11.59%)	68 (14.59%)	61
Latino/Hispanic	3 (0.62%)	3 (0.0064%)	4
Asian/PI	415 (85.92%)	391 (83.9%)	391
American Indian	3 (0.62%)	3 (0.0064%)	2
White	1 (0.21%)	3 (0.0064%)	5
2 or more races	5 (1.04%)	1 (0.00214%)	0

Description	Number
Students who were in attendance on October 1, 2023	454
of those students remained until the end of the school year	388
Students who left the school after October 1, 2023	66 (22)
New students enrolled after October 1, 2023	10
Total students who were enrolled on June 1, 2024	388
Students who were enrolled on June 1, 2024 and re enrolled in September of 2023.	414

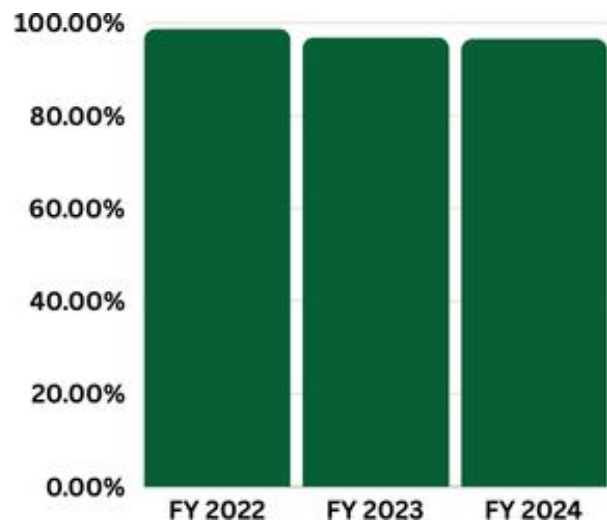
Student Retention Rates

# of Students Eligible to Return for FY25	# of Students Returning for FY25	% of Students Returning FY25
454	414	91%



Student Attendance

FY 2022	FY 2023	FY 2024
98.73%	96.9%	96.54%



Governance and Management

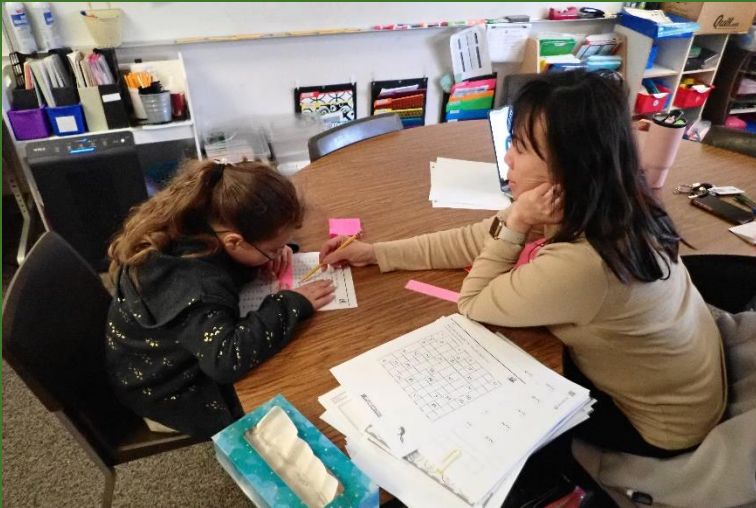
The school is administered by Dr. Mongsher Ly, the Superintendent, who holds a K-12 Principal License and Minnesota Superintendents license #450140. The board meets on the third Monday of each month. The Superintendent reports on the school’s progress in terms of the governance plan, management plan, and operations plan to ensure the proper execution of each. The Superintendent is primarily responsible for the school’s operation performance and is evaluated formally once per year by the board

Board of Directors

The board structure for the 2023-24 school year is as follows:

<p>Melissa Jensen Jensen.melissam@gmail.com</p> <p>Term: FY23-FY25 Membership Category: Community Member Board Position: Chair</p>	<p>Fong Lor Flor26@comcast.net</p> <p>Term: FY23-FY25 Membership Category: Parent Board Position: Vice Chair</p>
<p>Dr. Tamara Mattison tdmatti@comcast.net</p> <p>Term: FY24-FY26 Membership Category: Community Member Board Position: Finance Chair</p>	<p>Ronsoie Xiong rxiong@urbanacademymn.org</p> <p>Term: FY24-FY26 Membership Category: Parent Board Position: Secretary</p>
<p>Nancy Smith Kimamana51@gmail.com</p> <p>Term: FY23-FY25 Membership Category: Community Member Board Position: Member</p>	<p>Yuyin Liao ylyiao@urbanacademymn.org</p> <p>Term: FY24-FY26 Membership Category: Teacher License #423068 Board Position: Member</p>
<p>Chao Yang cyang@urbanacademymn.org</p> <p>Term: FY24-FY26</p>	<p>Caley Long Caley.k.long@gmail.com</p> <p>Term: FY23-FY25</p>

<p>Membership Category: Teacher License #392714 Board Position: Member</p>	<p>Membership Category: Community Member Board Position Member</p>
<p>Dr. Mongsher Ly mly@urbanacademymn.org</p> <p>Term: 1999 – present Superintendent Administrative License #: 450140 Board Position: Ex-Officio Member</p>	
<p>Board Advisory Member</p> <p>Ralph Elliott 651-785-5544 (home) 651.215.9419 ext. 202 (work) relliott@urbanacademymn.org</p> <p>Term: 2012 – present Administration Academy</p>	<p>Board Advisory Member</p> <p>Luis Brown-Pena 651.442.0956 (cell) 651.552.0956 (home) Lbrownpena@yahoo.com</p> <p>Term: 2010 – present Community Professional</p>



Board Training

The Urban Academy Board is committed to be in compliance with MN Statute 124D.10 Subd. 4(f) Every charter school board member shall attend training throughout the member's term on the board. All new board members shall attend initial training on the board's role and responsibilities, employment policies and practices, and financial management.

The Board of Urban Academy does annual training for all returning members and new members with accredited consultants or agencies.

Initial training and Annual training are completed with the focus on Board's Roles and Responsibility, Employment Policies and Practices and Financial Management.

Training topics for the board are decided based on the annual assessment completed by board members. The training was completed by Instructional Designs during the month of May. Also, additional training is done during summer Board Retreat that focuses on Board Governance topics as well as other related topics that impact Urban Academy such as policy and procedures. In FY24, board members participated in the following training:

Board Member	Topic	Date	Presented By
Melissa Jensen	Strategic Planning: -Why It's Important for School Board to Oversee -Developing the Strategic Plan	May 22, 2024	Instructional Designs, Inc.
Dr. Tamara Mattison	Strategic Planning: -Why It's Important for School Board to Oversee -Developing the Strategic Plan	May 22, 2024	Instructional Designs, Inc.
Nancy Smith	Strategic Planning: -Why It's Important for School Board to Oversee -Developing the Strategic Plan	May 22, 2024	Instructional Designs, Inc.
Chao Yang	Strategic Planning: -Why It's Important for School Board to Oversee	May 22, 2024	Instructional Designs, Inc.

	-Developing the Strategic Plan		
Fong Lor	Strategic Planning: -Why It's Important for School Board to Oversee -Developing the Strategic Plan	May 22, 2024	Instructional Designs, Inc.
Caley Long	Strategic Planning: -Why It's Important for School Board to Oversee -Developing the Strategic Plan	May 22, 2024	Instructional Designs, Inc.
Yuyin Liao	Strategic Planning: -Why It's Important for School Board to Oversee -Developing the Strategic Plan	May 22, 2024	Instructional Designs, Inc.
Ronsoie Xiong	Strategic Planning: -Why It's Important for School Board to Oversee -Developing the Strategic Plan	May 22, 2024	Instructional Designs, Inc.

Management

School Leaders

Name	Title	Responsibilities
Dr. Mongsher Ly	Superintendent	Administration of District
Joe Thompson	Principal	Administration of School
Harold Lang	Academic Director	Oversees curriculum and instruction

Executive Director's Evaluation and Professional Development Plan

Dr. Mongsher Ly was evaluated by board members in April. His evaluation results were presented at the June 17, 2024, board meeting. He received a 4.8 out of 5.0 score. His leadership and vision for Urban Academy is clear. He continues to serve over 20 years of excellence to the school and community as the leader of Urban Academy. Dr. Ly is a licensed K-12 Principal and licensed Superintendent (File #: 450140) and is not required to report on a Professional Development Plan. Dr. Ly continues to participate in high quality professional development courses so he can continue to gain knowledge and skills to support effective teaching and to lead across a full range of responsibilities. Below is a list of PD that Dr. Ly participated during the 2023-24 school year.

Board Trainings:

- Board's Role and Responsibility
- By-Laws
- Strategic Planning
- Financial Management
- Employment Policies and Practices
- Governance

Administration:

- Technology - 4 hours
- Science - 4 hours
- Accommodations, modifications and Adaptations of Curriculum - 5 hours
- English Learner Needs - 5 hours
- Growth in Best Practices - 12 hours
- Math Talk and Number Sense - 9 hours
- Mental Health - 1 hour
- Fish Tank 15 hours
- McGraw Hill - 8 hours
- School Positive Culture - 4 hours
- PBIS - 2 hours
- Cultural Competency Workshop - 8 Hours



Staffing

UA served 463 students in 2023-2024. UA believes in refining its staff to find those who best fit UA’s vision and mission. The classroom teacher to student ratio was 20:1. All UA classroom teachers are Highly Qualified Teachers as defined by MDE. 68.75% of teachers returned for FY25 and 100% of non-licensed staff returned in the fall.

Licensed Staff 2023-24

Last Name	First Name	Position	License #	Not Returning FY25
Marchand	Grace	PreK Teacher	1008992	
McCann	Shannon	PreK Teacher	496019	
Yang	Chao	Kindergarten	392714	
Mooney	Michelle	Kindergarten	1008637	
Hessler	Sarah	1st Grade	499985	
Olson	Cathleen	1st Grade	337623	
Iverson	Sydney	2nd Grade	1009610	
McCabe	Robert	2nd Grade	454698	
Anderson	Katie	3rd Grade	478239	
McCabe	Beth	3rd Grade	511121	X
Miller	Christian	4th Grade	1024173	X
Hughes	Jessica	4th Grade	493569	X
Vue	Mai Ger	5th Grade	1010985	
Conrad	Cheryl	5th Grade	297941	
Cavanaugh	Matt	6th Grade	491923	X
Ollie	Virginia	6th Grade	1026212	X
Bader	Anna	Middle School - Math (6-8)	419132	
Yang	Char	Middle School - Reading (6-8)	1011665	
Stumpner	Jodi	Middle School - Soc. St. (6-8)	485097	X
Merwin	Hannah	Middle School - Science (6-8)	505197	X
Burkhardt	Laura	Art Teacher	375931	
Mastel	Randall	Technology	477187	

Heieie	Erik	Phy Ed/Health	349941	
Earle	Brooklyn	Title I	483267	
Yang	PaKou	Title I	360268	
Filiatreux	Addison	Title I	485138	
Calton	Cherri	ESL	490673	
Westra	Sherri	ESL	449476	
Curran	Shannon	ESL	376988	X
Liao	Yuyin	Special Education - Lead	423068	
Theis	Amy	Special Education	481323	X
Jones	Andrew	Special Education	438525	X
Ly	Mongsher	Superintendent	450140	
Thompson	Joseph	Principal	395612	
Lang	Harold	Academic Dean	422103	
Sommerville	Liz	HR Director		

Non-Licensed Staff

Last Name	First Name	Positions	Not Returning FY25
Para/Sub Teachers			
CC	Lisa	Coded - Title I	
Xiong	Ronsoie	Tech/Testing Coordinator	
Yang	Isique		
Non-Licensed Staff			
Tha	Hser	PreK Paraprofessional	
Paw	You En	PreK Paraprofessional	
Ly	Chaochi	Paraprofessional - Sp Ed	
Brown-Pena	Victoria	Paraprofessional - Sp Ed	
Phyo	Phoo	Paraprofessional - Sp Ed	
Xiong	Randy	Paraprofessional - Sp Ed	
Htoo	Nelsi	Paraprofessional - Sp Ed	
Vang	Andy	Paraprofessional - Sp Ed	
Khaing	Phoo Pwet	Gen Ed Paraprofessional	
Lay	Minn	Gen Ed Paraprofessional	
Say	Lwai	Gen Ed Paraprofessional	

Noi	Nay Nay	Gen Ed Paraprofessional	
Soe	Ehdoe	Gen Ed Paraprofessional	
Ly	Victoria	Gen Ed Paraprofessional	
Ly	Huechee	Gen Ed Paraprofessional	
Conrad	Katrina	Gen Ed Paraprofessional	
Naing	Aung	Gen Ed Paraprofessional	
James	Christina	Executive Assistant	
Vang	Mao	Administrative Assistant	
Elliott	Ralph	Family Specialist	
Thay	Ku	Janitor	
Too	Kanyaw	Janitor	
Lay	Khu	Cafeteria	
Paw	Za Nin	Cafeteria	
Moua	Thormee	Cafeteria	

Professional Development

Throughout the 2023-24 school year, our staff engaged in continuous professional development sessions that were aligned with the goals and priorities outlined in our schoolwide improvement plan. These PD sessions focused on supporting teachers in three key areas: implementing the new curriculum with fidelity, enhancing vocabulary instruction, and deepening understanding of number sense concepts. Additionally, the sessions emphasized the value of "productive struggle" - encouraging teachers to create learning environments where students are empowered to persevere through challenges and develop a growth mindset. By focusing on these areas, our staff gained the knowledge, skills, and confidence to provide high-quality instruction and drive student success.



