

Dugsi Academy Charter School

Independent School District #4153-07



2016-2017 Charter School Annual Report

Prepared by Dugsi Academy and Designs for Learning

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Pillsbury United Communities Charter School Annual Report Checklist



Per...	Requirement	Included in
Statute	Annual Report Posted to Website Is your annual report posted to the school website?	Yes
Statute	Annual Report Distribution Was the annual report distributed to school employees, parents and legal guardians, and authorizer by publication, mail, or electronic means in a timely manner?	Yes
Statute	School Enrollment Does it contain school enrollment data?	Section: Student Information
Statute	Student Attrition	Student Information
Statute	Governance and Management Does it contain an update on governance and management?	Governance & Management / School Board
Statute	Staffing Does it contain an update on staffing structure?	Staffing
Statute	Finances Are there financial statements included?	Finances
Statute & Contract	Academic Performance Is there an update on the academic performance?	Contractual Goals & Academic Performance
Statute	Innovative Practices and Implementation Does the report discuss innovative practices and implementation?	Innovative Practices
Statute	Future Plans Does the report update on future planning?	Future Plans

School Information

Address: 1091 Snelling Avenue N, Saint Paul MN 55108

Phone: 615/642-0667

Website: www.dugsiacademy.org

Grades Served: K-8

Opened In: 2005

Mission Statement

Dugsi Academy will provide students with educational opportunities that are respectful of the students' background and culture, learning styles and interests, enabling them to meet high academic expectations in an environment that allows them to celebrate their own unique culture while learning American customs and what it means to be a citizen.

Vision Statement

The academic focus of Dugsi Academy is to integrate students into the scholastic community of Minnesota and enable students to use their talents and experiences to achieve to the best of their ability.

Authorizer Information

Dugsi Academy's authorizer is Pillsbury United Communities (PUC). Dugsi Academy opened in 2005 under PUC's authorization. In 2014, the charter contract was authorized for another three-year term running 2014-17, thus the 2016-17 school year was the final year of this contract. In December 2016 the school was notified by the authorizer that it was being placed on Probationary Status with the requirement to develop a school improvement (turnaround) plan. This was carried out, and the school was approved for a one-year extension of the contract, to run through spring 2018.

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Student Information

Enrollment Information

Dugsi Academy's target enrollment is 350-450 students. Enrollment dropped during the 2014-15 school year but recovered during 2015-16. Two new schools opened during the 2014-15 school year which serve a similar demographic; which negatively impacted Dugsi Academy's enrollment with some students transferring to those schools. Enrollment numbers in the chart to the left are given for both October 1 and Average Daily Membership for the entire year. Dugsi Academy has 260 students enrolled as of October, 2017.

Demographic Trends	2014-15	2015-16	2016-17	2017-18 (est.)
Total Enr. Oct. 1	280	314	295	300
ADM for the Year	291.54	358.43	301.63	
Male	48%	47%	49%	
Female	52%	53%	51%	
Special Education	3%	4%	7%	
LEP	66%	87%	99%	
African American	100%	100%	99%	
F/R Lunch	91%	93%	100%	

Somali History

Somalia has faced political turbulence for much of its history, and the political situation spiraled out of control in 1991 when the central government fell apart. Rebel factions began battling to gain control all over the country, and it became very dangerous for common people to live in the midst of the fighting. Starting in 1992, the U.S. began issuing refugee visas to thousands of Somalis. Many of them settled in Minneapolis and St. Paul and many more moved to the Twin Cities from other parts of the United States. Today, Minnesota is home to the largest Somali population in the U.S., estimated to be over 60,000 in 2010. Somalia's future is still uncertain.

In the Somali language, *dugsi* means school. However, the word has another, broader meaning: a *Dugsi* is a shelter, a sanctuary, or a safe place. Dugsi Academy strives to serve racially diverse children of the Twin Cities. Many parents have expressed to the charter leadership the need for a school which will respect their culture and have the ability to obtain successful academic growth for their child. Dugsi Academy helps its students, who are mainly East African immigrants, to integrate into the American educational system at a pace that takes their educational and language barriers into consideration. Dugsi Academy seeks to meet the needs of families whose lives have been disrupted by war, conflict, and poverty. Some of these students arrive from camps in the countries measured where they have fled from war-torn countries. Many come with no formal education and awareness of how to perform within a school setting. Students from these backgrounds typically have trouble adjusting to school; many are below grade level, lack English language skills, and struggle with social norms. The school endeavors to validate the family's ambition for their children's education through a first-rate academic program that can close the gap between them and mainstream children.

