



# Urban Academy

Annual Report FY25

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# Report & School Introduction

The statutory purpose of the annual report is to ensure public accountability by reporting on required information including school enrollment, student attrition, governance, management, staffing, finances, management agreements, academic performance, innovative practices, and future plans in compliance with Minnesota Statutes section 124E.16 Subd. 2 and 120B.11 Subd. 5.

## Contact Information:

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### History

Opened in the Fall of 2003.

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### Grades Served

Pre-Kindergarten to 8th grade.

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### 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.

4

### Programmatic Focus

Multicultural, urban-based teaching, student-centered honoring diverse learning styles, structured curriculum programs, real world application, collaborative school environment, holistic support and experience.

# 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 a quality education for urban students in grades Pre-K to 8. 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 student's 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 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

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Eagan, MN 55123

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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 in order 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.



# Implementation of Primary and Additional Statutory Purposes

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:

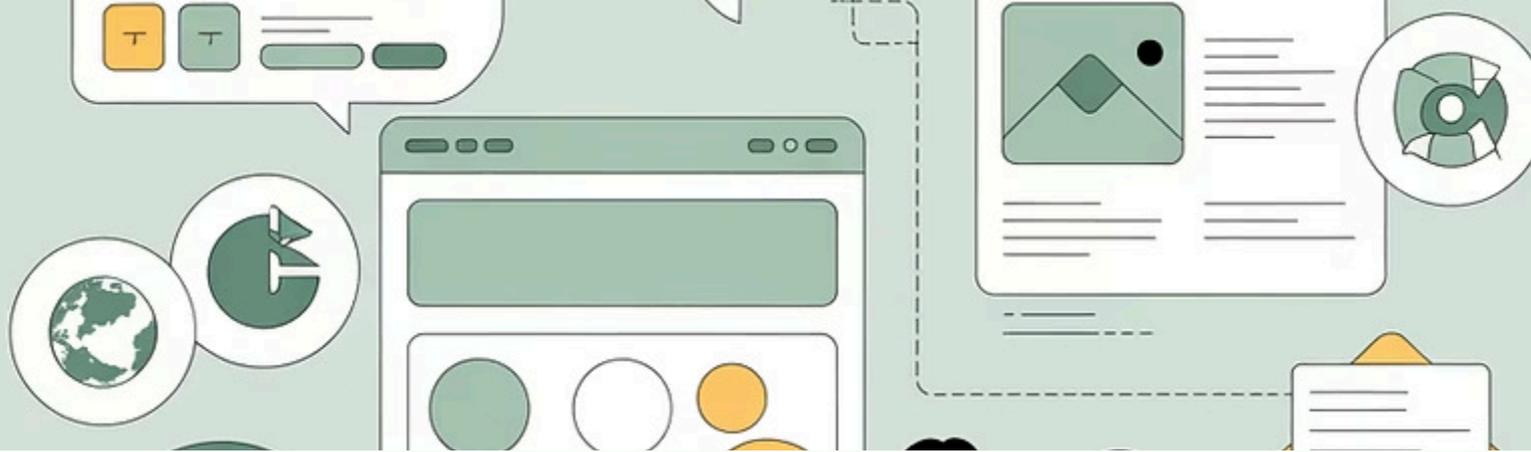
- Analyzing student data
- Unit planning
- Aligning coursework
- Skills training
- Identifying effective instructional strategies

## Measure learning outcomes and create different and innovative forms of measuring outcomes:

To measure student learning and outcomes, students are assessed for learning and growth through multiple Academic measures; including state tests and the nationally normed NWEA and FastBridge assessments. The classroom teachers also assess students in class and results are shared as a staff to improve and find out how to best address that student's learning goals. Teachers use the information from formative and summative assessments to set useful measurable learner goals to improve all pupil learning and all student achievement.

## Establish new forms of accountability:

At UA, accountability is established through instructional coaching cycles focusing observations on specific teacher actions, collecting clear evidence of student learning, and ending with concrete next steps for instruction. Teachers also conduct peer observations with shared look-fors, then debrief what they saw students doing and how to improve practice. In PLCs, teachers bring evidence of student learning (common assessments, student work, exit tickets), analyze results together, and share key findings and successful strategies with their teams. Additionally, the school has a performance contract with NEO that includes clear goals and expectations for how the school should perform. Each year, the school and NEO review results to see whether current strategies are working and what may need to change.



## Dissemination of Information

### Recruitment Channels

UA recruits students from diverse communities through our website, social media, mailings, community events, and personal referrals.

### Multilingual Forms

To ensure all families feel welcomed and included, we provide all enrollment forms in multiple languages (English, Hmong, Karen, and Spanish).

### Required Information

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.

# School Enrollment / Student Enrollment & Demographics

Over the past three years, Urban's enrollment has grown steadily—from 466 students in 2022–23 to 512 in 2024–25—reflecting a positive trend that sets the school apart from many Minnesota public schools, which have seen overall enrollment declines during this period. Statewide, K-12 charter school enrollment increased by nearly 8% since 2022, and Urban's growth rate has outpaced even that of most charter schools in the Twin Cities.

Retention at Urban Academy remains high, with 84% of eligible students returning for FY26, compared to the Minnesota charter school average in high-need urban communities, which often falls between 75–80%. This strong retention and rising enrollment—across a diverse student population with high percentages of English learners and low-income students—are clear signs that families are trusting Urban Academy for its strong academics and supportive culture. These numbers place Urban among the highest-performing schools for student enrollment and retention in the state.

## Student Enrollment

Number of Students Enrolled	2022-2023	2023-2024	2024-2025
Prekindergarten	33	24	45
Kindergarten	59	59	79
1st Grade	69	62	76
2nd Grade	68	76	74
3rd Grade	64	68	79
4th Grade	38	38	27
5th Grade	41	41	40
6th Grade	32	34	40
7th Grade	29	33	28
8th Grade	33	28	24
Total	466	463	512



## Student Demographics

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

Demographic Trends	2022-23	2023-24	2024-2025
Special Education	54 (11.58%)	65	49 (11.8%)
English Learners	179 (38.41%)	191	165 (39.7%)
Free/Reduced Priced Lunch	466 (100%)	463	>= 90%
African American	68 (14.59%)	61	42 (10.1%)
Latino/Hispanic	3 (0.0064%)	4	5 (1.2%)
Asian/PI	391 (83.9%)	391	358 (86.1%)
American Indian	3 (0.0064%)	2	2 (0.5%)
White	3 (0.0064%)	5	4 (1.0%)
2 or more races	1 (0.00214%)	0	5 (1.2%)



# Student Attendance, Attrition & Mobility

Urban Academy continues to set a high standard for student engagement and stability, as demonstrated by an exceptional three-year record in student attrition, mobility, and retention. The FY 2025 data highlights the school's enduring strength, with an 84% student retention rate for those eligible to return—matching or surpassing the most recent statewide averages for both charter and public schools.

## Student Retention Rates

# of Students Eligible to Return for FY26 445	# of Students Returning for FY26 374	% of Students Returning FY26 84.0%
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This outstanding result stands alongside two previous years of even higher rates at 91%, reflecting the trust and satisfaction families have in the school's safe and supportive environment.

## Student Attendance

Student attendance remains robust, with rates of 96.9% in FY 2023, 96.54% in FY 2024, and 91.0% in FY 2025—consistently ahead of many local and statewide comparators.

FY 2023 96.9%	FY 2024 96.54%	FY 2025 91.0%
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## Student Attrition

Despite broader statewide challenges post-pandemic, Urban Academy's attrition rate has declined since FY 2023, and the number of students leaving after October 1 dropped from 66 in FY 2023 to just 43 in both FY 2024 and FY 2025.

Description	Number
Students who were in attendance on October 1, 2024	490
of those students remained until the end of the school year	469
Students who left the school after October 1, 2024	43
New students enrolled after October 1, 2024	19
Total students who were enrolled on June 1, 2025	469
Students who were enrolled on June 1, 2025 and re-enrolled in September of 2025.	374

## Attrition and Mobility Trends

At the same time, steady enrollment of new students each year affirms Urban Academy's growing positive reputation and the ongoing demand for enrollment within the St. Paul community.

Compared to Saint Paul Public Schools (SPPS), which retain 81–85% of students annually and achieved a 76.5% graduation rate in 2024, Urban Academy demonstrates superior student persistence and grade-to-grade stability. The retention advantage is even clearer against the backdrop of wider charter school outcomes, with Minnesota charter schools reporting retention rates between 83–90% and graduation rates ranging from 84% to 96% in recent years—indicators that Urban Academy not only meets but often exceeds peer benchmarks.

The table below summarizes these key trends:

Year	Students Who Left After Oct 1	New Enrollees After Oct 1	Retention Rate (%)	Attendance Rate (%)
FY 2023	66	10	91	96.9
FY 2024	43	19	91	96.54
FY 2025	43	19	84	91.0

Urban Academy's continual success in retaining students, welcoming new families, sustaining high attendance, and significantly reducing student attrition ensures that it remains a beacon for educational opportunity in St. Paul. These results are a testament to the dedication of staff, the impact of a nurturing school culture, and a strong track record that positions Urban Academy at the forefront of student engagement and success within Minnesota's educational landscape.



# Academic Performance

## Executive Summary

Urban Academy's results demonstrate exemplary student growth and achievement across all accountability measures. Each section below begins with a brief summary followed by the best data highlights and a representative graph to provide a clear and integrated overview of school performance.

1

### Section 1: Meeting Contractual Goals Summary

Urban Academy uses a comprehensive accountability framework to evaluate performance and determine charter renewal eligibility. The school is excelling in the current contract cycle (2024–2029), showcasing strengths in academics, student engagement, climate, compliance, and finance. Results are reviewed annually, and the school is currently on track for a five-year renewal thanks to consistently high ratings in all categories.

- Urban Academy scored 81/100 overall and 83.9 in Academics, both well above the renewal threshold.
- Pre-K readiness rates: 98.3% (Math) and 90.0% (Reading), both "Exemplary".
- Parent satisfaction rate is 92.9%, considered "Exemplary".
- K–8 attendance averages 96.6%.
- Math and reading proficiency rates exceed the resident district by 4.9 and 3.2 points, respectively.



2

### Section 2: Performance on Key Assessments Summary

Urban Academy assesses student learning with NWEA, MCA, FastBridge, and ACCESS. The data show accelerated growth and proficiency. The school consistently surpasses national, state, and local comparators, with impressive results for English learners and low-income students.

- 66.2% met NWEA reading growth targets; 71.1% met math growth targets—both above national averages.
- FastBridge: 52.9% of K–3 students read at or above grade level in spring 2025.
- 62.6% of English learners made ACCESS progress, outperforming district and state.
- Over half of all students advanced from below to at/above grade level in reading from fall to spring.



3

### Section 3: Multi-Year Trends Summary

Academic performance over the past five years shows upward trends in proficiency and student growth. Urban Academy outperforms its resident district and has significantly closed achievement gaps among Free/Reduced Price Lunch (FRP) students and English learners. Effective instructional strategies and supports have contributed to sustained improvement.