Finances

	Fund 1	Fund 2	Fund 4
Total Revenues	7,238,601	*686,830	45,000
Total Expenditures	8,094,588	686,830	45,000
Net Income	(\$855,957)	0	0
Total Fund Balance	3,290,691	0	0

*include the permanent fund transfer fr Fd01 \$179,544 to cover the FNS program deficit.

General Fund 01 Overview:

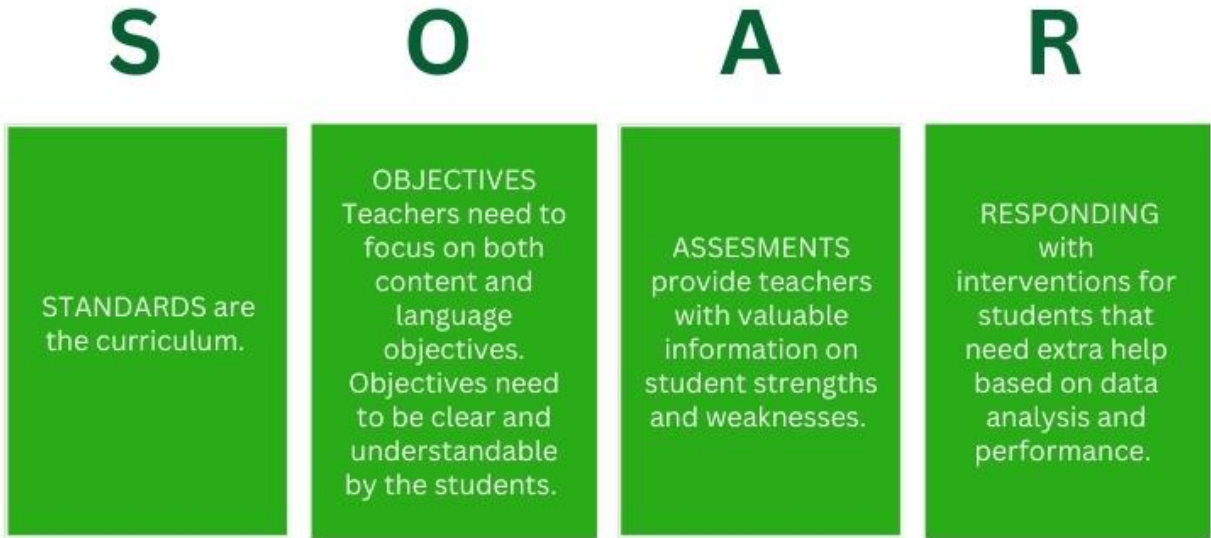
- UA received \$7,238,601 in general fund revenue, 97% of the revised budget. State aid revenue was paid based on enrollment of 392 average daily memberships and/or 403 pupil units. Total federal and special education programs reimbursement totaled \$662,194 and \$427,254, respectively.
- UA general fund expenditure totaled \$8,094,588, which is 1.7% over the revised budget. Total expenditure included a permanent fund transfer to the FNS program \$179,544.
- UA set aside a budget spend down of its fund balance for the facility build-out during the fiscal year.
- Total fund balance decreased by \$855,957 in fiscal year 2024 bringing the fund balance to \$3,290,691; 41% of fund 01 operating expenditure.

Educational Approach and Curriculum

UA’s Best Practices

UA’s curriculum is rigorously aligned to the Minnesota Academic Standards. UA teachers map curriculum to standards using a pacing guide and analyze student MCA results from the previous year and MAP results to identify key concepts and skills that students need to master to become grade-level proficient. Then they identify assessments that measure mastery of those benchmarks and identify curriculum resources that will help students understand the concepts and develop the skills that lead to mastery. This is commonly referred to as “backwards lesson design.” Teachers also utilize Bloom’s Taxonomy and Depth of Knowledge (DOK) in their objectives, lesson planning, and instruction. Each lesson will include a pathway for students to go up the ladder towards higher levels of thinking.

Staff apply their “backwards planning” practice to develop weekly SOAR plans to make sure lesson plans are focused on the Standards. SOAR stands for –“



The SOAR Plans consist of:

1. 2-week unit plans that include the content and language objectives for each lesson.
2. The assessment to be administered at the end of the unit.
3. The results of the assessments at the end of the unit.
4. Analysis and troubleshooting how to support students based on results.

RTI

Teachers meet weekly in teams to analyze assessment results and devise interventions for students not reaching grade level in reading and math. UA also uses internally developed or selected benchmark assessments directly aligned with Minnesota standards on a bi-weekly basis to determine grade level proficiency in reading. The students are also assessed in reading and math through the NWEA MAP assessment twice a year.

Reading Corps

For students that continue to not meet their targeted growth goal, UA uses Reading Corps staff to tutor students with one-on-one research-based interventions. This provides K-3 students additional practice to improve deficient skills such as letter sound and nonsense word fluency correspondence, phoneme blending, phoneme segmenting, word blending, repeated reading with comprehension, and oral reading fluency. This strategy is most effective for those students who are closest to achieving grade-level reading standards and will improve their performance in a timely manner. once school resumes in-person learning.

Title One

The Title I program also has a specific focus on reading literacy. The Title I teacher works with one-on-one or small groups of students focusing on increasing the students' reading skills.

English Language Learners (ELL)

UA has a high percentage of students that are identified as English Language Learners. UA has two ESL teachers to support the language skills of ELL students. English Language Learners are identified at the beginning of each year by the MNLS Survey. Only a student whose parents have completed a Minnesota Language Survey (MNLS), participated in the grade-appropriate English language screening assessment, and has been identified as an English learner can be enrolled in an English language educational program.

English Language Arts

UA delivers scientifically evidence-based reading instruction identified by the National Reading Panel (NRP) across all grade levels. Based on the principles from the Science of Reading, LETRS, and the MN Read Act, our literacy program is designed to explicitly teach students to hear the sounds within words (phonemic awareness), to decode (phonics), to read text aloud accurately, with appropriate speed, and with expression (fluency), to know the meanings of words (vocabulary), and to use reading strategies when reading text to understand it better (reading comprehension). Our newly adopted reading programs, FishTank ELA, UFLI Foundations, and Wilson Language, are built on these core principles

and help guide teachers to implementing a structured and systematic reading program across the grades.

Math

UA adopted a new math program in FY24, Reveal Math and Generation Genius. Both these programs aim to engage students in active learning encouraging them to think critically, solve problems, and communicate their thinking. Through the use of visuals and hands-on activities, these curricula help students gain a conceptual understanding of math concepts. A curriculum map was developed to ensure all standards were taught during the school year. Using the map, catch-up lessons were embedded into the schedule in order to provide lessons to address gaps in learning while continuing to teach grade level standards

Science

This past year, UA implemented McGraw-Hill Inspire Science for students in grades K-5. Inspire Science is a program that empowers students to explore natural phenomena through hands-on, inquiry-based learning, focusing on depth and conceptual understanding over testing knowledge. By prioritizing real-world applications and meaningful experiences, students build lasting knowledge and skills in science and engineering. The program uses phenomena as the centerpiece of each lesson and module, encouraging students to investigate and solve problems to deepen their understanding of key concepts.

The FOSS curriculum, used by students in grades 6-8, offers a hands-on approach to science that builds on prior knowledge and encourages inquiry. Through FOSS, students engage in inquiry-based learning, active investigation, and collaboration, using materials and conducting experiments to find answers. The program also emphasizes writing, research, and reading, with students recording observations in science notebooks and exploring readings to deepen their understanding.

History

The new Social Studies curriculum for 2023-24 was McGraw Hill for grades K-5 and 7-8. Grade 6 used Northern Lights to adhere to the new Social Studies standards. The program was chosen as it deeply embeds Reading and Writing standards into the curriculum. Furthermore, it encourages students to use critical thinking skills and analysis as they learn about history, geography, economics, and civics.

Specials

Throughout the week, students participate in specials that include technology, art, and physical education. These specials offer diverse opportunities for creative expression, physical development, and digital literacy, contributing to the holistic development of each child. By engaging in these activities, students enhance their problem-solving skills, creativity, and physical well-being, supporting their overall growth and success in school and life.

Supplemental Curriculum

To support all our diverse learners, UA utilizes the following supplemental curriculum to complement or reinforce what is being taught in the core curriculum. These additional programs help to bridge any gaps in student knowledge and to provide further enrichment to enhance our learning program.

- IXL
- Thinking Nation
- Generation Genius

Pre-Kindergarten

Our Pre-K curriculum lays the groundwork for future academic success by introducing our youngest learners to the foundational skills needed to be proficient readers, mathematicians, and scholars. Using Frog Street as our core curriculum, Pre-K students are introduced to various themes and activities throughout the year that spark curiosity and celebrate the joy of learning. The state has designated our Pre-K program as a Top Star Pre-K program!

Innovative Practices and Implementation

UA prides itself in being a model school in the implementation of innovative practices and core instructional, assessment, and professional development practices. Core components include backwards planning, formative assessments, and analyzing data in grade-level teams and PLCs. Following innovative practices are at the core of what we do at UA:

Data-Driven Instructional Practices

Staff are trained to "backwards plan" to benchmark assessments to determine mastery of standards. Teachers also meet in grade level teams to examine student results and collaborate on developing strategies to help all students meet grade level proficiency. UA also has grade level planning and data analysis meetings on a regular basis. In addition, there are weekly team meetings (consisting of: grade level teachers, ESL, Title 1-reading and math, special education, para- professional, and monitored by the instructional coach) to discuss the overall progress of students and the effectiveness of interventions. In both reading and math, we have teachers look at individual scores in the various RIT ranges. They will look at where the students need to go and what skills they need to improve. They look at class breakdown reports from NWEA and differentiate their instruction based on the RIT bands on the continuum. Teachers develop lessons and assess students in those skill areas. Teachers backward plan and develop a common formative assessment with the goal of 80% of students using the strategy successfully.

Leadership Team

UA has an instructional leadership team to role model instructional practices and mentor other teachers in the building. The Leadership Team meets on a regular basis to review benchmark data and plan aligned professional development activities to support teachers in helping students that are not achieving their full potential. The Team also talks through feedback from teachers and Q Comp observations to identify effective teaching strategies that can be modeled during upcoming PLCs. Additionally, the leadership team meets to review the overall School Improvement Plan and to review progress on team goals, stay focused on student learning, improve communication, and build capacity across the staff.

Parent Collaboration

Parents are invited to collaborate in a variety of ways. First, parents are invited to Reading, Math, and MCA nights. The parents are notified through goal sheets at conferences two times a year. If parents cannot attend conferences, phone calls are made to make sure they are informed of their child's score. Phone logs are kept ensuring parents are being notified of their child's progress throughout the year.

Additionally, teachers are required to make at least 10 parent contacts each month. Newsletters from the school go out monthly, and some classroom teachers have class newsletters. We have a parent survey each year. Parents are also invited to volunteer in the classroom, additionally, we have family dinners throughout the year, where parents are invited to attend. Parents are invited to participate in school improvement planning efforts.

The parents communicate about math and reading achievement at conferences two times a year. If parents cannot attend conferences, phone calls are made to make sure they are informed of their child's score. Phone logs are kept ensuring parents are being notified of their child's progress throughout the year. A letter is sent home each year with the MCA score listed on the paper. MAP test scores and reading levels are included on report cards.