Mobility/Attrition

Within-the-year attrition can be shown by data reported by MDE. In past years, Dugsi Academy has worked with a highly mobile student body. Students frequently moved in and out of the school due to family reasons. The school has worked to establish firm ties to community organizations that can help provide stability and

resources to families. Since 2013-14, there has been a significant decrease in student mobility or attrition.

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2012-13	5	371	126	64	190	51%
2013-14	95	356	53	75	128	36%
2014-15	125	280	2	58	60	21%
2015-16	240	314	1	75	76	24%

* Total mid-year transfers divided by Number of students on Oct. 1. This data lags a year; 2016-17 mobility data will be reported in next year's annual report.

Year-to-year attrition can be measured by the fraction of students eligible to re-enroll for the new school year, who do in fact re-enroll. Analysis for attendance data from the past two years shows that of 356 students enrolled at the end of the 2015-16 SY and eligible to return, 228 or 64.0% did so (i.e. re-enrolled by 10/1/2016).

Summary of Education Program

General Education

It is the subtle differences which make Dugsi Academy different from other urban schools. The majority of the student body are English Learner students, primarily of Somali background. Dugsi Academy is respectful of the cultural differences between Somali and American culture. Students at Dugsi gravitate towards soccer instead of football; there is no pork served at lunch, boys and girls sit separately at lunch (voluntarily) but sit together during classes. Students at Dugsi talk more than students at other schools because of the oral narrative culture of Somalia. The school's program has been planned with the EL student in mind. For 90 minutes each morning, there is small group reading instruction where every teacher in the building teaches a group for reading. This allows for smaller reading groups based on students' reading levels. Teachers meet weekly with the data coach to assess student progress based on formative assessment results. Dugsi Academy employs several Somali-speaking assistants to assist students, particularly with Newcomer students, with academic content.

The following educational tools are used at Dugsi: Success for All Reading, Singapore Math, Reading A-Z, Brainpop, Brainpop Jr., Brainpop ESL, Saxon Math, Language Central Reading, Newcomers and Science, Interactive Science, Writing Wings, Scholastic News, IXL Math & Reading, Study Island, and Spelling City.

Success for All (SFA) is a scripted reading program in which all grades participate in a reading block every morning. All teachers use this program at the same time each day. The leveled reading program allows students to learn to read at their present level and accelerate their progress. SFA is supplemented by the general education language arts curriculum. The most recent progress report from SFA, dated December 5, 2016, shows a 13% increase of students reading at or above grade level. At the end of the second quarter, 75% of students will receive a 90 or higher on the write-on team talk rubric as recorded on the Teacher Cycle Record Form.

Singapore Math & PLC groups: PLC groups are held by grade levels and SFA Level PLCs. Elementary PLC groups tend to focus on curriculum and student progress. Middle school PLCs focus on discussion on academic and behavioral progress. This is beneficial as it gives teachers time to identify which students need interventions. Elementary teachers benefit from common planning time so that curriculum is implemented similarly in each classroom. Grade level PLC groups are new to Dugsi as of November 2016. PLC groups were implemented at the suggestion of the Regional Centers of Excellence. This is the fourth year Dugsi has worked with the Regional Centers for Excellence.

A unique aspect of Dugsi's program is the World Language Program. Students participate in Somali and Arabic language classes. These classes were implemented at the request of our parents who value students' bilingual skills.

Dugsi Academy has increased field trips to expose students to Minnesotan culture and develop unity. Students from Dugsi have attended "We Day" at the Xcel Energy Center for the past four years. Sixteen-thousand students go to the Xcel Energy Center as a celebration of global culture and service learning. Dugsi also celebrates School Choice Week; a state representative comes to speak to Dugsi during this week.

Students have taken field trips to local farms to learn about local sustainable farming. Additional field trips during 2016-17 included attending Physics Force at the University of Minnesota, the Sea Life Aquarium at the Mall of America (multiple groups), and a riverboat tour on the Mississippi (middle schoolers). Dugsi Academy also benefited from an “in-house field trip” from the STEAM Museum, a traveling hands-on science museum (<http://www.mobileedproductions.com/steam-museum>).