- Math proficiency increased by 20.2 points (from 10.6% in 2021 to 30.8% in 2025).
- Reading proficiency rose by 13.1 points (24.0% to 37.1%).
- Science proficiency up by 5.5 points (28.9% to 34.4%).
- Over 70% of students below grade level in Math and nearly 68% at/above grade level met or exceeded learning targets.
- Parent satisfaction averages 93.4% and attendance remains above 95%.



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### Section 4: Performance in National, State, and Local Context Summary

Urban Academy regularly outperforms Saint Paul Public Schools, the state, and national averages for similar demographic groups. English learners and low-income students do especially well, matching or exceeding performance found in leading national charter schools. The school's results highlight its role as a model for equitable, effective education in high-need urban settings.

- 2025 MCA proficiency: 37% Reading, 31% Math—higher than local and state rates for similar demographics.
- English learners exceeded Saint Paul by 16.5 points in Reading, 21.3 in Math.
- Low-income students outperformed district averages by 17.2 points in Reading and 20.8 in Math.
- ELs met ACCESS progress targets at rates more than double the state average.

Each section's summary and evidence highlight Urban Academy's consistent strengths and improvement as a high-performing school serving a high-need population. Urban Academy's results demonstrate exemplary student growth and achievement across all accountability measures. Each section below begins with a brief summary followed by the best data highlights and a representative graph to provide a clear and integrated overview of school performance.

# Section 1: Meeting Contractual Goals in Detail

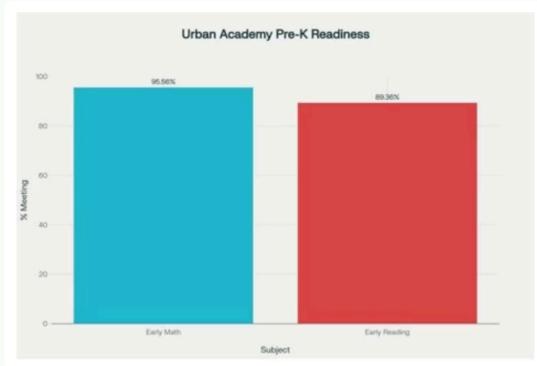
The Urban Academy Performance Framework serves as the comprehensive accountability system used by Novation Education Opportunities (NEO) to evaluate the school's performance across all contract years and to determine eligibility for charter renewal. The Framework is organized into four main performance categories—Academic, Climate, Operations, and Finance—with specific goals, measures, and point values assigned to each area. Schools are automatically recommended for a five-year renewal by achieving 70% (Exemplary) or higher of the total points and at least "Satisfactory" (50% or higher) in each area. If the overall score or any section falls below 50%, the school becomes a candidate for nonrenewal or intervention. Urban Academy's results are reviewed annually, with performance data primarily averaged over the contract cycle to provide both cumulative and up-to-date information relevant to renewal status. For the current contract term (2024–2029), Urban Academy is positioned on track for a five-year renewal, showing strengths particularly in student engagement, climate, compliance, and finance.



## Academic Performance

Goal I: All Children Ready for School

**Early Literacy and Numeracy (Pre-K):** The framework expects at least 60% of pre-kindergarten students to meet or exceed readiness benchmarks in early math and reading skills. Urban Academy *significantly surpassed expectations* with a 2023–2028 combined average of 98.3% meeting the math benchmark and 90.0% meeting the reading benchmark, qualifying as "Exemplary" in both areas.



Goal II: All Students Ready for Career and College

- **Grade-Level Proficiency – State Comparison (Grades 3–8 MCA):** In math, the combined 2023–2028 proficiency rate is 32.8%, which is 14.7 percentage points below the state rate of 47.5%. However, this marks a *substantial growth* of 12.9 points above the previous baseline. In reading, the 2023–2028 rate of 37.9% is 12.2 points below the state, but also shows an increase of 5.7 points from baseline.
- **Grade-Level Proficiency – Resident District Comparison (St. Paul):** Math rates *exceed the resident district* by 4.9 points, and reading rates are 3.2 points higher, both "Exemplary" by framework definitions.

Goal III: Closing Achievement Gaps by Focus Group

**FRP (Free/Reduced Price Lunch) Students/State Comparison (Grades 3–8 MCA):**

Math: Urban Academy *outperforms* the state for FRP students by 4.4 points (32.9% vs. 28.5%) and has made a 13-point gain over baseline. Reading: Urban exceeds state FRP benchmarks by 4.4 points (37.8% vs. 33.3%), also with a solid gain over baseline.

- **FRP/Resident District:** Math is 16.7 points *higher than the district* (32.9% vs. 16.1%) and reading is 15.8 points above (37.8% vs. 22.0%).
- **EL (English Learner) Focus Group/State Comparison:** Math and reading rates for EL students are 13.8 and 12.1 points above state EL averages, with double-digit gains over baseline.
- **EL/Resident District:** Urban *outperforms the district* by 17 points in math and 14.6 in reading.

Goal IV: Student Growth (NWEA MAP K–8)

- **Students Below Grade Level:** In 2023–2028, 69.4% (math) and 61.2% (reading) of students below grade level met or exceeded growth targets, both *scoring "Exemplary."*
- **Students At or Above Grade Level:** 68.8% (math) and 60.5% (reading) at or above grade level met growth targets, further evidence of *strong gains*.



## Climate Performance

Goal V: Engagement, Satisfaction, and Mobility

**Attendance (K–8):**

Urban Academy's average attendance rate for 2023–2028 is 96.6%, *scoring "Exemplary."*

- **Parent Satisfaction:** Parent satisfaction rate is 92.9%, based on surveys, which is also categorized as "Exemplary."
- **Student Mobility:** Just 6% of students transferred out after October 1—well below the 10% threshold for "Exemplary".



## Operations Performance

Goal VI: Compliance with Statute and Contract

For compliance, Urban Academy had one resolved infraction (board elections), but with overall compliance restored, the school is on track to *recover the full 20 points* for the 2024–2025 year.



## Finance Performance

Goal VII: Financial Sustainability

**Finance Awards:**

Urban Academy is a recipient of both the NEO Stewardship Award and (in previous years) the MDE Finance Award, meeting "Exemplary" status.

- **Fund Balance:** The school maintains a fund balance equal to at least three months' expenditures (over 55% reserve), which solidly *exceeds the required threshold*.
- **Financial Audit:** No audit findings were cited for 2023–2024, the *highest rating possible* under the Framework.

## Summary of Progress Toward Renewal

Urban Academy currently exceeds the "Exemplary" threshold in Climate and Finance, with strong performance in Operations (pending full resolution of compliance items) and marked improvement in Academic measures—particularly in growth and focus group goals. With an overall current point total of 81 out of 100 possible and a score of 83.9% in Academic measures, *the school is on track for a five-year charter renewal* under NEO's framework. Performance data indicate Urban Academy is effectively serving its student body and making measurable gains across virtually every key accountability measure.

## Section 2: Performance on Key Assessments in Detail

Urban Academy's 2024–2025 academic performance report offers a comprehensive, data-driven view of student learning outcomes using NWEA, MCA, FastBridge, and ACCESS assessments. These assessments collectively measure growth and proficiency across core academic areas, track early reading development, and monitor English language progress—providing a well-rounded picture of student achievement and instructional effectiveness.

The NWEA assessments gauge individual student academic growth in Reading and Math, comparing results nationally and highlighting both growth targets met and overall improvement; this year, Urban Academy far surpassed national averages, with 66.2% of students meeting reading growth targets (vs. 50% national benchmark) and 71.1% meeting math growth targets, demonstrating accelerated catch-up for students who started below grade level. The Minnesota Comprehensive Assessments (MCA) evaluate proficiency against state standards and allow local comparisons; the school posted consistent, multi-year improvement in Math, Reading, and Science, with notable gains for key student groups, and outperformed Saint Paul Public Schools and state averages across several categories, including for Asian, free/reduced-price lunch (FRP), and English learner (EL) subgroups. FastBridge, introduced in FY25, provided early reading measures for grades K–3, showing over half of students reading at or above grade level by spring. ACCESS measures English learner progress and this year, Urban Academy's ELs outpaced both the district and the state in meeting and progressing toward language development goals. These results collectively underscore Urban Academy's commitment to data-driven instruction, exceptional student growth, and closing achievement gaps among its diverse student body.

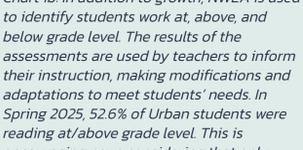


### NWEA

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 Reading and Math 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% 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 FY25, 66.2% of students met their growth target and the cumulative growth percent was 171.6%. Similar results were seen in Math where 71.1% of students met their growth target and their cumulative growth percent was 161.9%.

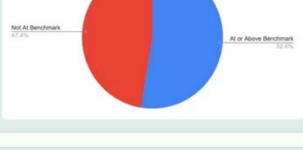
**Chart 1: 66.2% of all UA students (151/228 students) met or exceeded their growth target in Reading from Fall 2024–Spring 2025! This is significantly above the 50% national average.**



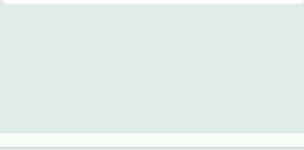
**Chart 1a: Not only did these students make their growth targets they collectively made 171.6% of the growth that was expected in Reading from Fall 2024 to Spring 2025. This again is significantly above the 50% normal level.**



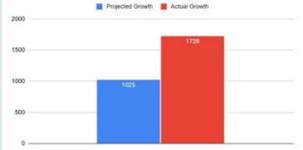
**Chart 2: In addition to growth, NWEA is used to identify students work at, above, and below grade level. The results of the assessments are used by teachers to inform their instruction, making modifications and adaptations to meet students' needs. In Spring 2025, 52.6% of Urban students were reading at/above grade level. This is encouraging news considering that only 41.3% of students started the year reading at or above grade level.**



**Chart 1b: Even more impressively, 66.4% of the students that were Below Grade Level (89/134) met or exceeded their growth target in Reading from Fall 2024–Spring 2025! This result is significantly above average!**



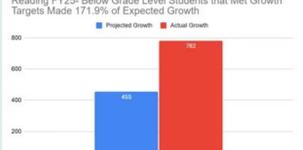
**Chart 2: Not only did these 66.4% Below Grade Level students make their growth targets they collectively made 168.6% of the growth that was expected in Reading from Fall 2024 to Spring 2025. This again is significantly above the 50% normal level.**



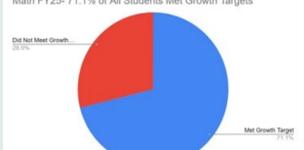
**Chart 3: Even more impressively, 70.2% of the students that were At Grade Level (66/94) met or exceeded their growth target in Reading from Fall 2024–Spring 2025! This result is significantly above average!**