UA's Family Specialist is a resource to the parents by providing them with resources that they need so that they can support their children at home.

Job Imbedded Professional Development

Urban continues to develop their teachers through observations, individual growth plans, and feedback. Administrators and instructional coaches visit classrooms often to observe, mentor, and coach teachers so they continue to increase their skills and improve their practice throughout the year. During regular Professional Learning Community (PLC) meetings and the follow up support from the instructional leaders provides job embedded professional development aimed at improving teacher understanding of the concepts that students need to master. PLC meetings are held each Monday for 60 minutes. The PLC's sole purpose is for teachers to collaborate on essential outcomes and skills, particularly in reading; and identify how to help students who are behind. Grade-level teams of teachers, with their assigned paraprofessionals, analyze MAP/Acadience data, and data from curriculum-based measures, and determine what instructional strategies are utilized to help students who lack key skills or concepts.

Multi-Tiered System of Support:

UA established a process for MTSS to help identify students that may need additional support in academics and behavior. The system included developing teams of administrators, staff, and paras to look at data, listen to teacher's concerns and observation, and make recommendations for next steps. Through this process, teachers were able to gain ideas to better support their students in the classroom, the school was able to better identify students needing tier 2 or tier 3 support, and students were removed less often from the classroom. Furthermore, teachers were better equipped to provide academic interventions and handle discipline problems, decreasing the amount of time administration dealt with severe problems.

IDI Resources to Support Instructional Leadership

Instructional Designs, Inc. has a longstanding relationship with UA to support its instructional leadership structure by providing coaching, support, and tools to help with the following key "best practices" used at the school.

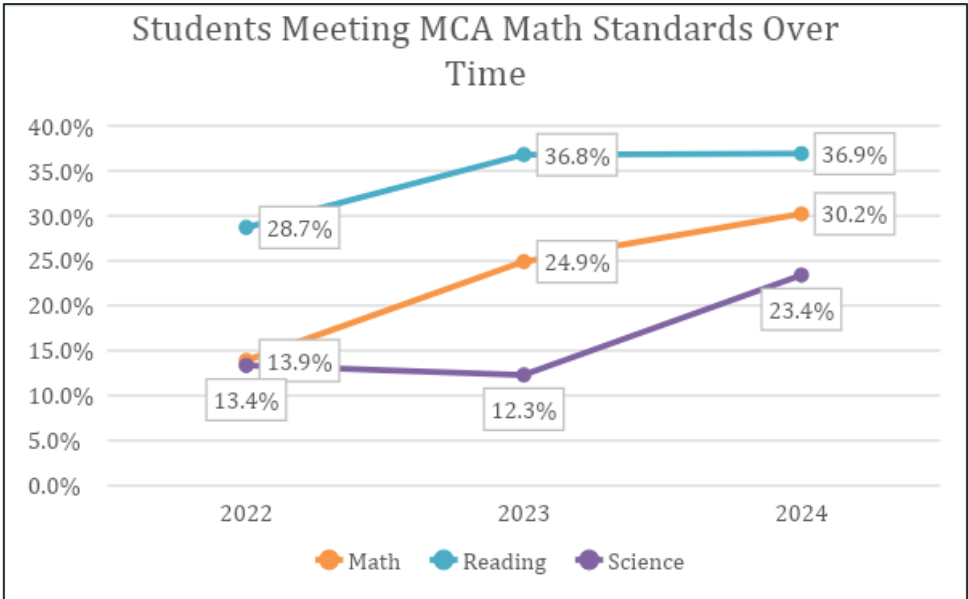
Academic Performance

MCA

MCAs are statewide assessments given to students in grades 3-8. High school students take one last Reading MCA in grade 10 and one last Math MCA in grade 11. The tests help districts measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Both the MCAs and the MTAS assess students in reading, mathematics and science. In addition, Urban Academy uses data from MCA as a tool to measure how our students compare to students that attend St. Paul Public Schools.

Looking at MCA data over the past 4 years, Urban Academy students have continued to show steady growth each year. The table below shows that From FY21-FY24, the percent of UA students meeting Math standards increased by 15.7%. In Reading, that percent grew by 11.3%, and in Science the percent increased by 5.5%.

Chart 1: The percentage of Urban Academy students meeting the MCA Standards improved substantially in Math, Reading and Science from FY2022 to FY2024



The primary purpose of charter schools is to improve all pupil learning and all student achievement. By using different and innovative teaching methods we aim

to provide an education that is equal to or better than the state and the local school district. The data below shows we are meeting that goal as UA students in 2024 outperformed St. Paul Public Schools in both reading and math. Furthermore, when the data is disaggregated, we see that our Free/Reduced Price Meals (FRP) and English Learners (EL) students scored better than their peers across the state.

Chart 2: Urban Academy studies student groups' MCA Math Achievement in FY2024 to identify and promote improvements by groups.

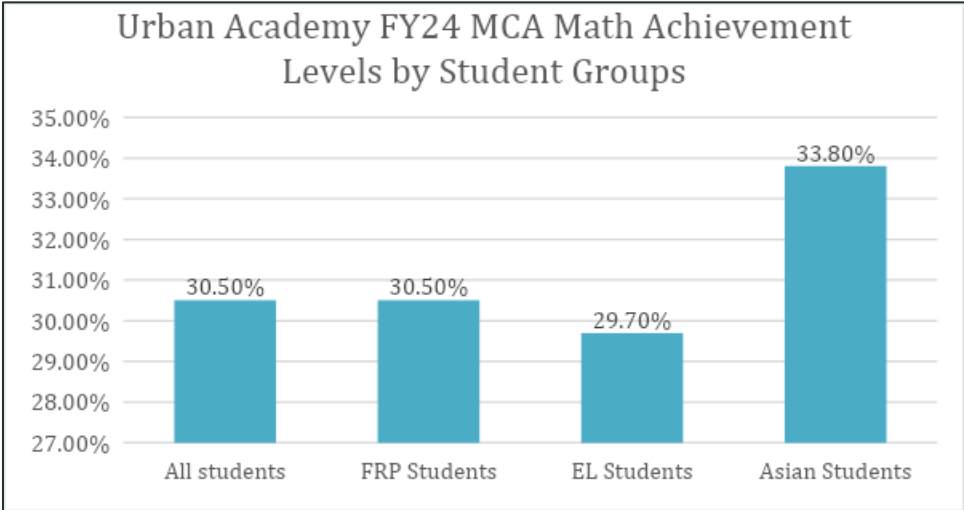


Chart 3: All Urban Academy student groups improved their proficiency rates in MCA Math from FY2023 to FY2024. Note that All Students data points are not visible because data are the same as FRP Students for both years.

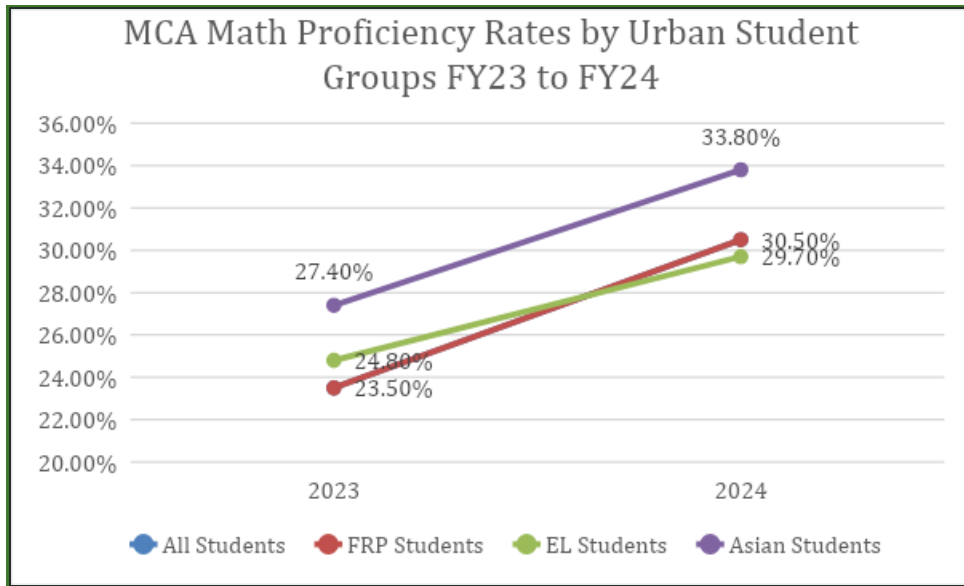


Chart 4: In FY2024 Urban Academy All Students outperformed SPSS All Students in MCA Math proficiency by 7.1 percentage points.

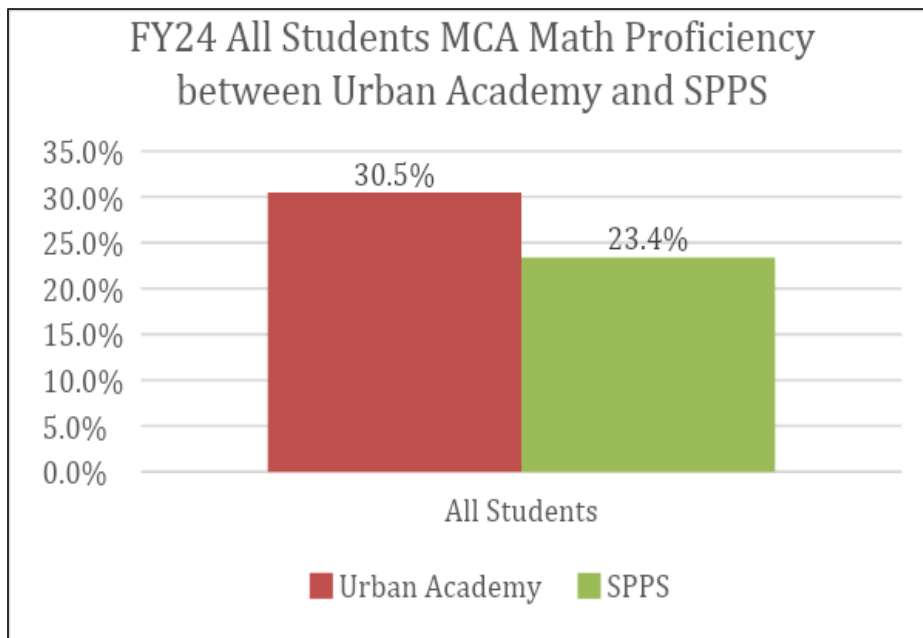


Chart 5: In FY2024 Urban Academy FRP Students outperformed Statewide and SPSS in MCA Math proficiency by 5.3 and 17.1 percentage points respectively.

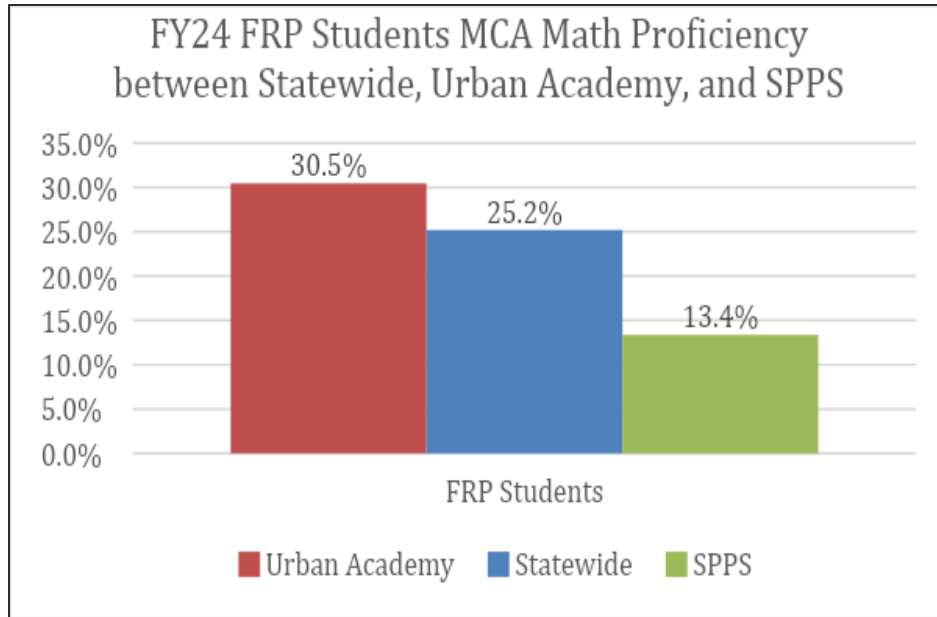


Chart 6: In FY2024 Urban Academy EL Students outperformed Statewide and SPPS in MCA Math proficiency by 10.3 and 14.9 percentage points respectively.