Special Education

All Dugsi’s special education students are integrated into the general education classrooms to the greatest extent possible. Each student’s IEP goals, objectives, and services are assessed, and the IEP team determines what integration would be most successful for the student. With a high number of immigrant and EL students, Dugsi Academy’s special education team has developed the ability to discern between a learning gap that is a result of lower opportunities and one that is truly a disability.

Dugsi has a process in place for Child Find and Child Study with appropriate involvement from all parties. It is facilitated by Regular Education Teachers, and two administrators attend as well as Special Education teachers and related service providers. The referral process for the identification of students with special needs begins with an informational form initiated by the general education teacher who has concerns about a student’s lack of progress. The Child Find team will offer suggestions after getting more information from the classroom teacher. One Intervention is identified for the classroom teacher to collect data in their classroom for 4-6 weeks. If there is progress after 4-6 weeks, more supports and strategies like that intervention are provided. If the teacher cannot demonstrate progress, another Intervention will be identified to document and collect data again for another 4-6 weeks. If the teacher has not observed progress after that period, the team will discuss planning for an evaluation for special education. Once the evaluation plan is developed, testing, observations and required interviews with parents are administered.

Needs are determined from the evaluation and then the IEP is developed with IEP team and family input as to what the services would look like and how often and where they would be provided. IEPs are reviewed and revised at least annually, usually more frequent as student needs change. Progress reports provide updates on the students’ progress 4 times per year.

Dugsi Academy contracts with Designs for Learning for Special Education Director, School Psychology, and Related Services. Designs’ team has over 25 years of experience serving charter schools and underserved students. Together, Dugsi Academy staff and contractors run a quality program that coordinates with other school programs to ensure students with special needs are properly identified and receive high-quality services.

Parental Involvement

Dugsi Academy works to involve parents through several events during the school year: 3 Parent Teacher Conferences, 4 Parent Involvement Nights, 2 Carnival Nights, Student Alumni Night, and monthly parent education events. Dugsi Academy family nights provide opportunities for families and teachers to share, discuss and learn about how a parent can help their kids succeed in school. Staff and community members are available for parents to ask questions regarding the program, discipline, cultural matters and access to community support resources. Parents also get a chance to meet the teachers one-on-one. Dugsi Academy had an active Parent Teacher Organization which met monthly during 2015-16 and 2016-17.

Doors are always open to parents to have them volunteer in classrooms, speak to school administration, and participate in students' learning and growth. Parent Education meetings are held 5 times a year and focus on special education, English learners, assisting with students homework, utilizing technology such as the Chromebooks provided by the school, and other areas of concerns. Topics are presented by classroom teachers. These meetings are held at 9 am on Saturdays.

Dugsi Academy provides families with timely information about the school's programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and if requested by families, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

Contractual Goals and Academic Performance

Dugsi Academy's contract with its Authorizer identified nine specific goals the school was to reach, which were specific to the 2016-17 school year. The goals address areas beyond academic performance to encompass financial and other aspects of organizational performance. They are listed below, along with data that is available pertaining to the extent to which the goal was met.

Goal 1. FAST Growth: 50% of students, who have been continuously enrolled (having tested both seasons), will meet or exceed their FAST identified growth targets for math and reading.

This goal was set with Dugsi Academy's previous assessment, the NWEA Measures of Academic Progress, in mind. Unlike the MAP, the FAST which Dugsi adopted as its measure of growth in 2016-17, does not provide for growth targets as such, but it does allow educators to track students' progress over multiple iterations of the test. The FAST was administered in reading and math five times during the school year, first in early September and concluding in June. After each round of testing, teachings reviewed the results and used them to inform the differentiation of instruction. FAST results also helped identify students for interventions. Reports of results were easy to understand, by educators and by parents, with whom individual students' FAST results were shared during conferences.

To analyze the extent to which students demonstrated growth overall on the FAST, Dugsi Academy leadership determined to look at students' national percentile scores on the initial and final iteration of the FAST, and define achieving desired growth as maintaining or improving percentile rank from September to June. In the case of students whose percentile rank remained the same, they were considered to have made growth if their scale score improved¹. Using this methodology, FAST results showed the following:

- Reading: 181 of 252 students tested made progress, or 72%
- Math: 121 of 228 students tested made progress, or 53%

Dugsi Academy met this target, with particularly strong growth in Reading.