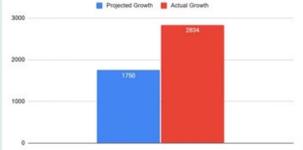
**Chart 4: Those that met their expected growth targets collectively made 171.9% of expected growth! This exceeds the standard benchmark and reflects strong reading progress.**



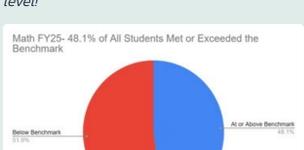
**Chart 5: 71.1% of all UA students (162/228 students) met or exceeded their growth target in Math from Fall 2024–Spring 2025! This is significantly above the 50% national average.**



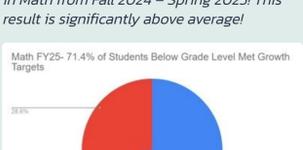
**Chart 6: Of those Students who met Growth Targets, they also made 161.9% of Expected Growth.**



**Chart 7: In Fall 2024, only 22.2% of students were working at or above the 40 percentile. In Spring 2025, 48.1% of all students met or exceeded that benchmark, more than doubling the % of students working at grade level!**



**Chart 8: Even more impressively, 71.4% of the students that were Below Grade Level (90/126) met or exceeded their growth target in Math from Fall 2024–Spring 2025! This result is significantly above average!**



**Chart 9: Not only did these 71.4% Below Grade Level students make their growth targets they collectively made 151.4% of the growth that was expected in Math from Fall 2024 to Spring 2025. This again is significantly above the 50% normal level.**



**Chart 10: 70.6% of the students that were At Grade Level (72/102) met or exceeded their growth target in Math from Fall 2024–Spring 2025! This result is significantly above average!**



**Chart 11: The 72 At Grade Level Students who met Growth Targets also made 1459.2% of Expected Growth.**



### MCA

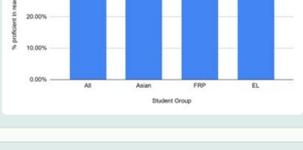
MCA are statewide assessments given to students in grades 3-8. High school students take one last Reading MCA in grade 10 and one last Math MCA in grade 11. The tests help districts measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary 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 5 years, Urban Academy students have continued to show steady growth each year. The table below shows that, from FY21-FY25, the percent of UA students meeting Math standards increased by 20.2%. In Reading, that percent grew by 13.1%, and in Science the percent increased by 5.5% in FY24.

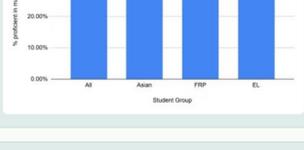
**Chart 12: The percentage of Urban Academy students meeting the MCA Standards improved substantially in Math, Reading and Science from FY2021 to FY2025.**



**Chart 13: Urban Academy studies student groups' MCA Reading Achievement in FY2025 to identify and promote improvements by groups.**



**Chart 14: Urban Academy studies student groups' MCA Math Achievement in FY2025 to identify and promote improvements by groups.**



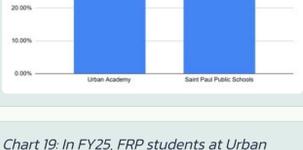
**Chart 15: Most all Urban Academy student groups improved their proficiency rates in MCA Reading from FY2024 to FY2025.**



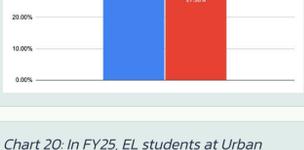
**Chart 16: All Urban Academy student groups improved their proficiency rates in MCA Math from FY2024 to FY2025.**



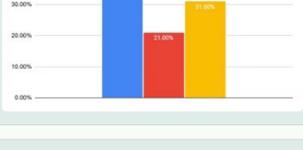
**Chart 17: In FY25, Urban Academy All students outperformed Saint Paul Public Schools in MCA Reading proficiency by 5.7 percentage points.**



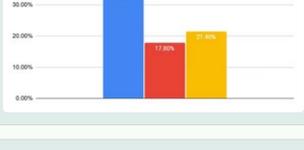
**Chart 18: In FY25, Urban Academy student subgroups in Saint Paul in MCA Reading proficiency by 10.3 percentage points.**



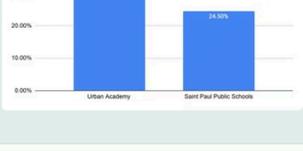
**Chart 19: In FY25, FRP students at Urban Academy scored 17.2 percentage points higher in MCA Reading proficiency than Saint Paul and the state average.**



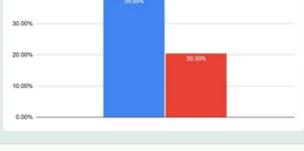
**Chart 20: In FY25, EL students at Urban Academy outperformed EL students in Saint Paul by 16.5 percentage points and exceeded the state average by 12.9 percentage points on the MCA Reading Assessment.**



**Chart 21: In FY25, Urban Academy students outperformed the students attending Saint Paul Public Schools on the MCA Math Assessment by 10 percentage points.**



**Chart 22: In FY25, Asian students at Urban Academy outperformed Asian students attending Saint Paul Public Schools by 8.5 percentage points on the MCA Math Assessment.**



**Chart 23: In FY25, FRP students scored 20.8 percentage points higher in MCA Math than Saint Paul and 10 percentage points higher than the state.**



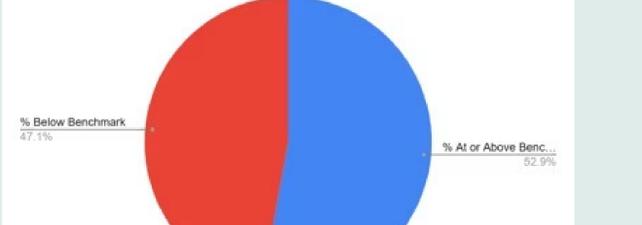
**Chart 24: In FY25, EL students at Urban Academy scored 21.3 percentage points higher in MCA Math than Saint Paul and 17.2 percentage points higher than the state average.**



### FastBridge

FastBridge Reading Assessments were given to all students in grades K-3. The data provides a snapshot of student reading performance using standardized benchmarks and national norms. Scores identify risk levels, indicating students that are at/above grade and students that are below grade level. The assessment measures broad reading abilities including phonemic awareness, phonics, vocabulary, comprehension, and fluency. FY25 was the first year.

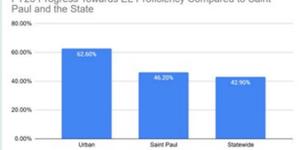
**Chart 25: In Spring of 2025, 52.9% of Urban Academy students in grades K-3 were reading at or above grade level.**



### ACCESS

The ACCESS test is given annually to all students that qualify for English Language services. It measures English proficiency in listening, speaking, reading, and writing. UA uses the results to track progress, determine English support needs, and decide when students exit language services. EL students at Urban Academy consistently perform better on the ACCESS test, with a higher percentage of students meeting their goals or progressing towards their goals than both Saint Paul Public Schools and the state.

**Chart 26: In FY25, 62.6% of EL students at Urban Academy progressed towards their EL goals, outperforming Saint Paul and the state average by 16.4 percentage points and the state average by 19.7 percentage points.**



**Chart 27: In FY25, 42.5% of Urban Academy ELs met their targets, outperforming Saint Paul by 17.5 percentage points and the state by 14.6 points.**



# Section 3: Multi-year Trends

Urban Academy’s academic performance over the last several years reveals a robust and accelerating trajectory of positive results, marked by sustained improvements in both proficiency and growth across key indicators. These advances have continued through the current contract cycle, building on the foundations set during the 2019-2024 contract period and driving post-pandemic record proficiency rates.

## 1

### Academic Proficiency Gains

- Urban Academy saw significant increases in Math, Reading, and Science MCA proficiency rates between FY21 and FY25. Over this five-year span, the percentage of students meeting Math standards grew by 20.2 points, Reading by 13.1 points, and Science by 5.5 points.
- Notably, Urban Academy consistently outperformed the resident district (St. Paul) across multiple years. For 2023-2025, Urban Academy’s combined Math proficiency for Grades 3-8 was 30.86%, 3.36 percentage points higher than St. Paul’s average, and combined Reading proficiency was 37.14%, 2.86 points higher than St. Paul’s average.
- Achievement gap closure has accelerated, with Free/Reduced Price (FRP) students and English Learners (EL) exceeding both district and state proficiency rates. In FY25, FRP students at Urban Academy achieved Math proficiency rates 14.84 points above St. Paul’s average and Reading proficiency 15.56 points higher. EL students outperformed district averages by 15.33 points in Math and 17.40 points in Reading across multi-year assessments.



MCA Proficiency Rates 2021-2025: Math, Reading, Science

## 2

### Exemplary Student Growth

- Urban Academy has established new records in student growth as measured by NWEA MAP. In 2023-2025, 71.86% of students below grade level in Math met or exceeded growth targets, and 68.16% of students at or above grade level met or exceeded targets, both surpassing national and contract benchmarks.
- Reading growth also exceeded expectations, with 66.2% of students meeting growth targets in 2025, compared to a national benchmark of 50%.
- Over half of Urban Academy students began the year below grade level, yet catch-up rates have accelerated, as evidenced by cumulative growth percentages well above expected benchmarks for both math and reading—Math cumulative growth reached 161.9% and Reading 171.6% in 2025.



Percent of Students Meeting NWEA MAP Growth Targets, 2025

## 3

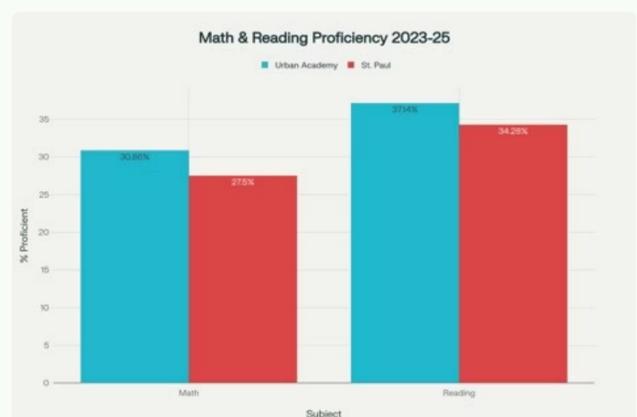
### Sustained Program Quality and Climate

- The academy’s early learning programs have remained exemplary, with an average of 95.56% of Pre-K students meeting or exceeding kindergarten readiness benchmarks in Math and 89.36% in Early Reading from 2023-2025.
- Parent satisfaction continues to exceed benchmarks, with 93.36% of parents agreeing or strongly agreeing they are satisfied with the school in 2023-2024.
- Attendance rates remain above 95%, reinforcing a stable learning climate that supports ongoing academic growth.