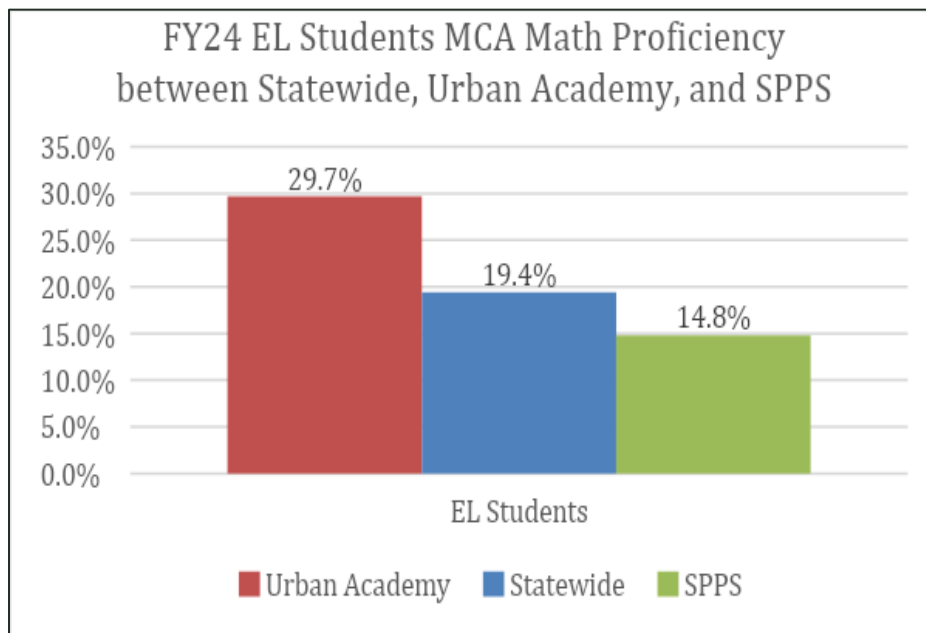
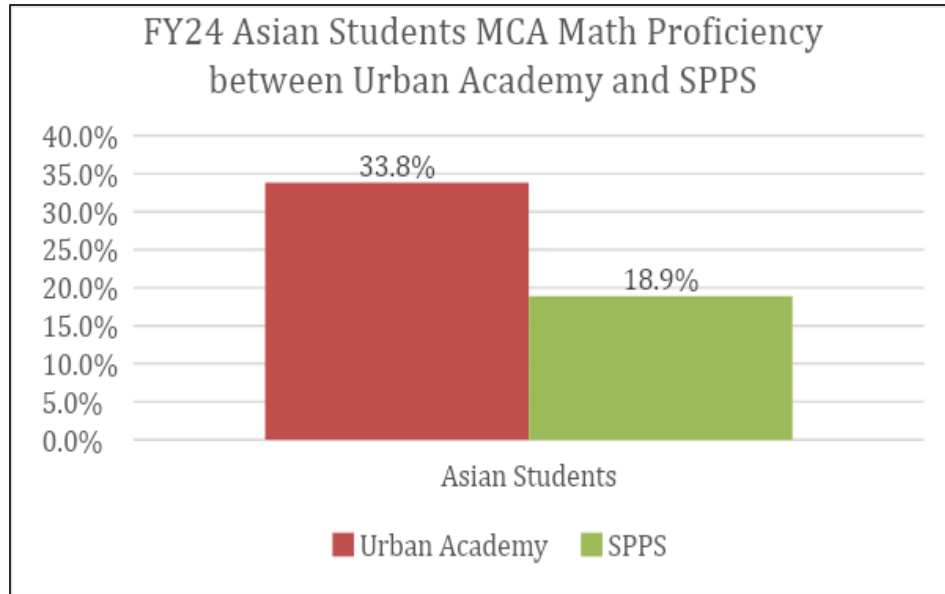


Chart 7: In FY2024 Urban Academy Asian Students outperformed SPPS in MCA Math proficiency by 14.9 percentage points respectively.



These positive MCA growth trends continue in Reading, with more students exceeding or meeting expectations in 2024 compared to previous years. There was also a substantial decrease in students who “Do Not Meet” expectations from 2021 to 2024.

Chart 8: In FY2023 all Urban Academy students and subgroups outperformed SPSS in MCA Reading proficiency.

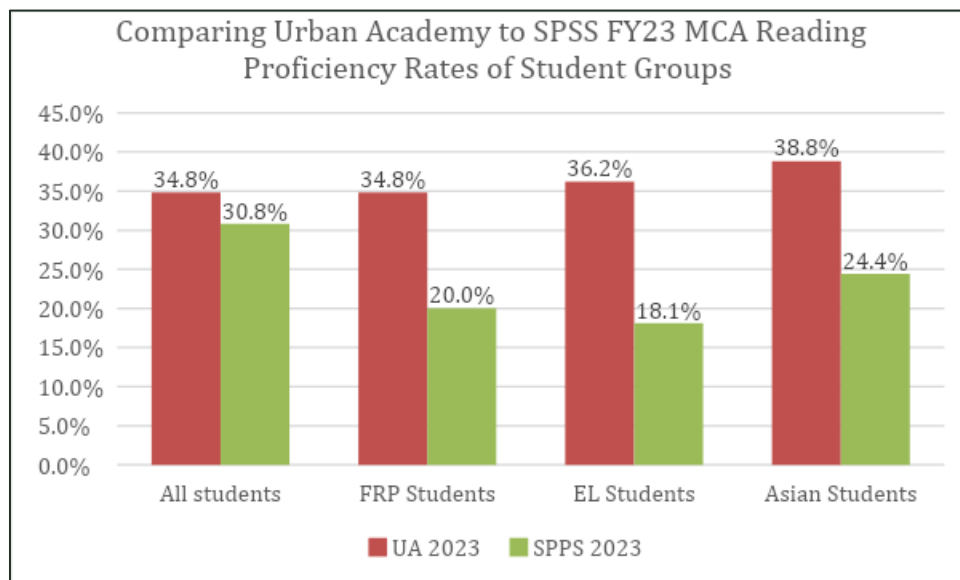


Chart 9: In FY2024 all Urban Academy students and subgroups outperformed SPSS in MCA Reading proficiency.

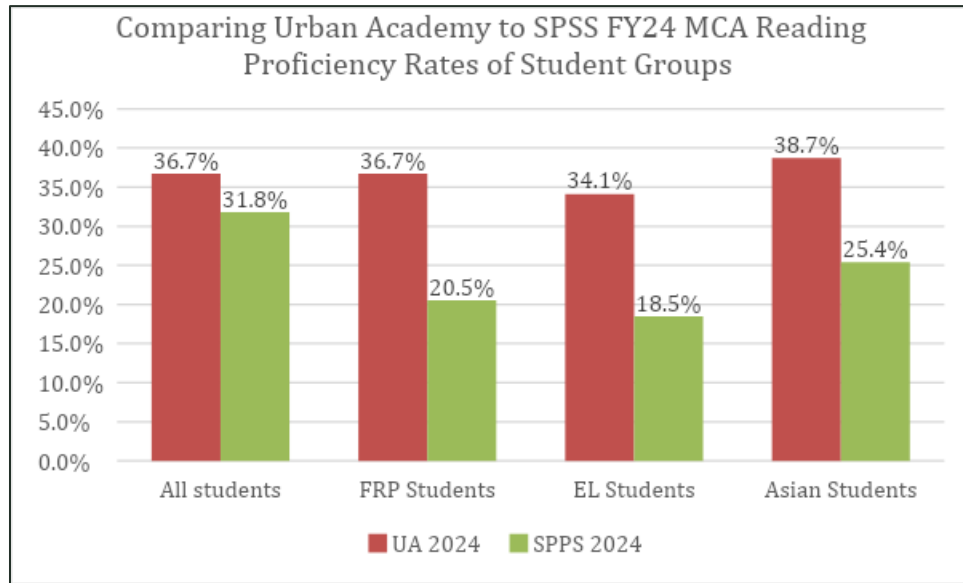
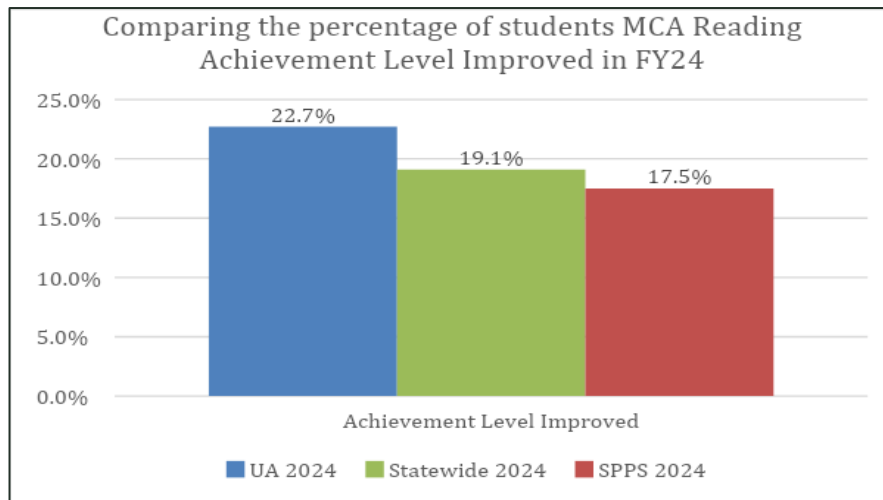


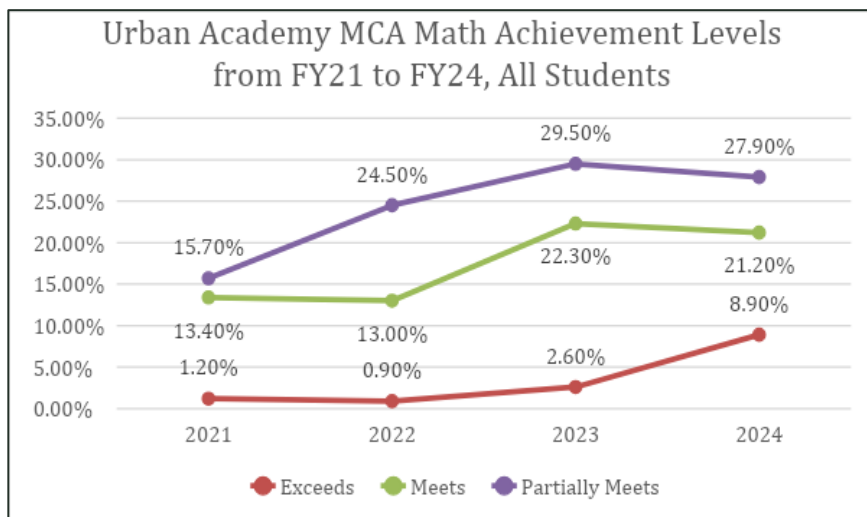
Chart 10: In FY2024 the percentage of Urban Academy students that improved their achievement levels was greater than both the state and SPSS.



MCAs provide us with information to monitor the percentage of students that exceed, meet, partially meet, or decrease from one year to the next. Analyzing this data helps us to evaluate the effectiveness of our instructional program and practices. Urban Academy Students have steadily improved proficiency in MCA Math assessments. The percentage of students who Did not Meet standards

decreased from almost 70% in FY21 to 41.9% in FY24. All other measures steadily increased, most notably the total % of Meets and Exceeds achieved 30.1% of students in FY24.

Chart 11: It may appear that the Meets and Partially Meets decreases were a problem but when compared to the Exceeds, we can infer that students generally improved even more than the prior year.



NWEA

Over half of Urban Academy students start each year below their grade level academically. Urban teachers and staff inquire and look carefully to help these students learn well to meet and exceed their Growth Targets. Much of the impressive growth data in the NWEA Math and Reading sections is the result of the dedicated work and commitment by staff members who implement best teaching practices daily and use assessment data to drive their instruction.