Goal 2. FAST Implementation. FAST assessment will provide data and inform intervention to teachers on how to growth their learners in math and reading. Dugsi will have 5 data trainings by the District Assessment Coordinator within the year.

Dugsi Academy's District Assessment Coordinator Sam Pfeifer did provide data trainings to the staff. He reported as follows: I led a data training following each FAST testing window. These took place on 9/23/16, 11/9/16, 1/27/17, 4/5/17, and 6/7/17. Additionally, there was a data training following the MCA on 5/10/17. These trainings taught teachers how to understand the data generated by FAST, how to present the data to parents, how to create lessons based on mastered/developing skills (led by Stacy

¹ A significant number of students scored at the bottom of the percentile scale in both fall and spring; there were 67 such students on the Reading test (27% of the total tested), and 54 in math (24%).

Utgard, the Success for All and Q Comp Reading Coordinator), and additional resources available to prepare students for the MCA (ex: Learning Locator, Item Samplers).

Goal 3. Out of Classroom Referrals. The number of out of classroom referrals from September 1 – March 1 will decrease from 128 in 2015-2016 to 100 in 2016-2017. March 1 – June 15 referrals will decrease from 84 in 2015-2016 to 75 in 2016-2017.

Out of classroom referrals were not tracked consistently during 2016-17. The Assistant Director position was eliminated in November, and data was not available from the first three months of the year. Then, the authorizer requested out of school suspensions data for purposes of the Quality School Review, and the Dean of Students' focus shifted to tracking out of school suspensions, of which there were 45 from January through June. Dugsi Academy's goal referencing disciplinary incidents has been revised for 2017-18 to reference out of school suspensions rather than out of classroom referrals, and the spring 2017 figure of 45 suspensions will serve as a baseline for comparison with the fall 2017 semester.

Goal 4. Fund Balance. The fund balance will be utilized to increase student academics and technology infusion. The fund balance will be between 20-40 % by June 2017.

Preliminary audit results show Dugsi Academy meeting this goal with a Fund Balance of 31% as of June 30, 2017. This is based on a Fund Balance of \$1,522,555, and Operating Expenses of \$4,931,779.

Goal 5. Financial Strategy. The board of directors will develop a strategic vision for the use of the existing fund balance to improve academic achievement.

Dugsi Academy met this goal by establishing a Fund Balance Spend Down plan and budget. This began in FY16, was updated for FY17 and continues into the current school year. Major elements of the Spend Down plan in 2016-17 included:

- Three staff positions intended to support academic achievement: Curriculum Director; Success for All Coordinator; and an additional EL teacher. The plan called for dropping the first two positions once the curriculum was established.
- Technology equipment (lab and staff computers, gym projector and Smart Boards) and technology support / maintenance services
- Transportation (costs of running 1 bus and 1 van to transport students)
- Building sub costs (replacing position not filled)
- School Turnaround planning (School Leadership Project fee, also former director salary pay-out)
- EL coaching consultant
- One-time building renovation expenses
- Curriculum purchases (Singapore Math; Science)

Goal 6. Teacher Coaching. All teachers shall have at least two formal (Administrative) and two informal (Peer) classroom observations during the course of the school year and be provided coaching if necessary.

Formal observations of teachers began at the beginning of the school year but were interrupted with the departure of Dugsi Academy's former Assistant Director in November. The former A.D. did some observations but documentation is not available. Informal observations were carried out during the year by Dugsi Academy's Q Comp leaders and coaching did take place.

Due to the turnaround, formal observations did not take place in the spring. The TRUEnorth Team made frequent informal observations to determine staffing for next school year.

Goal 7. Cultural Training. All staff will obtain cultural sensitivity training on an annual basis to assure that staff is familiar with the community of the students of which they serve.

Cultural training was provided for Dugsi Academy staff on September 1, 2016 by Abdisalam Adam.

Goal 8. Student Retention. The proportion of students enrolled Oct 1 who are retained at year's end will increase in 2016-2017, from the baseline of 67% set during 2013-14.

Review of 2016-17 attendance data showed that there were a total of 311 students enrolled by October 1, 2016; of these students, 260 or 83.6% remained to year's end. This goal was met.

Goal 9. Parent Participation. Dugsi parents will participate in their student's education through parent meetings three times a year.