## 4

### Persistent Improvement Strategies

- Urban Academy’s success is rooted in effective academic strategies, including the adoption of new reading and math curricula (Fishtank ELA, Reveal Math), data-driven instruction, focused professional development, and persistent intervention for struggling learners.
- Analysis of student assessments is continuous, with data teams and PLCs regularly evaluating progress and refining instructional practices to accelerate growth—these efforts have been particularly impactful in supporting English Learners and economically disadvantaged students.
- The leadership team’s commitment to job-embedded PD and backwards planning ensures instructional coherence and addresses individual student needs rapidly.



Urban Academy vs. St. Paul Proficiency (2023-2025)

These sustained, contract-driven improvements demonstrate that Urban Academy has advanced from pandemic recovery to strong, ongoing growth, achieving record post-pandemic proficiency rates. This trajectory reflects the school’s effective academic strategies and unwavering commitment to continual progress for all student groups

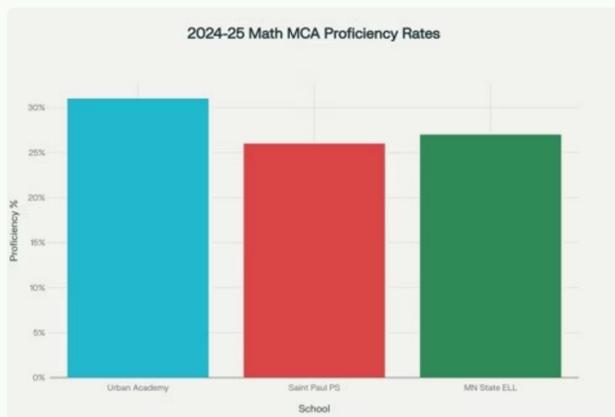


## Section 4: Performance in Context (National, State, and Local Comparisons)

Urban Academy’s performance is highly favorable when benchmarked against local, state, and national comparators for schools serving high proportions of English Learners (EL) and low-income students. The school not only outperforms Saint Paul Public Schools and Minnesota’s averages for similar demographics, but also exceeds national growth benchmarks for high-poverty, high-ELL charter schools, making it a leading example in its context.

### Local Comparison: Saint Paul Public Schools

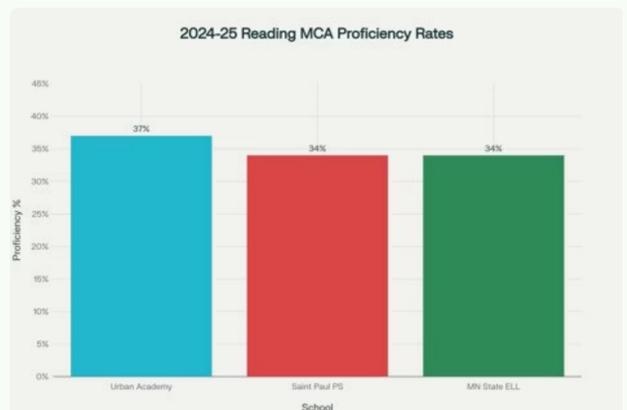
- Urban Academy’s 2025 MCA proficiency rates were approximately 37% in Reading and 31% in Math, surpassing SPPS’s rates of 34% (Reading) and 26% (Math).
- For English Learners, Urban Academy’s Reading proficiency exceeded Saint Paul by 16.5 percentage points, and Math by 21.3 points.
- Urban Academy’s low-income students (FRL eligible) also outperformed the Saint Paul district average by 17.2 points (Reading) and 20.8 points (Math).
- The latest reports confirm that across all grades, only 8% of ELs in SPPS attained proficiency on ACCESS, while 42.5% of Urban Academy’s ELs met their EL progress targets.



Math MCA Proficiency Rates (2024-2025): Urban Academy vs. Local and State

### State Comparison: Minnesota Schools with Similar Demographics

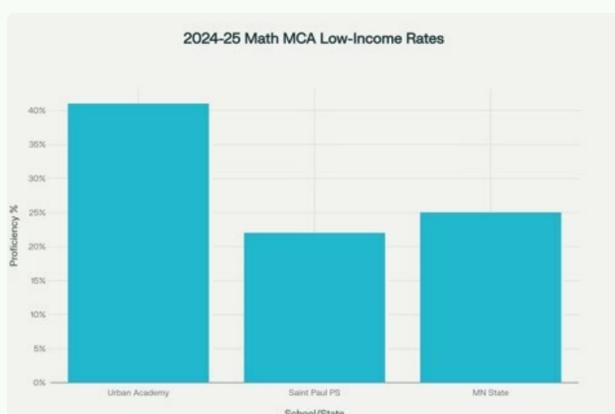
- ELLs and FRL students statewide historically trail averages, with most schools showing under 25% proficiency in both Math and Reading for active EL students.
- Only about 17.5% of current EL students and 21.8% of ELs overall met MCA Reading benchmarks statewide in 2024; Urban Academy’s ELs consistently exceed these levels, outperforming the state averages in both Math and Reading by over 12 percentage points in Reading and 17 points in Math.
- For overall proficiency, Minnesota districts scored around 50% in Reading and just under 50% in Math for all students; districts with high EL and FRL rates often reported results in the 20%-35% range—making Urban Academy’s 31-37% for an almost exclusively high-need population remarkable.



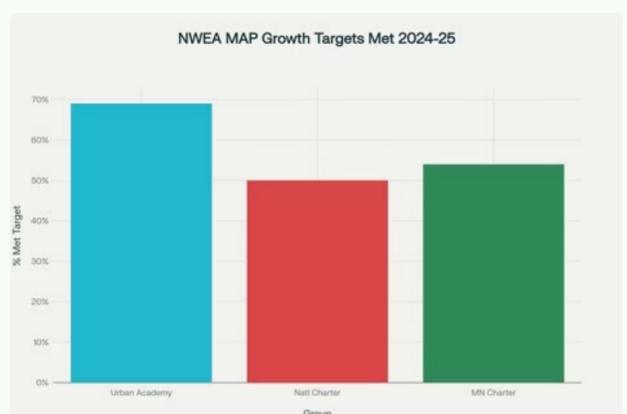
Reading MCA Proficiency Rates (2024-2025): Urban Academy vs. Local and State

### National Context: Charter Schools and Demographic Peers

- National research shows charter schools serving high-need, high-ELL, and high-poverty populations frequently surpass similar district schools in student growth and gap closure.
- Charter EL students nationwide gain the equivalent of 6-8 extra days of learning in Reading and Math compared to district peers, and low-income students see over 20 extra days in each subject annually.
- Urban Academy’s NWEA MAP scores are exceptional: 66-72% of students—many starting the year below grade level—meet or exceed national growth targets in both Reading and Math, far above the 50% national average and exceptional for high-poverty, high-ELL peer groups.
- The number of Urban Academy ELs meeting English proficiency targets and showing measurable growth far exceeds both state and national averages for comparable schools, nearing or doubling typical progress rates for similar populations.



Math MCA Proficiency Rates for Low-Income Students (2024-2025)



Student Growth: NWEA MAP Percent Meeting Targets (2024-2025)

### Summary Table: MCA Proficiency Rates Comparison (2024-2025)

Group	Urban Academy	Saint Paul PS	MN State ELL	National Charter (Peer)
Math (All Students)	31%	26%	~27%	6-17 days higher*
Reading (All Students)	37%	34%	~34%	6-23 days higher*
Math (FRL/Low-Income Students)	41-45%	20-25%	~25%	17 days higher*
Reading (FRL/Low-Income)	44-46%	25-29%	~23%	23 days higher*
Math (English Learners)	38-43%	17-22%	~17%	8 days higher*
Reading (English Learners)	35-37%	16-18%	~18%	6 days higher*

\* National charter comparisons use “days of learning” to summarize value-added outperformances; Urban Academy’s percentile gains are substantially higher on growth measures.



## Conclusion

Urban Academy stands out locally, surpassing both its home district (Saint Paul Public Schools) and statewide averages for similar high-need demographics by double-digit margins in both proficiency and growth metrics. Nationally, its student growth and gap-closing performances align with or exceed those of top-performing charter schools serving high-poverty and high-ELL populations. This positions Urban Academy as both a Minnesota and national example of effective, equitable education for underserved urban students.



# Governance

## Board of Directors

Urban Academy’s board far surpasses most Minnesota charter schools in governance, compliance, and board development. Over the years, Urban Academy has achieved complete compliance with all legal and statutory requirements for board operations, member training, and elections—while a 2025 statewide review found that more than half of Minnesota charter schools failed to meet key governance standards, with 32 out of 91 charter schools cited for open meeting violations and many others struggling with consistent board training and transparency.

Urban Academy’s board is comprised of a diverse group of parents, teachers, and community members, exceeding statutory membership requirements. With representation from each key stakeholder group—including licensed teachers, parents, and community professionals—the board maintains the expertise, perspective, and balance necessary for strong governance and innovative leadership year after year.

The table below lists the board members that served during the 2024-25 school year:

<p><b>Melissa Jensen</b>  <a href="mailto:jensen.melissam@gmail.com">jensen.melissam@gmail.com</a></p> <p>Term: FY23-FY25</p> <p>Membership Category: Community Member</p> <p>Board Position: Chair</p>	<p><b>Fong Lor</b>  <a href="mailto:Flor26@comcast.net">Flor26@comcast.net</a></p> <p>Term: FY23-FY25</p> <p>Membership Category: Parent</p> <p>Board Position: Vice Chair</p>	<p><b>Dr. Tamara Mattison</b>  <a href="mailto:tdmatti@comcast.net">tdmatti@comcast.net</a></p> <p>Term: FY24-FY26</p> <p>Membership Category: Community Member</p> <p>Board Position: Finance Chair</p>
<p><b>Caley Long</b>  <a href="mailto:Caley.k.long@gmail.com">Caley.k.long@gmail.com</a></p> <p>Term: FY23-FY25</p> <p>Membership Category: Community Member</p> <p>Board Position: Secretary</p>	<p><b>Nancy Smith</b>  <a href="mailto:Kimamana51@gmail.com">Kimamana51@gmail.com</a></p> <p>Term: FY23-FY25</p> <p>Membership Category: Community Member</p> <p>Board Position: Member</p>	<p><b>Yuyin Liao</b>  <a href="mailto:yuliao@urbanacademymn.org">yuliao@urbanacademymn.org</a></p> <p>Term: FY24-FY26</p> <p>Membership Category: Teacher</p> <p>License #423068</p> <p>Board Position: Member</p>
<p><b>Chao Yang</b>  <a href="mailto:cayang@urbanacademymn.org">cayang@urbanacademymn.org</a></p> <p>Term: FY24-FY26</p> <p>Membership Category: Teacher</p> <p>License #392714</p> <p>Board Position: Member</p>	<p><b>Ronsoie Xiong</b>  <a href="mailto:rxiong@urbanacademymn.org">rxiong@urbanacademymn.org</a></p> <p>Term: FY24-FY26</p> <p>Membership Category: Parent</p> <p>Board Position: Member</p>	<p><b>Dr. Mongsheer Ly</b>  <a href="mailto:mly@urbanacademymn.org">mly@urbanacademymn.org</a></p> <p>Term: 1999 – present</p> <p>Superintendent</p> <p>Administrative License #: 450140</p> <p>Board Position: Ex-Officio Member</p>
<p><b>Ralph Elliott (Board Advisory Member)</b>            651-785-5544 (home)            651.215.9419 ext. 202 (work)  <a href="mailto:relliott@urbanacademymn.org">relliott@urbanacademymn.org</a></p> <p>Term: 2012 – present</p> <p>Administration Academy</p>	<p><b>Luis Brown–Pena (Board Advisory Member)</b>            651.442.0956 (cell)            651.552.0956 (home)  <a href="mailto:lbrownpena@yahoo.com">lbrownpena@yahoo.com</a></p> <p>Term: 2010 – present</p> <p>Community Professional</p>	

## Board Training and Development

Urban Academy not only meets but exceeds all training requirements—achieving 100% completion for both new and returning members for the past 3 consecutive years. While many urban charter schools struggle with consistent board training and ongoing professional development, Urban’s board members receive a robust, well-documented training sequence on governance, legal obligations, financial oversight, and cultural competency, making Urban a model of best practice.