NWEA provides a measure that compares Urban’s students’ growth in Math and Reading to all similar students across the nation. Each student’s growth result is compared to similar students by grade and situation. Then these students are ranked into percentiles. For a student in the 50th percentile half of the students being compared have better growth results and half have lower growth results. For a student in the 99th percentile 99% of the students being compared would have lower growth results. . In NWEA Assessments having over 50% of students meeting Growth Targets means that a school is performing better than average nationally. It is particularly impressive given the UA’s student population. When interpreting Reading results be aware that around 40.6% of the students are English Language learners and over 90% qualify for Free/Reduced-Price meals. UA also does well when measuring “how much” students that meet growth targets are growing – many over 120% which provides evidence that students are “catching up.” During FY24, 64.68% of students met their growth target and the cumulative growth percent was 157.66% in Math! Similar results were seen in Reading where 50.81% of students met their growth target and their cumulative growth percentage was 102.02%.



Chart 12: 64.7% of all UA students (152/235 students) met or exceeded their growth target in Math from Fall 2023 – Spring 2024! This is significantly above the 50% national average.

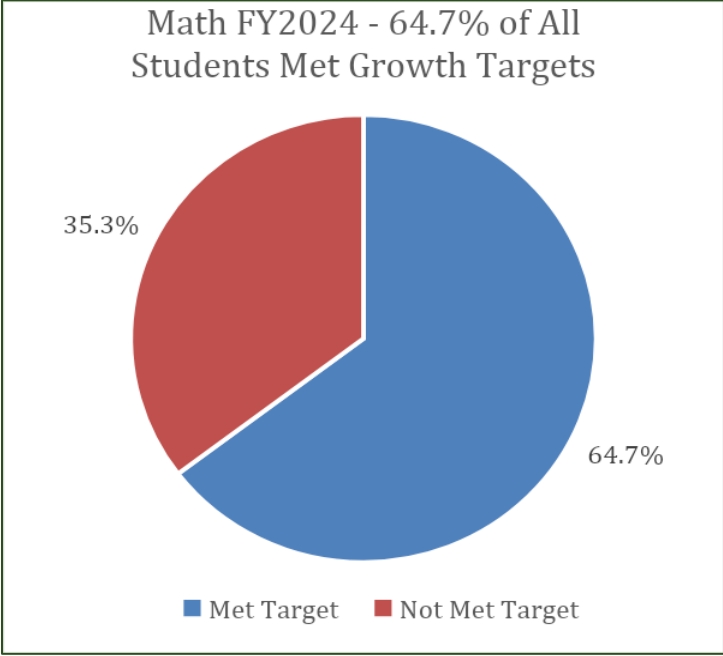


Chart 13: Even more impressively, 65.3% of the students that were Below Grade Level (121/200) met or exceeded their growth target in Math from Fall 2023 – Spring 2024!
This result is significantly above average!

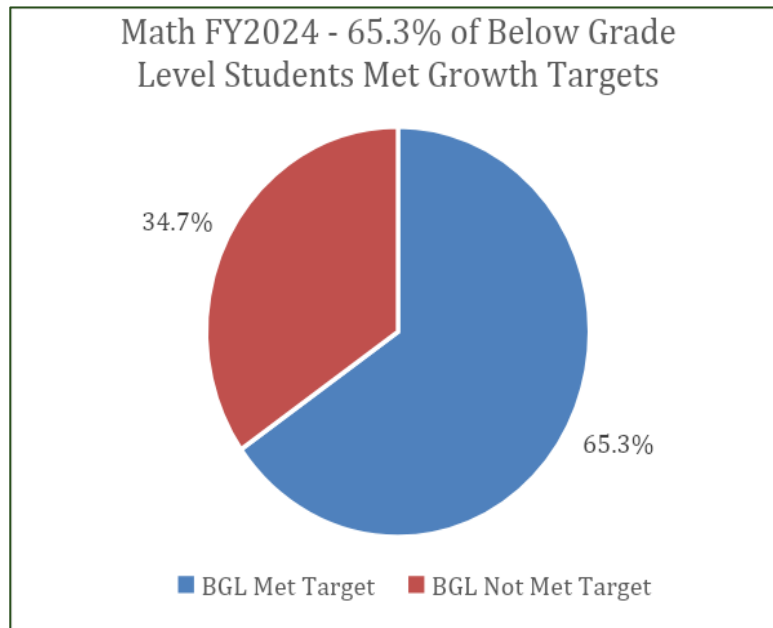


Chart 14: Not only did these 65.3% Below Grade Level students make their growth targets they collectively made 166.3% of the growth that was expected in Math from Fall 2024 to Spring 2024. This again is significantly above the 50% normal level.

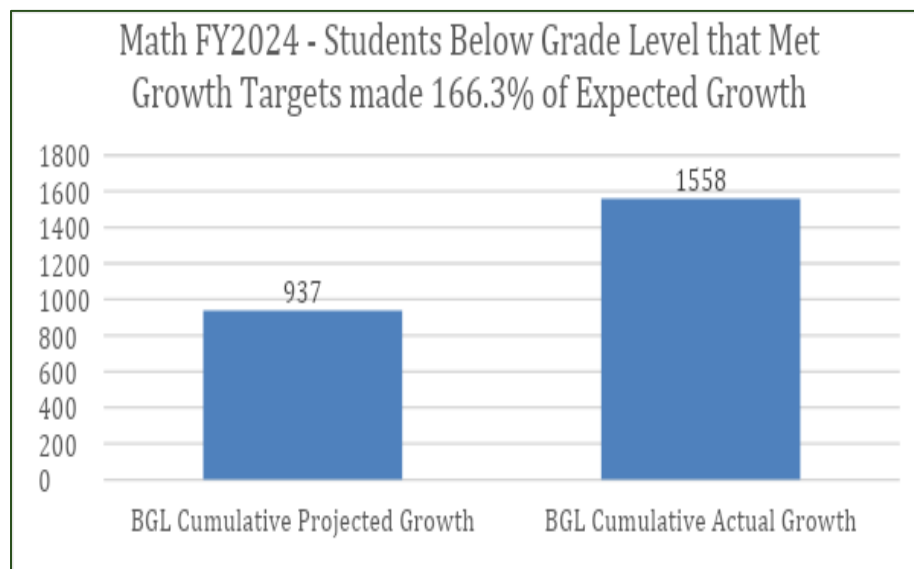


Chart 15: Even more impressively, 64.0% of the students that were At Grade Level (73/114) met or exceeded their growth target in Math from Fall 2023 – Spring 2024!
This result is significantly above average!

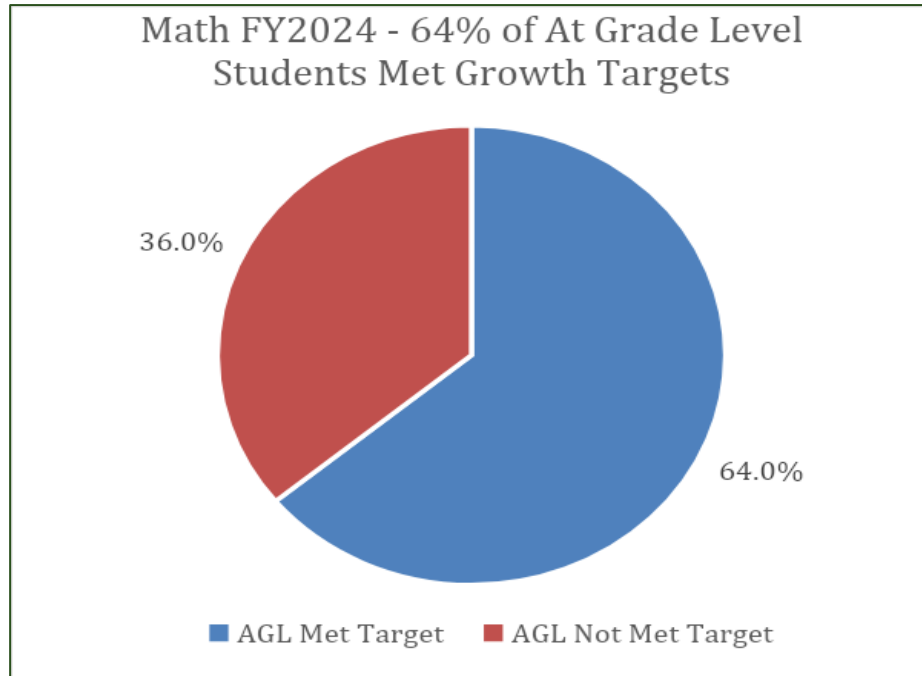


Chart 16: Math FY2024 - The 73 At Grade Level Students who met Growth Targets also made 149.3% of Expected Growth.

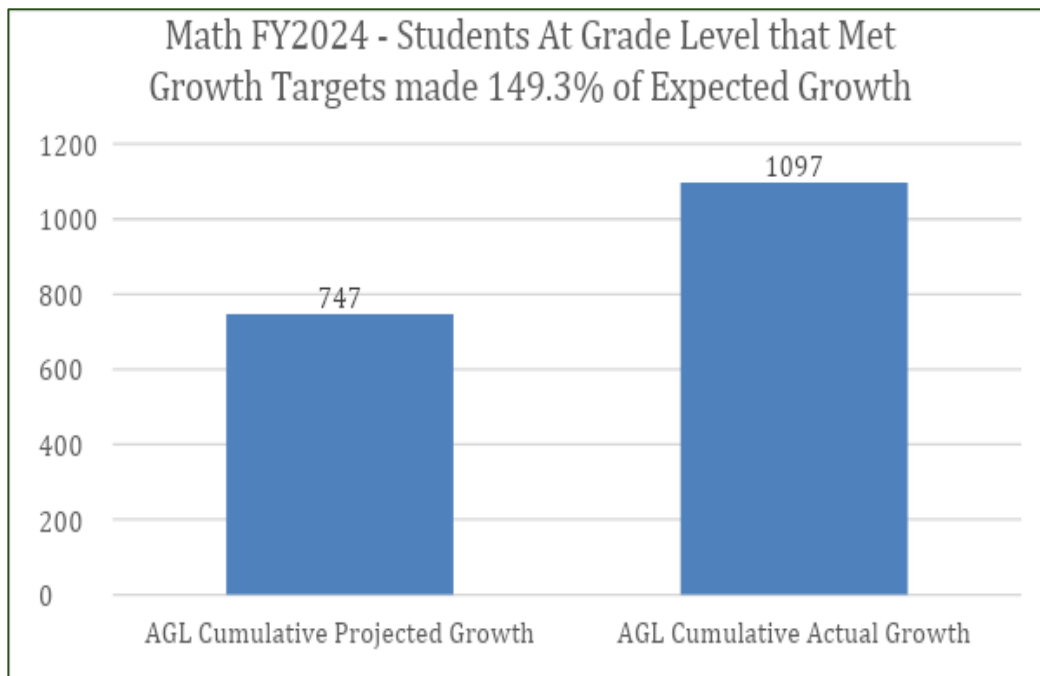


Chart 17: 50.8% of all UA students (124/244 students) met or exceeded their growth target in Reading from Fall 2023 – Spring 2024! This matches the 50% national average, which is good.

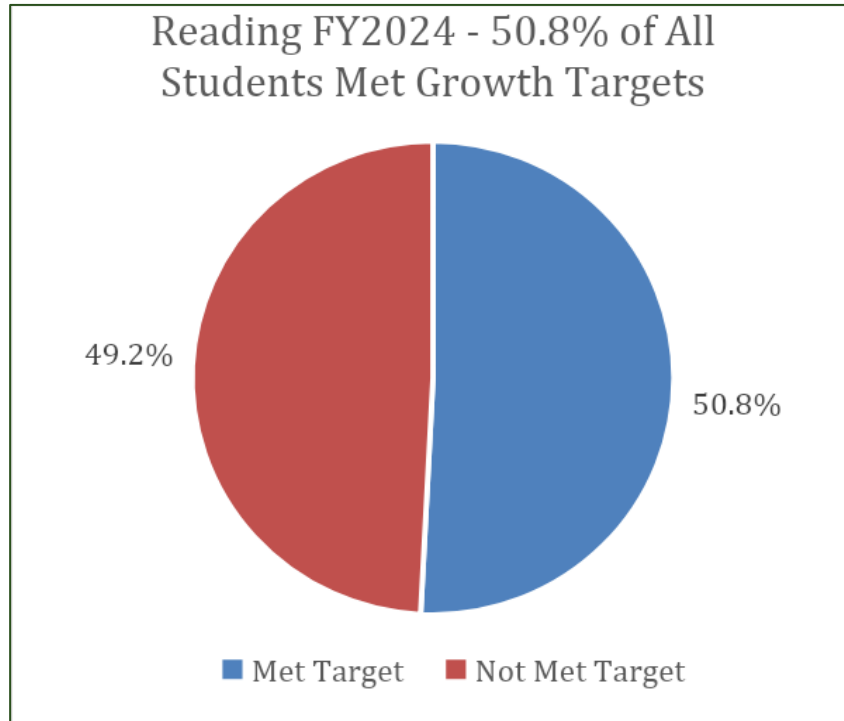


Chart 18: Even more impressively, 67.0% of the students that were Below Grade Level (142/212) met or exceeded their growth target in Reading from Fall 2023 – Spring 2024! This result is significantly above average!