Dugsi Academy held parent-teacher conferences three times during 2016-17; in the fall, winter and spring. Though data was not systematically collected at the time, many teachers kept class lists noting which students' parents attended, which were available for review. This data showed that parents of at least 72 students attended Fall conferences, 91 in the Winter and 68 in the Spring. In most classes for which data was available, the majority of students' parents did attend conferences in the Fall and Winter.

In addition to conferences, Dugsi Academy held multiple other family events during 2016-17, including the following:

- Parent Night 12/20/16, attended by 29 parents and 71 children
- Parent Education Workshop 3/18/17, attended by eight parents and 23 children

- Parent Night 3/22/17, attended by 45 parents and 113 children
- Parent Dinner 4/27/17, attended by 37 parents; and 60 children
- Carnival Night 5/25/17, attended by 38 parents and 83 children

Staffing

Dugsi Academy seeks to retain quality staff by providing a supportive team-based work environment with competitive pay and benefits. Dugsi Academy began to build education staff’s competencies to implement the school reform efforts during the 2014-15 school year, a process which continued during 2015-16 with the addition of a Curriculum Coordinator to the Dugsi Academy staff.

Professional & Staff Development

As a Q-Comp school, Dugsi Academy does much of its staff development through the mentoring and coaching of the Q-Comp program. This is also the rubric used to evaluate teachers at the end of the school year. Q-Comp related staff development continued during 2016-17, as did subject-focused and grade level Professional Learning Communities (PLCs).

Professional Development provided on-site during the 2016-17 school year included:

- Singapore Math
- Interactive Science
- Crisis Prevention Institute
- Success for All (SFA) Roots and Wings
- SFA Writing
- Positive Behavioral Interventions and Supports (PBIS)
- Somali Culture
- ELL Professional Development with two outside experts
- Success Criteria
- Restorative Justice
- Stress Management
- Early Onset of Mental Illness with school psychologist
- FAST Data Digs (done six times)
- Individualized Learning with TrueNorth Education Partners

There were two main off-site professional development events attended by Dugsi Academy teaching staff during 2016-17: the Success for All conference in New York City in January, and the Minnesota Council of Teachers of Mathematics conference in Duluth in May.

Licensed Staff

Licensed Staff, 2016-17			
Name	File #	Assignment	2017-18 Status
Arneson-Scallon, Sally	295158	English Learners	
Atkins, Ashley	463107	Kindergarten	

Licensed Staff, 2016-17			
Name	File #	Assignment	2017-18 Status
Bogdonove, Arthur	370955	M.S. Science	NR
Dhaqane, Mukhtar	483456	World Language	
Diriye, Bashir	466183	M.S. Math	
Dzieweczyzinski, Anna	494665	1 st Grade	
Filter, James	334383	Special Education	
French, Nora	481482	Building Sub	NR
Gardner, Annette	363909	2 nd Grade	
Hochsprung, Philip	469468	Long-term sub	NR
Jacobsen, Krin	494767	M.S. Social Studies	
John, Tiffany	422020	3 rd Grade	
Johnson, Jenna	498130	4 th Grade	NR
Johnson, Kimberly	421358	English Learners	NR
Juhlke, Daniel	463847	Physical Ed., Elem.	NR
Kruger, Sheila	190631	2 nd Grade	
Listerud, Tina	460484	M.S. Language Arts	NR
MacInnes, Eva	438573	ELL	
Manion, Katherine	469185	Special Education	NR
Matuke, Gayle	413197	1 st Grade	
Olatoye, Omotoke	434156	M.S. Science	
Pederson, Craig	479842	5 th Grade	
Peterson, Renee	434036	Title I Reading	
Pfeifer, Sam	460545	Lead Teacher, DAC	
Pichotta, Bruce	340693	1 st Grade	
Plaisance, Jeremy	446024	M.S. Social Studies	
Ravits, Emily	312276	School Social Worker	
Robinson, Michael	418356	Special Ed.	
Roushdy, Randa	487270	Title I Math	
Saunders, Kaylord	453080	Assistant Director	NR
Song, Thomas	371425	Physical Ed., M.S.	
Studtman, Sally	242196	English Learners	
Tabor, Rebecca	361090	English Learners	
Tracy, Helen	492579	M.S. Language Arts	NR
Utgard, Stacy	472443	Success for All Coord.; Q Comp Reading Coord.	Transitioned to part-time
Warsame, Warsame	496925	M.S. Math	
White, Sara	481999	Curriculum Coord.; Q Comp Math Coord.	
Wicht, Steven	486942	English Learners; Q Comp Coordinator	NR

Licensed Staff, 2016-17			
Name	File #	Assignment	2017-18 Status
Yoakiem, Stacey	460151	ELL	

**NR = Not returning

Eleven of 39 licensed teachers from 2016-17 did not return for 2017-18, for a turnover rate of 28%. This is a decline from the previous year when the turnover rate was 38%.