On-Going Board Member Training				
Board Member	Date of Training	Training Topic	Facilitator	
Caley Long	1.27.25	<ul style="list-style-type: none"> <li>Conduct Board Elections</li> <li>School Health and Safety</li> <li>Evaluate Progress Towards Goals</li> </ul>	Roderick	Haenke, Instructional Designs, Inc.
	3.17.25	<ul style="list-style-type: none"> <li>Developing and Establishing Effective Parent and Community Relationships</li> <li>Understanding Employment Laws in Charter Schools</li> <li>Understanding Education Standards in MN</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
	3.27.25	<ul style="list-style-type: none"> <li>Maintain Authorizer Relations</li> <li>Develop and Use Policies</li> <li>Uncovering and Overcoming Our Own Biases</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
Melissa Jensen	1.27.25	<ul style="list-style-type: none"> <li>Conduct Board Elections</li> <li>School Health and Safety</li> <li>Evaluate Progress Towards Goals</li> </ul>	Roderick	Haenke, Instructional Designs, Inc.
	2.24.25	<ul style="list-style-type: none"> <li>Maintain Authorizer Relations</li> <li>Develop and Use Policies</li> <li>Uncovering and Overcoming Our Own Biases</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
	3.17.25	<ul style="list-style-type: none"> <li>Developing and Establishing Effective Parent and Community Relationships</li> <li>Understanding Employment Laws in Charter Schools</li> <li>Understanding Education Standards in MN</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
Ronsoie Xiong	1.27.25	<ul style="list-style-type: none"> <li>Conduct Board Elections</li> <li>School Health and Safety</li> <li>Evaluate Progress Towards Goals</li> </ul>	Roderick	Haenke, Instructional Designs, Inc.
	2.24.25	<ul style="list-style-type: none"> <li>Maintain Authorizer Relations</li> <li>Develop and Use Policies</li> <li>Uncovering and Overcoming Our Own Biases</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
	3.17.25	<ul style="list-style-type: none"> <li>Developing and Establishing Effective Parent and Community Relationships</li> <li>Understanding Employment Laws in Charter Schools</li> <li>Understanding Education Standards in MN</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
Yuyin Liao	1.27.25	<ul style="list-style-type: none"> <li>Conduct Board Elections</li> <li>School Health and Safety</li> <li>Evaluate Progress Towards Goals</li> </ul>	Roderick	Haenke, Instructional Designs, Inc.
	2.24.25	<ul style="list-style-type: none"> <li>Maintain Authorizer Relations</li> <li>Develop and Use Policies</li> <li>Uncovering and Overcoming Our Own Biases</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
	3.17.25	<ul style="list-style-type: none"> <li>Developing and Establishing Effective Parent and Community Relationships</li> <li>Understanding Employment Laws in Charter Schools</li> <li>Understanding Education Standards in MN</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
Chao Yang	1.27.25	<ul style="list-style-type: none"> <li>Conduct Board Elections</li> <li>School Health and Safety</li> <li>Evaluate Progress Towards Goals</li> </ul>	Roderick	Haenke, Instructional Designs, Inc.
	2.24.25	<ul style="list-style-type: none"> <li>Maintain Authorizer Relations</li> <li>Develop and Use Policies</li> <li>Uncovering and Overcoming Our Own Biases</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
	3.17.25	<ul style="list-style-type: none"> <li>Developing and Establishing Effective Parent and Community Relationships</li> <li>Understanding Employment Laws in Charter Schools</li> <li>Understanding Education Standards in MN</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
Fong Lor	3.17.25	<ul style="list-style-type: none"> <li>Developing and Establishing Effective Parent and Community Relationships</li> <li>Understanding Employment Laws in Charter Schools</li> <li>Understanding Education Standards in MN</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
	3.27.25	<ul style="list-style-type: none"> <li>Maintain Authorizer Relations</li> <li>Develop and Use Policies</li> <li>Uncovering and Overcoming Our Own Biases</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
	4.1.25	<ul style="list-style-type: none"> <li>Maintain Authorizer Relations</li> <li>Develop and Use Policies</li> <li>Uncovering and Overcoming Our Own Biases</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
Nancy Smith	3.17.25	<ul style="list-style-type: none"> <li>Developing and Establishing Effective Parent and Community Relationships</li> <li>Understanding Employment Laws in Charter Schools</li> <li>Understanding Education Standards in MN</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
Dr. Tamara Mattison	3.17.25	<ul style="list-style-type: none"> <li>Developing and Establishing Effective Parent and Community Relationships</li> <li>Understanding Employment Laws in Charter Schools</li> <li>Understanding Education Standards in MN</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
Luis Brown-Pena (Board Advisory Member)	3.17.25	<ul style="list-style-type: none"> <li>Developing and Establishing Effective Parent and Community Relationships</li> <li>Understanding Employment Laws in Charter Schools</li> <li>Understanding Education Standards in MN</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
	4.7.25	<ul style="list-style-type: none"> <li>Conduct Board Elections</li> <li>School Health and Safety</li> <li>Evaluate Progress Towards Goals</li> <li>Maintain Authorizer Relations</li> <li>Develop and Use Policies</li> <li>Uncovering and Overcoming Our Own Biases</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
Dr. Mongsheer Ly (Ex-Officio)	1.27.25	<ul style="list-style-type: none"> <li>Conduct Board Elections</li> <li>School Health and Safety</li> <li>Evaluate Progress Towards Goals</li> </ul>	Roderick	Haenke, Instructional Designs, Inc.
	2.24.25	<ul style="list-style-type: none"> <li>Maintain Authorizer Relations</li> <li>Develop and Use Policies</li> <li>Uncovering and Overcoming Our Own Biases</li> </ul>	Marcy	Myers, Instructional Designs, Inc.
	3.17.25	<ul style="list-style-type: none"> <li>Developing and Establishing Effective Parent and Community Relationships</li> <li>Understanding Employment Laws in Charter Schools</li> <li>Understanding Education Standards in MN</li> </ul>	Marcy	Myers, Instructional Designs, Inc.

# Board Election

Transparent, well-publicized, and inclusive elections set Urban apart. All election information is posted in advance online and in school communications, and all eligible voters—including parents, staff, and the current board—are actively encouraged to participate.

Urban Academy conducts board elections in accordance with Minnesota statute, which requires publication of election notices, candidate information, and transparent procedures for eligible voters. The notice of the board election was posted on March 1, 2025, and candidate biographies were made available to the community on the school’s website on April 22, 2025, meeting statutory requirements for advance notice. The election was held from May 7 to May 16, 2025, providing ample opportunity for eligible voters—which include staff, current board members, and parents of enrolled students—to participate in electing new directors.

In FY25, elections were held for two parent seats and two community seats on the Board of Directors. Elected to three-year terms were: Caley Long (Community), Fong Lur (Parent), Melissa Jensen (Community), and Jasmyne Catino (Parent). Per statute, all new board members’ terms begin July 1, 2025.

# Board Development Plan

Urban’s board demonstrates a strategic and forward-thinking approach to leadership development by conducting annual needs assessments and utilizing survey results to shape a targeted board development plan. This approach helps ensure that both individual and group training goals are addressed each year, supporting strong and ongoing board capacity aligned with Urban Academy’s commitment to continuous growth and effective governance.

Training Facilitation			
Board Priority*	Outcome	Key Steps	Board Meeting Date
Elections School Health and Safety Program Oversight and Evaluation	-Board members will learn effective strategies and best practices for conducting transparent and well-organized charter school board elections.  -Board members will understand the importance of implementing health and safety policies, monitoring strategies, and ongoing initiatives to create and maintain a safe and healthy school environment for students and staff.  -The Board of Directors regularly evaluate the school’s academic, organizational, and financial performance.	Step 1: Watch the following videos prior to the board meeting ● Conduct a Board Election ● School Health and Safety ● Evaluate Progress Towards Goals  Step 2: Review, discuss, and take a quiz during the board meeting  Step 3: Commit to taking next steps to becoming a better board  Step 4: Receive a certificate of completion	January 27, 2025
Policy Development and Review Authorizer Contract Relationships Cultural Diversity	-The Board of Directors monitors the organization’s adherence to school board policies.  -Board members will understand the responsibilities of both the authorizer and the school as described in the contract.  -The board has a policy review calendar and reviews and updates its policies as needed or required by state law.  -Board members recognize that we have our own biases that could affect the way we interact with students and colleagues.	Step 1: Watch the following videos prior to the board meeting ● Develop and Use Policies ● Maintain Authorizer Relations ● Uncovering and Overcoming Our Own Biases  Step 2: Review, discuss, and take a quiz during the board meeting  Step 3: Commit to taking next steps to becoming a better board  Step 4: Receive a certificate of completion	February 24, 2025
Effective Parent and Community Relationships Legal Liability State Standards	-Board members will learn the benefits of fostering effective parent and community relationships and gain practical ideas for how to achieve this.  -Board members understand key laws and policies and how they shape employment practices in charter schools.  -Board members have knowledge of MN state standards and how to monitor the school’s adherence to teaching all the standards annually.	Step 1: Watch the following videos prior to the board meeting ● Developing and Establishing Effective Parent and Community Relationships ● Understanding Employment Laws in Charter Schools ● Understanding Education Standards in MN  Step 2: Review, discuss, and take a quiz during the board meeting  Step 3: Commit to taking next steps to becoming a better board  Step 4: Receive a certificate of completion	March 17, 2025

# Result of Annual Assessment of Board Performance

The Urban Academy Board of Directors completed a formal self-assessment, measuring progress and mapping out areas for strengthening governance. Urban’s board consistently demonstrates full compliance, transparency, and dedication to continuous improvement. The results listed below demonstrate both Urban’s dedication to strong board compliance and performance and their desire to continuously seek ways to improve.