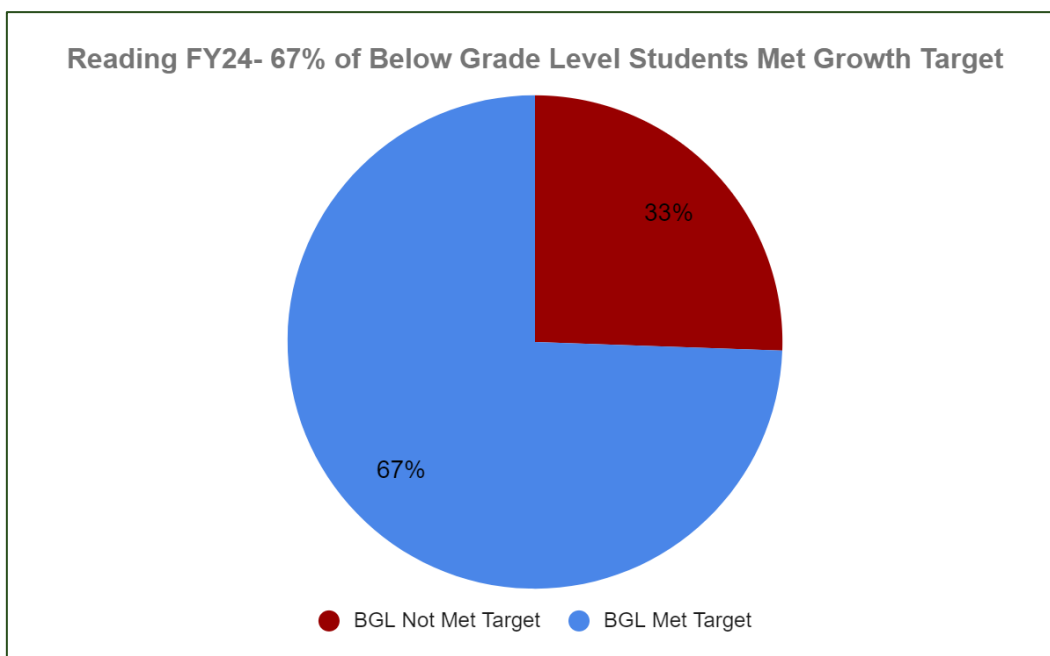


Chart 19: Not only did these 67.0% Below Grade Level students make their growth targets, they collectively made 101.8% of the growth that was expected in Reading from Fall 2024 to Spring 2024. This is in line with the 100% normal level.

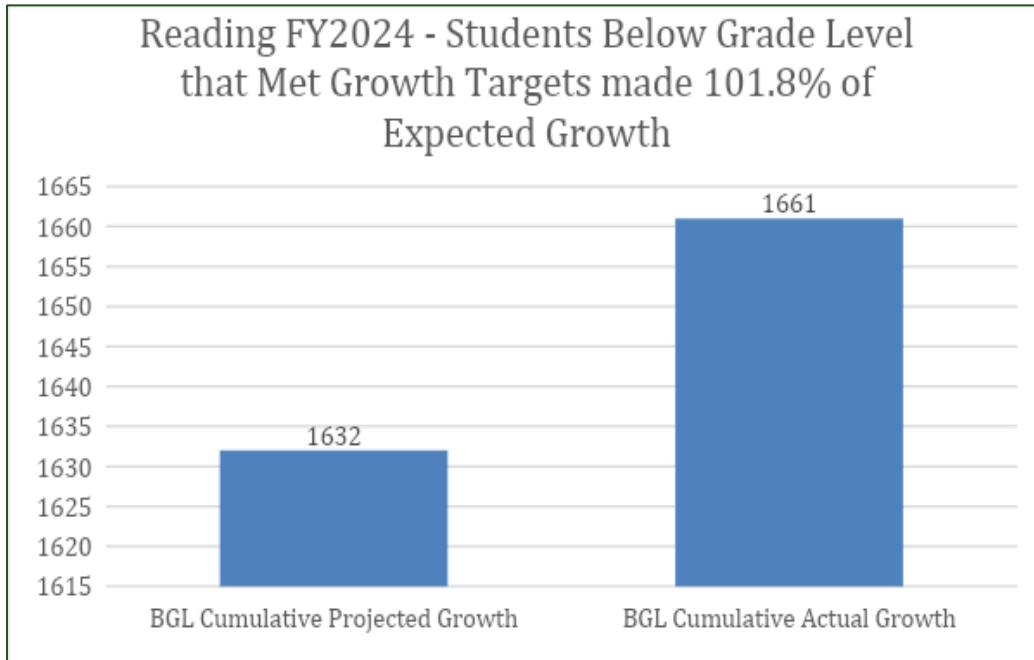


Chart 20: Even more impressively, 52.9% of the students that were At Grade Level (54/102) met or exceeded their growth target in Reading from Fall 2023 - Spring 2024! This result is significantly above average!

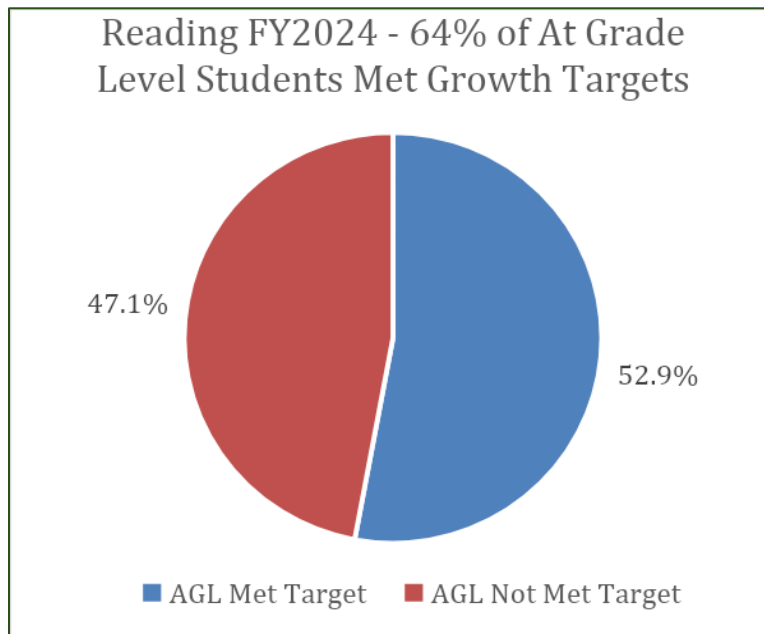
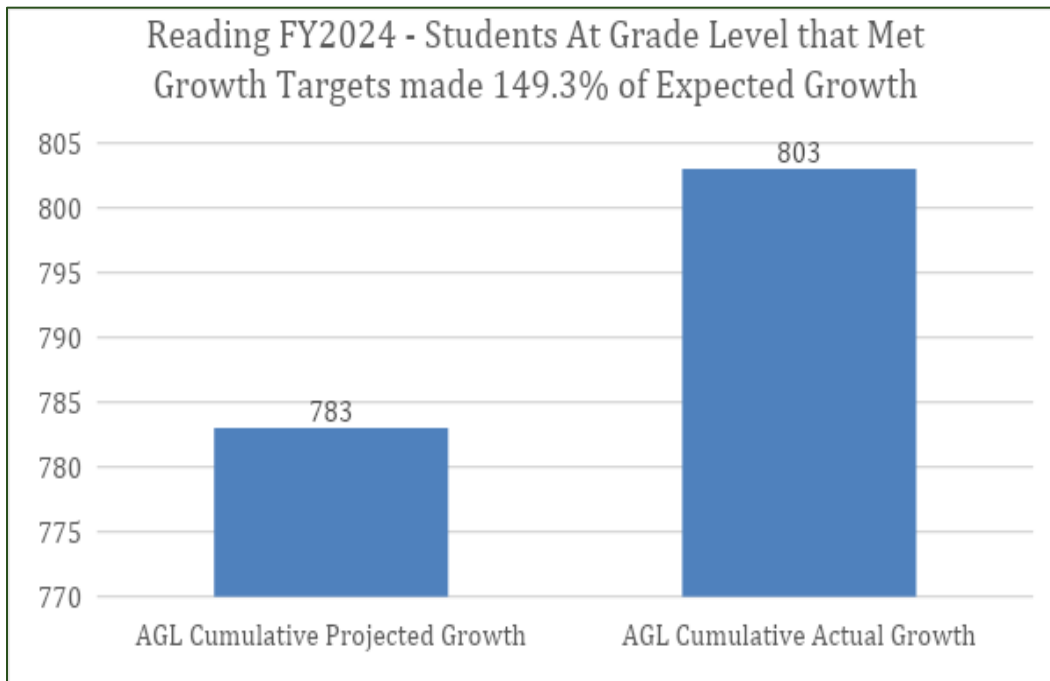


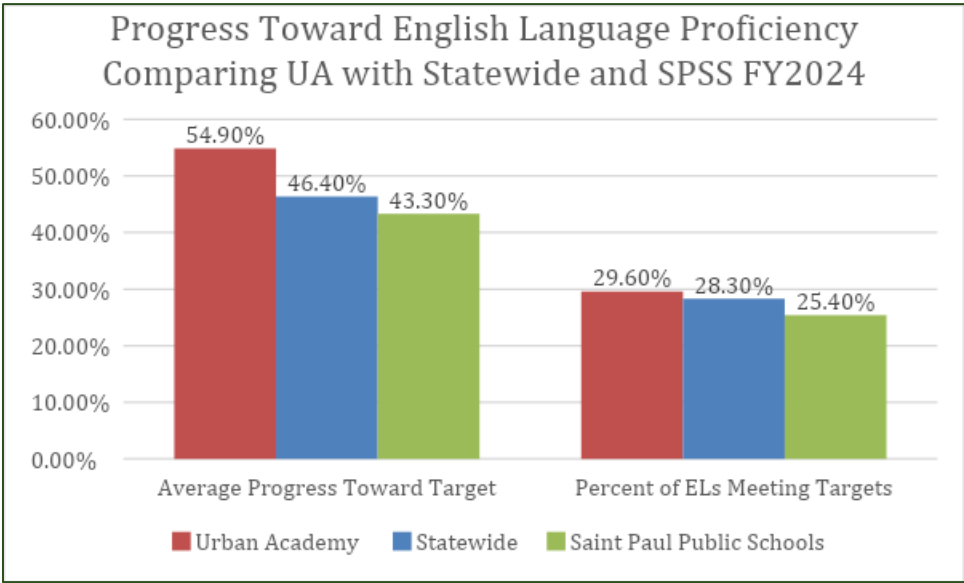
Chart 21: Reading FY2024 - The 54 At Grade Level Students who met Growth Targets also made 149.3% of Expected Growth.



ACCESS

UA ensures educational equity and access for English learners (ELs) through high-quality language instruction. We accomplish this by providing professional development and on-going coaching to all staff. We also provide small group or one-to-one instruction for EL students based on their English proficiency levels, and we use supplemental resources that will best meet the needs of our students. The data below shows that our strategies are effective as UA EL students are making better progress towards their ELP targets compared to the state and St. Paul Public Schools.

Chart 22: A higher percentage of Urban Academy EL students made progress and/or met their EL targets than both the state and SPPS.



Contract Goals

Authorizers and schools work together to develop a performance contract. This contract is used as a guide to ensure the school is maintaining high standards for school performance in the areas of academics, climate, operations, and finance. Authorizers and schools work together to determine the percentage of goals that need to be met in order to gain contract renewal. Urban Academy was awarded a 5 year contract with NEO, this is the maximum number of years a school can achieve. See Appendix A for Urban Academy’s contract goals results.