## Areas of Strength

Monitoring board structure and membership alignment with bylaws and statutes	Developing and implementing a comprehensive board training plan
Ensuring ongoing training compliance for all continuing members	Annual Open Meeting Law training and adherence to meeting statute
Bylaws review and election requirements	Formal school leader evaluation
Training and policy adoption for data practices	Monitoring school academic performance at regular board meetings
Timely advance distribution of board agendas and documents	

## Areas for Development

Thorough orientation for new board members	Satisfaction survey review and follow-up
Consistently updated board website, including timely posting of minutes, policies, and roster	Routine policy review in all board meetings

## Conclusion

Urban Academy’s FY25 Board of Directors demonstrated dedication to effective governance and compliance in nearly every category of responsibility. To build on these strengths, the board will prioritize increasing the consistency and depth of new member onboarding, enhancing the process for reviewing stakeholder satisfaction surveys, and maintaining comprehensive website updates and policy review practices in the coming year. These priorities will help the board further strengthen transparency, engagement, and accountability.



## Management

Urban Academy’s strong organizational support for instructional leadership and operational excellence has directly contributed to the school achieving the maximum 5-year renewal from its authorizer, Novation Education Opportunities (NEO) and state recognition as a High Quality Charter School. Through a collaborative and data-driven approach, Urban Academy excels across its Performance Framework—demonstrating high achievement in academic outcomes, operational reliability, and governance, while fostering a culture of professional growth among staff and leaders.

### Instructional Leadership and Academic Performance

Urban Academy’s leadership team—including the Executive Director, Principal, Director of Academics, and Literacy Lead—drives a continuous improvement process that grounds teaching practice in evidence, frequent data analysis, and collaborative planning. Under their guidance, teachers design personalized learning models, use innovative teaching methods, and leverage backwards planning to raise student achievement. These efforts have resulted in steady enrollment increases, consistently high student retention, and exemplary gains in both proficiency and growth metrics measured by NWEA MAP and MCA state assessments. Over the past two contract years, the school has outpaced local and statewide averages, particularly for students in high-need subgroups such as English learners and students eligible for free or reduced-price meals. Regular professional development, Individual Growth Plans, and embedded job coaching further support instructional quality and student outcomes.

### Operational Excellence and Effective Management

Urban Academy’s operational performance is marked by robust compliance, financial stewardship, and transparent board governance—setting a high standard for similar schools. Through meticulous strategic planning and effective resource management, the management team ensures full alignment with all charter and statutory requirements. The board, administration, and staff collaboratively manage day-to-day operations, evidenced by the school’s receipt of the MDE Finance Award and a flawless authorizer compliance record. The school demonstrates consistent excellence in maintaining safe, healthy, and productive learning environments, as reflected in high attendance rates, low mobility, and positive family engagement data. The school director’s leadership is regularly evaluated with high board approval, reinforcing an ongoing commitment to continuous growth.



## Roles and Contributions Across the Performance Framework

- 1 **Executive Director:**  
Provides overarching leadership in operations, strategic planning, compliance, finance, and staff supervision, anchoring the school’s alignment with performance priorities.
- 2 **Principal:**  
Oversees instructional quality, daily school operations, teacher supervision, and ensures compliance with state and federal regulations.
- 3 **Director of Academics:**  
Leads curriculum development, professional development, and data analysis, fostering academic excellence across all grade levels.
- 4 **Literacy Lead:**  
Develops schoolwide literacy interventions, coaches reading teachers, and drives achievement in foundational skills.
- 5 **Board of Directors:**  
Maintains effective governance, monitors academic and operational outcomes, ensures ongoing training, and encourages stakeholder engagement in school improvement.

## Positive Outcomes in the Performance Framework

The strategic and comprehensive efforts across leadership and operational dimensions directly resulted in Urban Academy excelling in all key authorizer performance areas:

- Multi-year academic proficiency and growth well above benchmarks for similar schools.
- Successful closure of achievement gaps for key subgroups.
- Recognition for exemplary financial management and organizational practices
- Strong family and community engagement and transparent governance processes.
- A reputation as a model charter school, reflected in high renewal ratings and state-level distinctions such as the MDE Finance Award and multiple program expansion grants.

As a result of these sustained achievements and dedicated leadership, Urban Academy has been awarded a 5-year renewal by its authorizer and recognized as a High Quality Charter School by MDE, affirming its status as a high-performing, innovative, and accountable public charter school

## School Leaders

Name	Title	Responsibilities	Admin License
Dr. Mongsher Ly	Executive Director	Leads school operations, strategic planning, compliance, finance, human resources, and represents the school to the board and community. Oversees curriculum, assessment, and staff supervision.	450140, Superintendent and Principal
Joseph Thompson	Principal	Directs daily school operations, oversees instruction and classroom management, supports teachers, monitors student achievement, and ensures compliance with state/federal regulations.	395612, Principal, Elementary Education, and Social Studies
Tony Lang	Director of Academics	Manages curriculum development and implementation, supports teacher professional development, analyzes assessment data, and promotes academic excellence across grade levels.	422103, Elementary Education
Brooklyn Earle	Literacy Lead	Guides reading instruction, provides literacy coaching to teachers, develops interventions, monitors literacy data, and supports schoolwide reading achievement.	483267, Reading and Elementary Education
Liz Sommerville	HR Director	Oversees hiring, employee relations, benefits	NA

# School Director Evaluation Process and Date:

Dr. Mongsher Ly has been a leader at Urban Academy for over 20 years, consistently receiving strong approval and high evaluation scores from the Board of Directors. In FY25, Dr. Ly’s performance was evaluated in April and the results—reflecting ongoing board confidence—were shared at the May 2025 board meeting.

## Professional Development Training of Director or Chief Administrator

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 proactively engage in high-quality professional development to further enhance his leadership and support Urban Academy’s mission and innovation. Below is a list of PD that Dr. Ly participated during the 2024-25 school year.

Course	Objective/Target	Date Completed
Growth In Best Practices	Academic	8/26/24 – 6/6/25
Math Talk & Number Sense	Academic	8/26/24 – 6/6/25
Science	Academic	8/26/24 – 6/6/25
Social Studies	Academic	8/26/24 – 6/6/25
Technology	Academic	8/26/24 – 6/6/25
Reading	Academic	8/26/24 – 6/6/25
Multilingual Learner Needs	Academic	8/26/24 – 6/6/25
Positive Behavior	Academic	8/26/24 – 6/6/25
Mental Health	Wellbeing	8/26/24
Accommodations, Modifications and Adaptions of curriculum	Academic	8/26/24 – 6/6/25
Nonviolent Crisis Intervention (CPI)	Wellbeing	11/8/24
Read Act	Academic	7/1/24
Governance	Conduct Board Elections School Health and Safety Evaluate Progress Towards Goals	1/27/25
Governance	Maintain Authorizer Relations Develop and Use Policies Uncovering and Overcoming Our Own Biases	2/24/25
Governance	Developing and Establishing Effective Parent and Community Relationships Understanding Employment Laws in Charter Schools Understanding Education Standards in MN	3/17/25

# Staffing

Urban Academy's staff retention rate for FY25 was 85.2%, significantly exceeding state averages for urban charter schools, where annual teacher turnover can approach 20–25%. This commitment to staff stability helps foster strong relationships and consistent teaching quality. The school supports new hires with mentorship, ongoing professional development, and meaningful opportunities for leadership.

## Non-Licensed Staff for FY25

Name	Assignment	Not returning FY26
Lisa Ly-Vang	Gen Ed Paraprofessional	
Ronsoie Xiong	Tech/Testing Coordinator	
Isique Yang	Gen Ed Paraprofessional	
Victoria Ly	Gen Ed Paraprofessional	
Katrina Conrad	Gen Ed Paraprofessional	
Hser Tha	PreK Paraprofessional	
Way Ber Paw	PreK Paraprofessional	
Chaochi Ly	Paraprofessional - Sp Ed	
Victoria Brown-Pena	Paraprofessional - Sp Ed	
Randy Xiong	Paraprofessional - Sp Ed	
Andy Vang	Paraprofessional - Sp Ed	
Jamoon Moua	Paraprofessional - Sp Ed	
Minn Lay	Gen Ed Paraprofessional	
Lwai Say	Gen Ed Paraprofessional	
Ehdoe Soe	Gen Ed Paraprofessional	
Huechee Ly	Gen Ed Paraprofessional	
Christina James	Executive Assistant	
Mao Vang	Administrative Assistant	
Ralph Elliot	Family Specialist	
Ku Thay	Janitor	
Kanyaw Too	Van Driver/Janitor	
Khu Lay	Cafeteria	
Za Nin Paw	Cafeteria	
Thormee Moua	Cafeteria	

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## Licensed Staff for FY25

Name	File Number	Folder	Assignment	Not returning FY26
Grace Marchang	1008992		PreK Teacher	Did not Return
Shannon McCann	496019		PreK Teacher	
Chao Yang	392714		Kindergarten	
Michelle Mooney	1008637		Kindergarten	
Morgan Voshell			1st Grade	
Cathleen Olson	337623		1st Grade	
Sydney Iverson	1009610		2nd Grade	Did not Return
Robert McCabe	454698		2nd Grade	
Katie Anderson	478239		3rd Grade	
PaKou Yang	360268		3rd Grade	
Sarah Hessler	499985		4th Grade	
Alicia Schoenborn	360222		4th Grade	
Mai Ger Vue	1010985		5th Grade	
Cheryl Conrad	297941		5th Grade	Retired
Anna Bader	419132		Middle School - Math (6-8)	
Char Yang	1011665		Middle School - Reading (6-8)	
Michael Ward	301747		Middle School - Soc. St. (6-8)	
Jonathan Yoon	1034392		Middle School - Science (6-8)	
Aung Naing	1038040		Middle School - Karen Language (6-8)	
Laura Burkhardt	375931		Art Teacher	
Randall Mastel	477187		Technology	
Erik Heieie	483267		Phy Ed/Health	
Brooklyn Earle	483267		Title I	
Addison Filiatreauz	485138		Title I	
Cherri Calton	490673		ESL	
Sherri Westra	449476		ESL	Retired
Yuyin Liao	423068		Special Education - Lead	
Isaac Heieie	1024089		Early Ed Special Education	
Mongsher Ly	450140		Superintendent	
Joseph Thompson	395612		School Principal	
Harold Lang	422103		Academic Director	
Liz Sommerville			HR Director	

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## Teacher Retention:

School Year	# Teachers Employed at End of School Year	# Teachers Returning at Start of Next School Year	Retention Rates
FY25	27	23	85.2%



## Staff Development

Urban Academy successfully aligned its professional development program with the priorities and strategies outlined in its School Improvement Plan (SIP), resulting in a robust, year-long PD calendar directly targeting school-wide instructional goals. Trainings systematically emphasized student engagement in reading and math, foundational literacy and vocabulary, hands-on problem solving, explicit data analysis, and differentiated instruction—ensuring every session advanced both individual and collective capacity to meet the SIP’s high standards for teaching and learning. This intentional alignment empowered teachers to implement evidence-based practices, fostered collaborative data use, and supported a culture focused on student-driven learning and continuous growth.

## Teacher Evaluation Description

Urban Academy’s teacher evaluation system is a comprehensive, growth-oriented process designed to support teacher effectiveness, professional development, and student achievement. The evaluation system is grounded in three core principles: improvement through frequent coaching and feedback, job-embedded professional learning, and an emphasis on student proficiency and growth.

### Key Features

- The system fully meets the requirements of Minnesota State Statute 122A.40 and is aligned with professional teaching standards.
- Every teacher participates in an annual cycle that includes an individual growth and development plan, peer reviews, and at least one formal summative evaluation conducted by trained and qualified administrators.
- Teachers receive bi-weekly informal observations from academic directors, monthly walkthroughs from the principal, and regular feedback sessions focused on classroom practice, student engagement, and instructional improvement.
- Evaluation incorporates multiple measures, including student achievement and growth data, classroom observations, participation in professional development, and evidence of student engagement.
- Peer observation and coaching are encouraged, and teachers may complete an end-of-year portfolio as further evidence of professional growth and reflection.
- Teachers who do not meet standards are supported through individualized improvement plans, with additional assistance and clear growth goals.
- Results from the evaluation process inform professional development priorities and contribute to a culture of continuous learning and reflective practice at Urban Academy.

In short, Urban Academy’s evaluation system is designated to help teachers improve their practice, leading to increased student outcomes.



# 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 “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 –“ Standards are the curriculum. Objectives: Teachers need to focus on both content and language objectives. Objectives need to be clear and understandable by the students. Assessments provide teachers with valuable information on student strengths and weaknesses. Responding with interventions for students that need extra help based on data analysis and performance.

The SOAR Plans consist of:

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

## MTSS

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.

## 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 to 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 identifies English learners using the Minnesota Language Survey and the WIDA, an English proficiency assessment. Only students verified as English learners receive language support. Two ML teachers provide instruction tailored to student proficiency, including small group and individual sessions. Annually, all staff receive professional development and coaching in EL strategies.

## Curriculum

### 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

### Cultural Competency

Urban Academy is strengthening cultural competency through multiple aligned practices. Staff receive training in culturally responsive methodologies, and the school selected the Fish Tank curriculum because it includes multicultural resources and activities that support English Learners. The staff reflects the diversity of the student population, with adults who speak the languages of the students that attend the school. Classroom libraries include books with images, characters, and topics representing many cultural groups, and the teacher evaluation rubric explicitly measures the use of culturally responsive methodologies.

## Instructional Philosophy

Urban Academy believes every child is capable of academic and personal success when taught through rigorous, research-based practices in a safe and respectful environment. We provide a multicultural, learner-centered education that values students’ unique abilities, cultures, and resilience. Learning is designed through backwards planning, aligned to Minnesota Academic Standards, and supported by frequent assessment and data-driven interventions to ensure students meet or exceed grade-level expectations. We emphasize literacy, mathematics, science, and social studies through evidence-based curricula, while also nurturing creativity, digital literacy, and physical wellness. Education is a partnership between school, family, and community, with the goal of preparing students to think critically, act responsibly, and contribute meaningfully to society.

# 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:

## 1 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.

## 2 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.

## 3 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 to ensure 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 are communicated 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.

## 4 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.

## 5 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.

## 6 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.

## 7 Awards

We are proud to celebrate Urban Academy's remarkable achievements and recognition over the past year. These awards highlight our commitment to academic excellence, strong financial stewardship, and innovative growth. In FY25, Urban Academy received the following accolades:

- MDE Finance Award
- MDE 4 Star Rating for Pre-K Programming
- 5-year Contract Renewal with Novation Education Opportunities
- MDE Expansion Grant Winner



# Comprehensive Achievement and Civic Readiness (CACR) Strategic Plan Report

Urban Academy's CACR plan is guided by Minnesota statute 120B.11, which requires every district and charter school to create a comprehensive, long-term strategy that supports both student achievement and civic readiness. The goal is to prepare all students for success in college, careers, and as lifelong learners, while helping them grow into active, engaged community members.

In FY25, Urban Academy focused on closing achievement gaps, raising math and reading proficiency, and supporting English Learners and economically disadvantaged students using evidence-based instructional practices and targeted interventions. Teachers maximized student engagement in reading and math, emphasized foundational skills, fostered classroom discussion, and provided collaborative learning opportunities. Staff deepened their expertise in data analysis and implemented differentiated instruction, while weekly PLCs and ongoing professional development reinforced high-impact practices. A multi-tiered support system delivered intensive interventions, and active stakeholder engagement occurred through public meetings and advisory committees.

Progress was monitored using state and local assessments and regular data reviews. Over half of students met academic growth targets, and proficiency gaps were reduced compared to prior years. The board ensured financial resources supported CACR priorities, maintaining a continuous focus on student achievement and strategic improvement.

## Comprehensive Achievement and Civic Readiness (CACR) Annual Summary Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Minnesota Education Grant System \(MEGS\)](#). You can copy your responses from this template into MEGS.

If your district or charter does not utilize ESEA funds and complete ESEA reporting within MEGS, please submit an electronic copy of this form to [CACR.MDE@state.mn.us](mailto:CACR.MDE@state.mn.us).

**District or Charter Name:** Urban Academy

**CACR Contact Name:** Dr. Mongsher Ly

**CACR Contact Title:** Superintendent

**CACR Contact Email:** [mly@urbanacademymn.org](mailto:mly@urbanacademymn.org)

**CACR Contact Phone Number:** 651-215-9419

### Annual Public Meeting

**These annual public meetings are to be held in the fall of each school year.**

**CACR Requirement:** School boards are to hold an annual public meeting each fall to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Families and community partners 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 most recent school year: June 23, 2025

### Annual Report

**CACR 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 families and community partners: Urban Academy disseminates the CACR summary report to families and the community by posting the summary on the school's website, holding an annual meeting, and including the summary in the school's annual report.

### Survey(s) of Staff, Students, and Families

**CACR Requirement:** Each school district must periodically survey affected constituencies, in their home language(s) where appropriate and practicable, about their connection to and level of satisfaction with school.

Summarize the results of your most recent survey(s) of staff, students, and families.

During the 2024–25 school year, over 92% of Urban Academy parents reported satisfaction with their child's education, school experience, and communication from teachers, while more than 93% felt welcomed and believed that staff respected different cultures. Parent feedback also showed strong satisfaction with responses from teachers to questions and concerns.

## Goals and Results

### All Students Ready for School

Does your district/charter enroll students in kindergarten? If no, you do not need to set a school readiness goal.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024–25 SY.</p> <p>60-75 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark in early math and reading.</p>	<p>Provide the result for the 2024–25 SY that directly ties back to the established goal.</p> <p>Math: 100%</p> <p>Reading: 91.97%</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> N/A (no kindergarten enrollment)</p>

### Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024–25 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 2024–25 SY that directly ties back to the established goal.</p> <p>Math: UA exceeded the state average by 6.69 percentage points.</p> <p>Reading: UA exceeded the state average by 5.4 percentage points.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024–25 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 2024–25 SY that directly ties back to the established goal.</p> <p>Math: UA exceeded St. Paul by 18.66 percentage points.</p> <p>Reading: UA exceeded St. Paul by 16.01 percentage points.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024–25 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 2024–25 SY that directly ties back to the established goal.</p> <p>Math: UA exceeded the state average by 15.4 percentage points.</p> <p>Reading: UA exceeded the state by 9.03 percentage points.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024–25 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 2024–25 SY that directly ties back to the established goal.</p> <p>Math: UA exceeded St. Paul by 18.75 percentage points.</p> <p>Reading: UA exceeded St. Paul by 11.47 percentage points.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

### All Students Ready for Career and College

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024–25 SY.</p> <p>The school's proficiency rate on MCAs exceeds the district average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year in both Math and Reading.</p>	<p>Provide the result for the 2024–25 SY that directly ties back to the established goal.</p> <p>Math: UA exceeded St. Paul by 6.4 percentage points.</p> <p>Reading: UA exceeded St. Paul by 3.6 percentage points.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024–25 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 2024–25 SY that directly ties back to the established goal.</p> <p>Math: UA's proficiency rate has increased 12.89 points from the baseline.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024–25 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 2024–25 SY that directly ties back to the established goal.</p> <p>Reading: UA's proficiency rate increased 5.7 percentage points from the baseline year.</p>	<p><b>Check one of the following:</b></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"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024–25 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 2024–25 SY that directly ties back to the established goal.</p> <p>Math: 70.06% met growth goals.</p> <p>Reading: 68.99% met growth goals.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024–25 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 2024–25 SY that directly ties back to the established goal.</p> <p>Math: 73.24% met growth targets.</p> <p>Reading: 65.71% met growth targets.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

### All Students Graduate

Does your district/charter enroll students in grade 12? If no, you do not need to set a graduation goal.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024–25 SY.</p> <p>NA</p>	<p>Provide the result for the 2024–25 SY that directly ties back to the established goal.</p> <p>NA</p>	<p><b>Check one of the following:</b></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"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> N/A (no 12th grade enrollment)</p>

### All Students Prepared to be Lifelong Learners

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024–25 SY.</p> <p>The school has a 90-95 percent attendance rate.</p>	<p>Provide the result for the 2024–25 SY that directly ties back to the established goal.</p> <p>Attendance rate was 91.0%</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>



# School Plan for Assessments

## 1 Purpose of Assessments

Urban Academy assesses students to measure academic skills, monitor progress, and identify learning needs. Assessments are used to evaluate mastery of standards, track individual and group growth, and guide instructional decisions. Teachers analyze assessment data to adjust teaching strategies, target interventions, and support students who need additional help. This process ensures instruction is responsive to student needs and drives continuous improvement in learning outcomes.

## 2 Assessment Schedule and Tools

Our assessment plan includes NWEA MAP, FastBridge Reading, MCA, and ACCESS for ELLs. NWEA MAP is given twice per year in fall and spring for grades K–8. FastBridge Reading is administered three times per year for grades K–3, with monthly progress monitoring for students below grade level. MCA is given once per year in grades 3–8 for reading, math, and selected science grades. ACCESS for ELLs is administered once per year to all ELL students in grades K–8. See Appendix A for the complete assessment calendar.



## Efforts to Equitably Distribute Diverse, Effective, and In-field Teachers



### Recruitment & Retention

At Urban Academy, we prioritize hiring experienced and qualified educators who reflect the diversity and values of our school community. Our recruitment and retention strategies are aimed at finding highly effective, culturally responsive, and licensed teachers. To find qualified candidates who are a good fit for our student population and student needs, we post teaching positions on various platforms, including the Minnesota Association of Charter Schools website, Edpost, MN School Jobs, job board, local community networks, and other job service sites. In our job postings, we clearly outline the summary of duties, and qualifications required, such as licensure, and preferred background. We also encourage all candidates to tour the school and ask questions about our school.