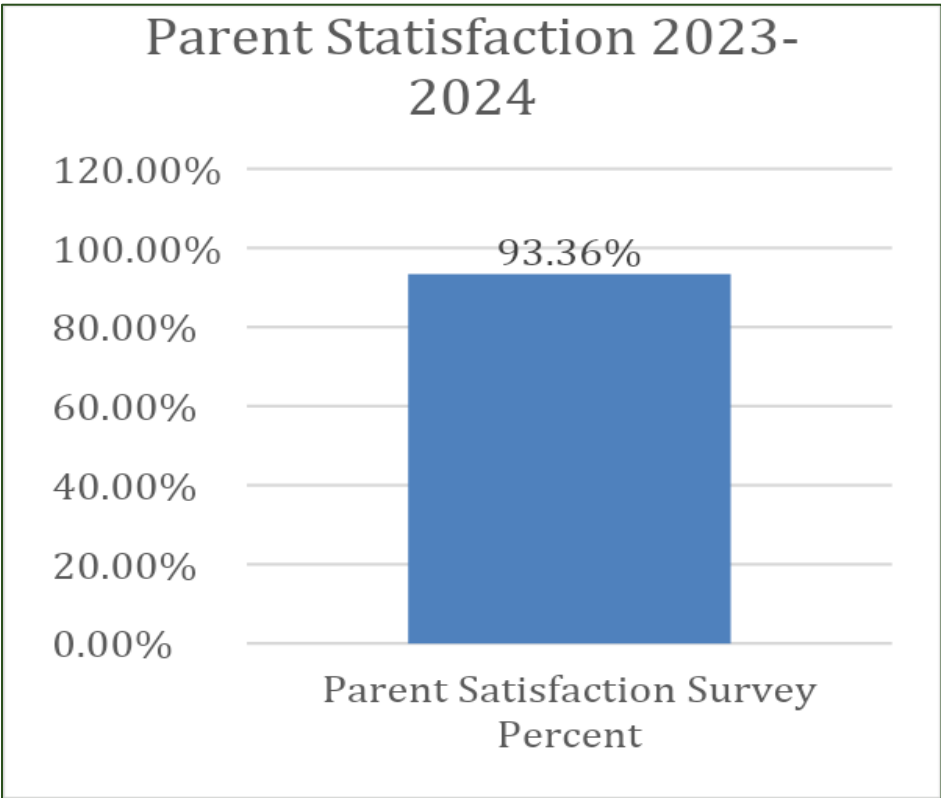
WBWF Summary Report

For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website. School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. Below lists the goals, results, and goal status for each of the WBWF goals in the areas of All Students Ready for School, Close the Achievement Gap Between Student Groups, and All Students Career and College Ready by Graduation.

In FY24, UA made 12 WBWF goals. We are on track or met 10 of those goals! See Appendix B for the full WBWF Summary Report.

Parent Satisfaction

Parents have consistently shown high satisfaction with their students' education and treatment at Urban Academy. During the 2023-2024 school year, Urban Academy continued to get high ratings from parents (93.36%).



Future Plans

Building on the success of our curriculum and instructional practices in FY24, we are excited to see the continued growth and progress of our students in FY25. To further support this growth, all Phase 1 teachers will participate in LTRS training, an intensive reading program that instructs teachers in the literacy skills that need to be taught, why, and how to plan to teach them.

In addition, we are seeking to hire a Behavior Interventionist to focus on

developing our students' social and emotional skills. This role will involve working with students to create positive behavior plans, implementing behavior support plans, and teaching and reinforcing social skills and acceptable behaviors. The Behavior Interventionist will also collaborate with teachers to develop and implement classroom intervention strategies, promoting a positive learning environment for all students.

We are also thrilled to introduce our new athletic program, led by our Athletic Coordinator. In FY25, students will have the opportunity to participate in various sports, including Boys and Girls Soccer, Girls Volleyball, and Boys and Girls Basketball. As our sports program expands, we look forward to offering additional activities in the future.



Appendix

Appendix A: World's Best Workforce

2023–24 World's Best Workforce (WBWF) Annual Summary Report

District or Charter Name: Urban Academy

WBWF Contact: Dr. Mongsher Ly

Title: Superintendent

Phone: 651-215-9419

Email: mly@urbanacademymn.org

Annual Report

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

Provide the direct website link to the district's CACR annual report. If a link is not available, describe how the district disseminates the report to stakeholders: [Type response here](#)

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2023–24 SY.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

Provide the date of the school board annual public meeting to review progress on the CACR plan for the 2023-24 SY: [August 29, 2024.](#)

All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022-23 SY.</p> <p>60-75 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark in early math.</p>	<p>Provide the result for the 2022-23 SY that directly ties back to the established goal.</p> <p>Type response here</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022-23 SY.</p> <p>60-75 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark in early reading.</p>	<p>Provide the result for the 2022-23 SY that directly ties back to the established goal.</p> <p>Type response here</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023-24 SY.</p> <p>The school's proficiency rate for FRP students on the MCAs exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year in both Math and Reading.</p>	<p>Provide the result for the 2023-24 SY that directly ties back to the established goal.</p> <p>Reading: UA - 36.7%, State - 31.7%</p> <p>Math: UA - 30.5%, State - 25.2%</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023-24 SY.</p> <p>The school's proficiency rate for FRP students on the MCAs exceeds the resident district average by up to 10 percentage points in both Math and Reading.</p>	<p>Provide the result for the 2023-24 SY that directly ties back to the established goal.</p> <p>Reading: UA - 36.7%, St. Paul - 20.5%</p> <p>Math: UA - 30.5%, St. Paul - 13.4%</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023-24 SY.</p> <p>The school's proficiency rate for EL students on the MCAs exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year in both Math and Reading.</p>	<p>Provide the result for the 2023-24 SY that directly ties back to the established goal.</p> <p>Reading: UA - 34.1%, State - 21.7%</p> <p>Math: UA - 29.7%, State - 19.4%</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023-24 SY.</p> <p>The school's proficiency rate for EL students on the MCAs exceeds the resident district average by up to 10 percentage points in both Math and Reading.</p>	<p>Provide the result for the 2023-24 SY that directly ties back to the established goal.</p> <p>Reading: UA - 34.1%, St. Paul - 18.5%</p> <p>Math: UA - 29.7%, St. Paul - 14.8%</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023-24 SY.</p> <p>The school's proficiency rate on MCAs exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year in Math.</p>	<p>Provide the result for the 2023-24 SY that directly ties back to the established goal.</p> <p>Math: UA - 30.5%, State - 42.8%</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023-24 SY.</p> <p>The school's proficiency rate on MCAs exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year in Reading.</p>	<p>Provide the result for the 2023-24 SY that directly ties back to the established goal.</p> <p>Reading: UA - 36.7%, State - 47.8%</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023-24 SY.</p> <p>The school's proficiency rate on MCAs exceeds the resident district average by up to 10 percentage points in Math.</p>	<p>Provide the result for the 2023-24 SY that directly ties back to the established goal.</p> <p>Math: UA - 30.5%, St. Paul - 23.4%</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023-24 SY.</p> <p>The school's proficiency rate on MCAs exceeds the resident district average by up to 10 percentage points in Reading.</p>	<p>Provide the result for the 2023-24 SY that directly ties back to the established goal.</p> <p>Reading: UA - 36.7%, St. Paul - 31.8%</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023-24 SY.</p> <p>50-60 percent of students in grades 1-8 below grade level will make their NWEA expected growth target in both Math and Reading.</p>	<p>Provide the result for the 2023-24 SY that directly ties back to the established goal.</p> <p>Reading - 51.9% met their growth target. Math - 68.5% met their growth target.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023-24 SY.</p> <p>50-60 percent of students in grades 1-8 at or above grade level will make the NWEA expected growth target in both Math and Reading.</p>	<p>Provide the result for the 2023-24 SY that directly ties back to the established goal.</p> <p>Reading - 56.3% met their growth target. Math - 66.0% met their growth target.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Appendix B

Novation Education Opportunities- Urban Academy Charter School Performance Framework					
Urban Academy Charter School					
Date of Last Update/Review: 10/1/2024					
Contract Term: July 1, 2024 - June 30, 2029					
Baseline Year Results: 2019-2024					
Charter Number: 4088					
Initial Year of Operation: 2003					
These are the Academic Performance Indicators. They are 56.00% of the points possible.					
I. All Children are Ready for School					
I.A Early Literacy and Early Numeracy Goals					
Performance Rating	Work Sampling System- Early Math Criteria Goals (Grade Pre-K)			Point Value	Points Earned
Exemplary	More than 75 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.			4	4
Satisfactory	60-75 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.			2	
Not Satisfactory	Less than 60 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.			0	
Results	Year	Students Meeting or Exceeding Kindergarten Benchmark	Total Students Tested	Percent of Students Meeting or Exceeding Kindergarten Benchmark	
	2023-2024	21	22	95.45%	

	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	21	22	95.45%	
Analysis	The school's combined average Work Sampling System early math criteria rate is 95.45%.				
Performance Rating	Work Sampling System- Early Reading Criteria Goals (Grade Pre-K)			Point Value	Points Earned
Exemplary	More than 75 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.			4	4
Satisfactory	60-75 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.			2	
Not Satisfactory	Less than 60 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.			0	
Results	Year	Students Meeting or Exceeding Kindergarten Benchmark	Total Students Tested	Percent of Students Meeting or Exceeding Kindergarten Benchmark	
	2023-2024	21	24	87.50%	
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	21	24	87.50%	
Analysis	The school's combined average Work Sampling System early reading criteria rate is 87.50%.				

II. All Students are Ready for Career and College					
II.A Attain Grade-level Proficiency- All Students State Comparison					
Performance Rating	MCA-Math Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	0
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	State Percent Proficient
	Baseline 2018-2023	119	546	21.79%	49.93%
	2023-2024	54	175	30.86%	47.61%
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	54	175	30.86%	47.61%
Analysis	The school's combined proficiency rate of 30.86% is 16.75 percentage points lower than the state's combined proficiency rate of 47.61%.				
	From the baseline years rate of 21.79% the school's proficiency increased to 30.86%, an increase of 9.06 percentage points.				
Performance Rating	MCA-Reading Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points			2	0

	above the state average.				
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	State Percent Proficient
	Baseline 2018-2023	180	545	33.03%	53.19%
	2023-2024	65	175	37.14%	50.21%
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	65	175	37.14%	50.21%
Analysis	The school's combined proficiency rate of 37.14% is 13.07 percentage points lower than the state's combined proficiency rate of 50.21%.				
	From the baseline years rate of 33.03% the school's proficiency increased to 37.14%, an increase of 4.12 percentage points.				
II.B Attain Grade-level Proficiency- All Students Resident District (St Paul) Comparison					
Performance Rating	MCA-Math Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	1
Satisfactory	The school's proficiency rate exceeds the resident district average by up to			1	

	10 percentage points.				
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	St Paul Percent Proficient
	2023-2024	54	175	30.86%	27.50%
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	54	175	30.86%	27.50%
Analysis	The school's combined proficiency rate of 30.86% is 3.36 percentage points higher than the resident district's combined proficiency rate of 27.50%.				
Performance Rating	MCA-Reading Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	1
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Proficient Students	Proficient Students	Proficient Students
	2023-2024	65	175	37.14%	34.29%
	2024-2025				
	2025-2026				
	2026-2027				

	2027-2028				
	2023-2028	65	175	37.14%	34.29%
Analysis	The school's combined proficiency rate of 37.14% is 2.86 percentage points higher than the resident district's combined proficiency rate of 34.29%.				
III. All Racial and Economic Achievement Gaps Between Students are Closed (As Measured by Grade Level Focus Proficiency)					
III.A Attain Grade-level Proficiency- FRP Focus Group State Comparison					
Performance Rating	MCA-Math Goals (Grades 3-8)		Point Value	Points Earned	
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.		2	1	
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.		1		
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.		0		
Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	State Percent Proficient
	Baseline 2018-2023	119	546	21.79%	29.59%
	2023-2024	54	175	30.86%	28.77%
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	54	175	30.86%	28.77%
Analysis	The school's combined proficiency rate of 30.86% is 2.09 percentage points higher than the state's combined proficiency rate				

	of 28.77%.				
	From the baseline years rate of 21.79% the school's proficiency increased to 30.86%, an increase of 9.06 percentage points.				
Performance Rating	MCA-Reading Goals (Grades 3-8)		Point Value	Points Earned	
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.		2	1	
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.		1		
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.		0		
Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	State Percent Proficient
	Baseline 2018-2023	180	545	33.03%	34.84%
	2023-2024	65	175	37.14%	33.64%
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	65	175	37.14%	33.64%
Analysis	The school's combined proficiency rate of 37.14% is 3.50 percentage points higher than the state's combined proficiency rate of 33.64%.				
	From the baseline years rate of 33.03% the school's proficiency increased to 37.14%, an increase of 4.12 percentage points.				
III.B Attain Grade-level Proficiency- FRP Focus Group Resident District Comparison					