### Vetting Candidates

Once applications are received, we carefully vet candidates through a multi-step process. We first conduct initial screenings to verify candidates hold a current state licensure in the required area of expertise. We then invite candidates to interview with staff, board members, and available parents. Following the interviews, we evaluate candidates' responses and collectively select candidates who best align with the school's mission and culture.



### Teacher Support

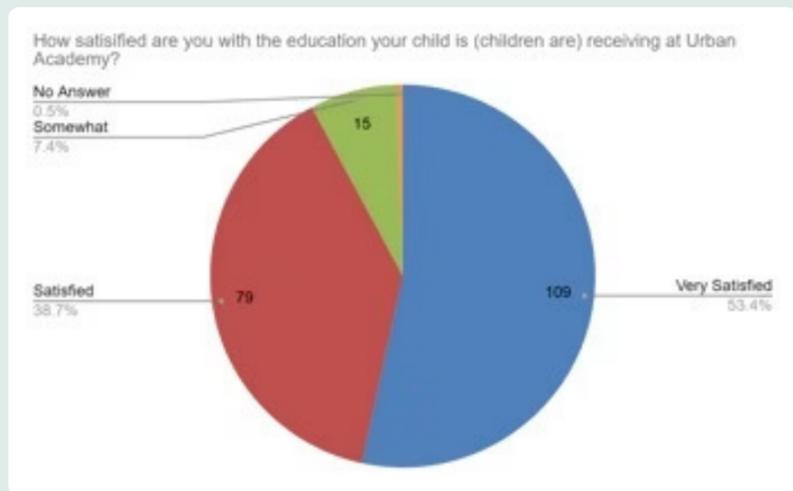
Finally, to support our new teachers, we implemented an onboarding process that includes a mentorship program and professional development. We pair new teachers with experienced mentors who provide guidance on classroom management, curriculum development, and culturally responsive teaching practices. Additionally, we offer professional development aligned with state licensure requirements, including coursework support, curriculum mapping, standards alignment, strategies for creating engaging classrooms, and preparation for required assessments.

# School Satisfaction

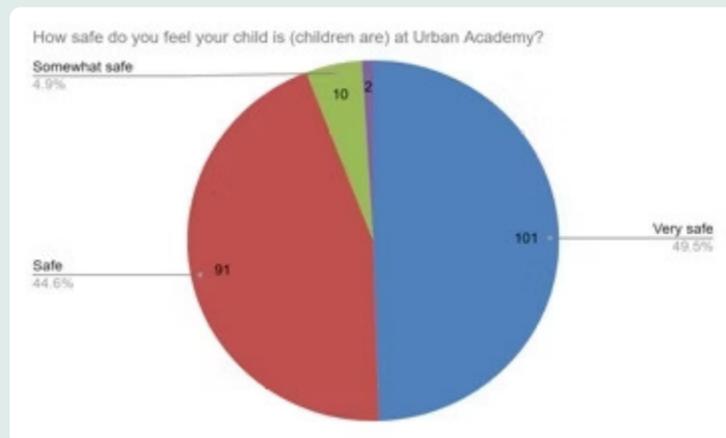
## Parent Satisfaction Survey Results

Urban Academy's parent satisfaction results clearly demonstrate the strong partnership between the school and its families—a partnership built on trust, collaboration, and mutual respect. During the 2024-2025 school year, parents continued to give the school high marks, affirming its efforts to provide not just academic excellence but also a well-rounded, supportive environment for all students.

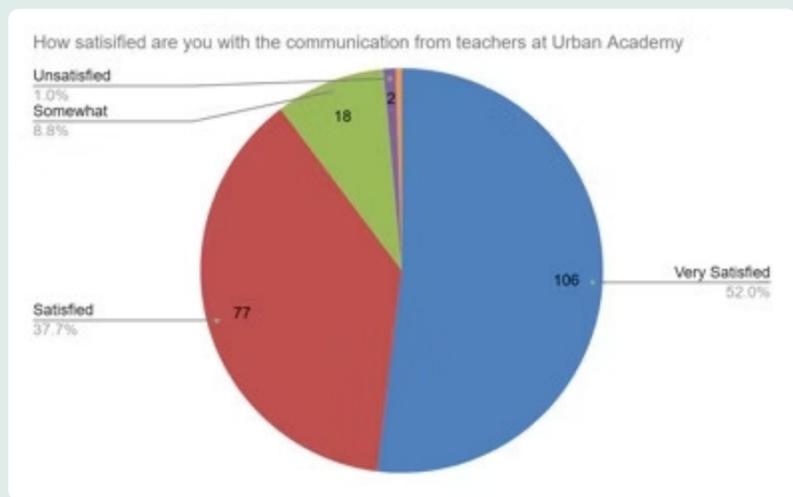
● 92.1% expressed satisfaction with the education their child receives.



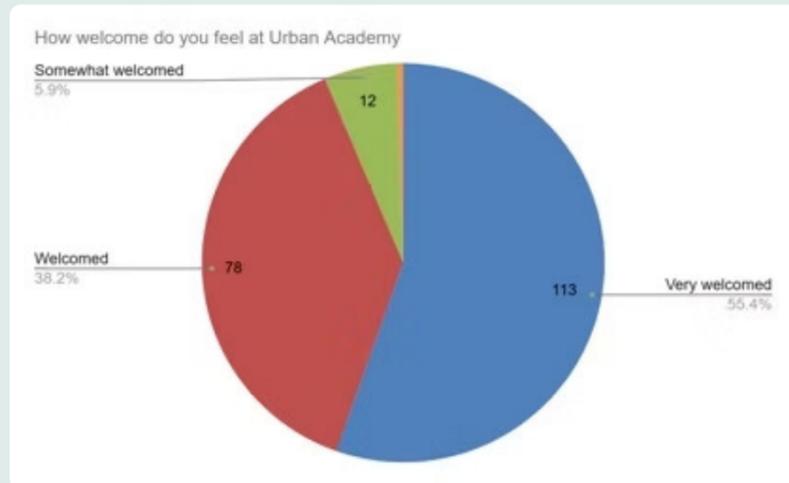
● 94.1% of parents expressed satisfaction with how their children are at school.



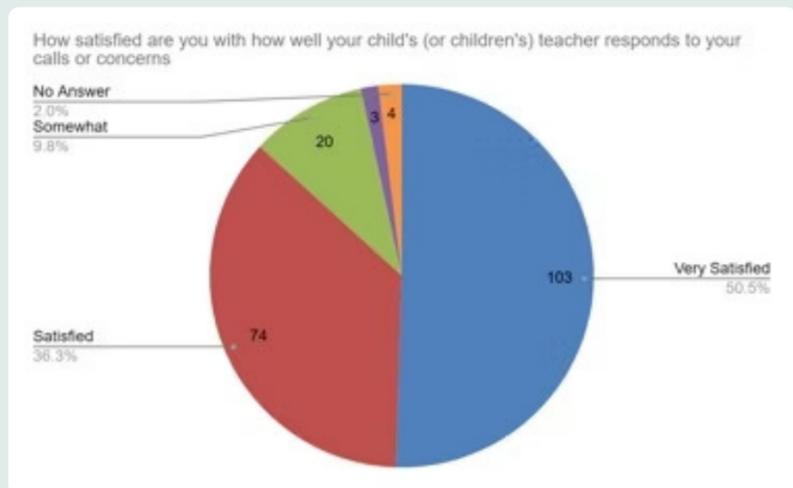
● 89.7% of parents are satisfied with the communication they receive from their child's teachers.



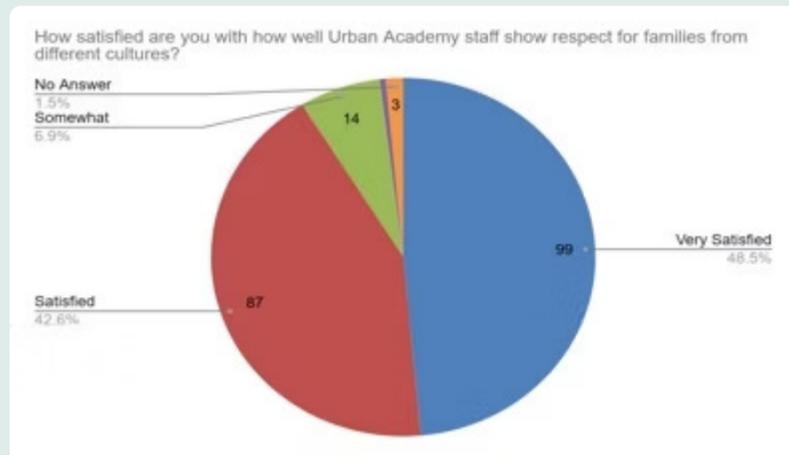
● 93.6% of parents feel welcomed at Urban Academy.



● 86.8% of parents are satisfied with the response they get from their child's teachers when they have concerns or questions.



● 91.2% of parents are satisfied with the respect shown for different cultures from staff members.





# Finances

Urban Academy’s financial management is strong and stable, with multi-year audited reports showing positive fund balances and healthy reserves comparable to or exceeding the averages for charter schools of similar size in the Twin Cities. Fiscal audits are clean, and financial reviews from its authorizer consistently indicate full compliance.

For questions regarding school finances and for complete financials for 2024-25 and/or an organizational budget for 2025-26, contact:

Name: Ann Yang

Position: Finance Manager

Contact info:

Phone: 651-383-7760

Email: [ayang@designlearn.net](mailto:ayang@designlearn.net)

	Fund 01	Fund 02	Fund 04
Total Revenues	\$7,137,126	\$525,522	\$45,000
Total Expenditures	\$8,179,313	\$672,103	\$45,000
Net Income	(\$1,042,187)	(\$146,852)	\$0
Total Fund Balance	\$2,248,216	\$4,052	\$0

## General Fund 01 Overview

- UA received \$7,137,126 in general fund revenue, 93% of the revised budget. State aid revenue was paid based on enrollment of 402 average daily memberships and/or 413 pupil units. Total federal and special education programs reimbursement totaled \$306,715 and \$59,642, respectively.
- UA general fund expenditure totaled \$8,179,313, which is less than 1% over the revised budget.
- UA ended the school fiscal year with a net loss of (\$1,042,187); mainly due to ending the year with a lower enrollment than budgeted for, salaries and benefits total cost, the facility maintenance cost, and additional cost for the facility build-out.
- Total fund balance at the end of the fiscal year is \$2,248,216; 27% of fund 01 operating expenditure.

# Future Plans

In this coming school year, Urban Academy plans to focus on community engagement, student support, continuous improvement, and strong leadership development. The school is inviting families and community members to campus, expanding student mental health resources, and increasing program offerings while tracking alumni success. Leadership is revisiting the school's mission and vision and is proactively planning for long-term sustainability through succession and organizational leadership development.