Performance Rating	MCA-Math Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	2
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	St Paul Percent Proficient
	2023-2024	54	175	30.86%	16.02%
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	54	175	30.86%	16.02%
Analysis	The school's combined proficiency rate of 30.86% is 14.84 percentage points higher than the resident district's combined proficiency rate of 16.02%.				
Performance Rating	MCA-Reading Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	2
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	St Paul Percent Proficient
	2023-2024	65	175	37.14%	21.58%

	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	65	175	37.14%	21.58%
Analysis	The school's combined proficiency rate of 37.14% is 15.56 percentage points higher than the resident district's combined proficiency rate of 21.58%.				
III.C Attain Grade-level Proficiency- EL Focus Group State Comparison					
Performance Rating	MCA-Math Goals (Grades 3-8)		Point Value	Points Earned	
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.		2	2	
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.		1		
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.		0		
Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	State Percent Proficient
	Baseline 2018-2023	53	321	16.51%	15.90%
	2023-2024	30	114	26.32%	14.06%
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				

	2023-2028	30	114	26.32%	14.06%
Analysis	The school's combined proficiency rate of 26.32% is 12.25 percentage points higher than the state's combined proficiency rate of 14.06%.				
	From the baseline years rate of 16.51% the school's proficiency increased to 26.32%, an increase of 9.80 percentage points.				
Performance Rating	MCA-Reading Goals (Grades 3-8)		Point Value	Points Earned	
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.		2	2	
Satisfactory	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.		1		
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.		0		
Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	State Percent Proficient
	Baseline 2018-2023	70	321	21.81%	13.26%
	2023-2024	30	114	26.32%	11.38%
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	30	114	26.32%	11.38%
Analysis	The school's combined proficiency rate of 26.32% is 14.93 percentage points higher than the state's combined proficiency rate of 11.38%.				
	From the baseline years rate of 21.81% the school's proficiency increased to 26.32%, an increase of 4.51 percentage points.				

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

Performance Rating	MCA-Math Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	2
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	St Paul Percent Proficient
	2023-2024	30	114	26.32%	10.98%
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	30	114	26.32%	10.98%
Analysis	The school's combined proficiency rate of 26.32% is 15.33 percentage points higher than the resident district's combined proficiency rate of 10.98%.				
Performance Rating	MCA-Reading Goals (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	2
Satisfactory	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	St Paul Percent Proficient

	2023-2024	30	114	26.32%	8.91%
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	30	114	26.32%	8.91%
Analysis	The school's combined proficiency rate of 26.32% is 17.40 percentage points higher than the resident district's combined proficiency rate of 8.91%.				
IV. All Students are Ready for Career and College (as Measured by Growth)					
IV.A Meet or Exceed National Growth Norms- Students Below Grade Level Making High Growth					
Performance Rating	Growth on NWEA MAP- Math Targets (Grades 1-8)		Point Value	Points Earned	
Exemplary	More than 60 percent of students below grade level will make their NWEA expected growth target.		4	4	
Satisfactory	50-60 percent of students below grade level will make their NWEA expected growth target.		2		
Not Satisfactory	Less than 50 percent of students below grade level make their NWEA expected growth target.		0		
Results	Year	Students Below Grade Level Meeting or Exceeding NWEA MAP Growth Target	Total Students Below Grade Level Tested	Percent Below Grade Level Meeting or Exceeding NWEA MAP Growth Target	
	2023-2024	76	111	68.47%	
	2024-2025				
	2025-2026				
	2026-2027				

	2027-2028				
	2023-2028	76	111	68.47%	
Analysis	The school's combined percent of students meeting or exceeding their NWEA MAP Math growth target is 68.47%.				
Performance Rating	Growth on NWEA MAP- Reading Targets (Grades 1-8)			Point Value	Points Earned
Exemplary	More than 60 percent of students below grade level will make their NWEA expected growth target.			4	2
Satisfactory	50-60 percent of students below grade level will make their NWEA expected growth target.			2	
Not Satisfactory	Less than 50 percent of students below grade level make their NWEA expected growth target.			0	
Results	Year	Students Below Grade Level Meeting or Exceeding NWEA MAP Growth Target	Total Students Below Grade Level Tested	Percent Below Grade Level Meeting or Exceeding NWEA MAP Growth Target	
	2023-2024	69	133	51.88%	
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	69	133	51.88%	
Analysis	The school's combined percent of students meeting or exceeding their NWEA MAP Math growth target is 51.88%.				
Performance Rating	Growth on NWEA MAP- Math Targets (Grades 1-8)			Point Value	Points Earned

Exemplary	At least 50 percent of the students below grade level achieve their NWEA growth target AND the students below grade level who achieve their NWEA growth target achieve more than 150 percent of the NWEA target growth.			4	4
Satisfactory	At least 50 percent of the students below grade level achieve their NWEA growth target AND the students below grade level who achieve their NWEA growth target achieve 120-150 percent of the NWEA target growth.			2	
Not Satisfactory	Less than 50 percent of the students below grade level achieve their NWEA expected growth target AND/OR the students below grade level who achieve their NWEA growth target achieve less than 120 percent of the NWEA target growth.			0	
Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	Percent of Students Below Grade Level Who Made Expected Growth
	2023-2024	1478	879	168.15%	68.47%
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	1478	879	168.15%	68.47%
Analysis	The school's combined average NWEA growth is 168.15% and the percent of students who made expected growth is 68.47%.				
Performance Rating	Growth on NWEA MAP- Reading Targets (Grades 1-8)		Point Value	Points Earned	

Exemplary	At least 50 percent of the students below grade level achieve their NWEA growth target AND the students below grade level who achieve their NWEA growth target achieve more than 150 percent of the NWEA target growth.	4	
Satisfactory	At least 50 percent of the students below grade level achieve their NWEA growth target AND the students below grade level who achieve their NWEA growth target achieve 120-150 percent of the NWEA target growth.	2	0
Not Satisfactory	Less than 50 percent of the students below grade level achieve their NWEA expected growth target AND/OR the students below grade level who achieve their NWEA growth target achieve less than 120 percent of the NWEA target growth.	0	

Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	Percent of Students Below Grade Level Who Made Expected Growth
	2023-2024	1517	1471	103.13%	51.88%
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	1517	1471	103.13%	51.88%

Analysis The school's combined average NWEA growth is 103.13% and the percent of students who made expected growth is 51.88%.

IV.B Meet or Exceed National Growth Norms- Students at or Above Grade Level

Performance Rating	Growth on NWEA MAP- Math Targets (Grades 1-8)	Point Value	Points Earned
Exemplary	More than 60 percent of students at or above grade level will make the NWEA	4	4

	expected growth target.				
Satisfactory	50-60 percent of students at or above grade level will make the NWEA expected growth target.			2	
Not Satisfactory	Less than 50 percent of students at or above grade level will make the NWEA expected growth target.			0	
Results	Year	Students At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target	Total Students At/Above Grade Level Tested	Percent At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target	
	2023-2024	65	99	65.66%	
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	65	99	65.66%	
Analysis	The school's combined percent of students meeting or exceeding their NWEA MAP Math growth target is 65.66%.				
Performance Rating	Growth on NWEA MAP- Reading Targets (Grades 1-8)			Point Value	Points Earned
Exemplary	More than 60 percent of students at or above grade level will make the NWEA expected growth target.			4	2
Satisfactory	50-60 percent of students at or above grade level will make the NWEA expected growth target.			2	
Not Satisfactory	Less than 50 percent of students at or above grade level will make the NWEA expected growth target.			0	

Results	Year	Students At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target	Total Students At/Above Grade Level Tested	Percent At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target	CCCCC
	2023-2024	49	87	56.32%	
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	49	87	56.32%	
Analysis	The school's combined percent of students meeting or exceeding their NWEA MAP Math growth target is 56.32%.				
These are the Climate Performance Indicators. They are 6.00% of the points possible.					
V. The School Conditions Promote a Climate of Engagement					
V.A Attendance Rates					
Performance Rating	Attendance Rate Goals (Grades K-8)		Point Value	Points Earned	
Exemplary	More than 95 percent attendance rate.		2	0	
Satisfactory	90-95 percent attendance rate.		1		
Not Satisfactory	Below 90 percent attendance rate.		0		
Results	Year	The school's combined average attendance rate is xx.xx%.ce Rate			
	2023-2024				
	2024-2025				

	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028				
Analysis					
V.B Parent Satisfaction					
Performance Rating	5-Point Parent Satisfaction Survey Goals			Point Value	Points Earned
Exemplary	More than 90 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			2	2
Satisfactory	75-90 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			1	
Not Satisfactory	Less than 75 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			0	
Results	Year	Number of Parents Agreeing or Strongly Agreeing	Total Number of Parents	Parent Satisfaction Survey Percent	Percent Participation of Parent Respondents
	2023-2024	197	211	93.36%	76.17%
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028	197	211	93.36%	76.17%
Analysis	The school's combined average parent satisfaction rate is 93.36%.				
V.C Mobility					
Performance Rating	Mobility Goals (Grades K-8)			Point Value	Points Earned

Exemplary	Fewer than 10 percent of students transfer out of school after October 1.			2	0
Satisfactory	10 - 15 percent of students transfer out of school after October 1.			1	
Not Satisfactory	More than 15 percent of students transfer out of school after October 1.			0	
Results	Year	Number of Transfers Out	Total Number of Students	Percent Transferring Out	
	2023-2024				
	2024-2025				
	2025-2026				
	2026-2027				
	2027-2028				
	2023-2028				
Analysis	The school's combined average mobility rate is xx.xx%.				
These are the Operations Performance Indicators. They are 20.00% of the total Performance Framework points possible.					
VI. School is Compliant with Contract and Statute					
VI.A Compliance					
Performance Rating	<u>Compliance Goals</u>			Point Value	Points Earned
Exemplary	No infractions.			20	20
Satisfactory	No more than three infractions AND any infraction is resolved by assigned deadline.			10	
Not Satisfactory	More than three infractions or infractions not resolved by assigned deadline.			0	
Analysis	The school has no compliance infractions in FY23.				
These are the Finance Performance Indicators. They are 18.00% of the total Performance Framework points.					
VII. School is Financially Solvent/Sustainable					

VII.A Finance Awards				
Performance Rating	Goals for Awards		Point Value	Points Earned
Exemplary	NEO Stewardship Award in Finance Recipient.		4	4
Satisfactory	MDE Finance Award Recipient.		2	
Not Satisfactory	Not an MDE or NEO Finance Award Recipient.		0	
Analysis	The school earned a MDE FY23 School Finance Award for FY22 financial reporting and FY23 NEO Stewardship Award.			
VII.B Fund Balance				
Performance Rating	Fund Balance Goals		Point Value	Points Earned
Exemplary	Reserve is at least three months' expenditures (20%) as measured by end of year reserves.		10	10
Satisfactory	Reserve is enough to cover one full payroll as measured by end of year reserves.		5	
Not Satisfactory	Reserve is less than one full payroll as measured by end of year reserves.		0	
Results	Fund Balance	Expenditures	SOD Calculation	
	\$4,146,648	\$7,427,943	55.82%	
Analysis	The school has built a fund balance reserve of 55.82% in 2022-2023.			
VII.C Financial Audit				
Performance Rating	Financial Audit Goals		Point Value	Points Earned
Exemplary	No findings cited in the audit.		4	4
Satisfactory	No more than one finding (nonmaterial) cited in the audit.		2	
Not Satisfactory	More than one finding cited in the audit.		0	
Analysis	The school had no material audit findings in 22-23.			

Contract Renewal and Intervention
NEO schools must achieve at least a Satisfactory Rating (50% of points possible) in the Performance Framework overall and in each performance area (Academic, Climate, Compliance, Finance) to be automatically recommended for a three-year contract renewal.
NEO schools must achieve at least an Exemplary Rating (70% of points possible) in the Performance Framework overall to be automatically recommended for a five-year contract renewal.
Schools that earn less than 50% of the points possible overall or in any one area are a candidate for a nonrenewal in their final contract year or intervention in the other contract years.
Summary and Analysis
Urban Academy has recently been renewed and more data must be collected to determine its status.