Nonlicensed Staff

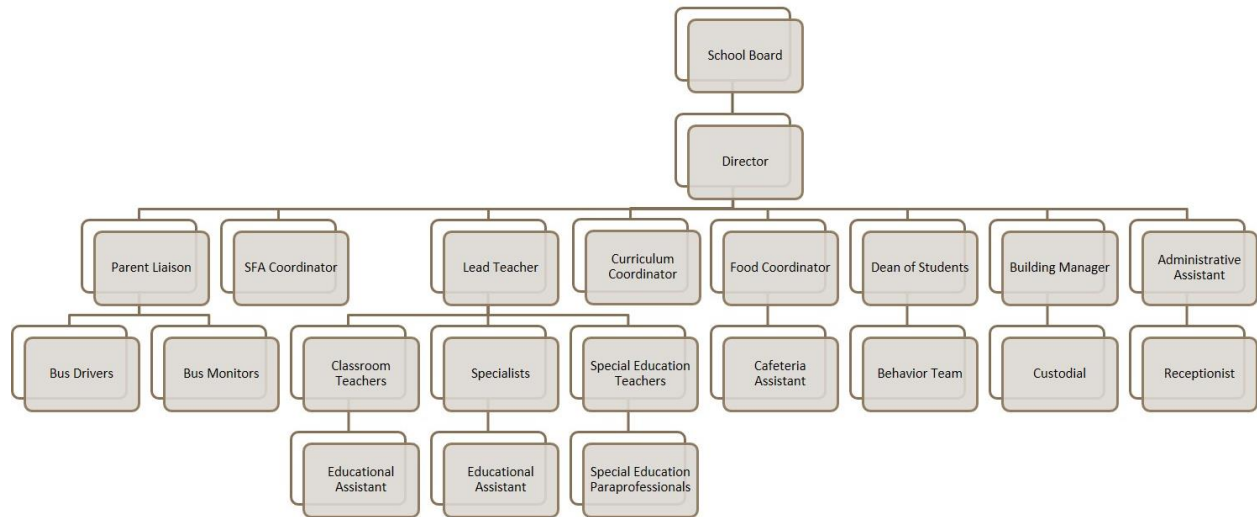
Non-Licensed Personnel, 2016-17		
Name	Assignment	2017-18 Status
Abdullahi, Abdullahi	Paraprofessional (sped.)	
Adani, Asha	Paraprofessional	NR
Aden, Nura	Bus Monitor	
Aden, Safia	Bus Monitor	
Ahmed, Dhoofa	Education Assistant (KG)	
Ahmed, Hafsa	Education Assistant	NR
Ahmed, Nadira	Paraprofessional (sped.)	NR
Ahmednur, Aden A.	Community Liaison	
Ali, Hibo M.	Paraprofessional	
Amin, Sana K.	Paraprofessional	NR
Amir, Ardo	Bus Monitor	
Christian, Barbara	Paraprofessional (sped.)	NR
Hashi, Safia	Education Assistant	NR
Hassan, Hassan	Computer Instruction	
Hassan, Mohamed K.	Behavior Team	NR
Hassan, Mohamud	Education Assistant	NR
Hassan, Yahya	Focus Room	NR
Heithan, Saadia	Bus Monitor / Lunch Supv.	
Hussein, Safiya	Food Service	
Hussein, Suad	Bus Monitor	NR
Hussein, Warsame	Education Assistant	
Ismail, Jowahir	Bus Monitor / Lunch Supv.	
Jama, Abdirizak	M.S. Hallway Monitor	
Jama, Samira Abdirahman	Paraprofessional	NR
Jibrell, Abdihamid	Paraprofessional	
Kassim, Sahra	Paraprofessional	NR
Mohamed, Abidiayube	Education Assistant	

Non-Licensed Personnel, 2016-17		
Name	Assignment	2017-18 Status
Mohamed, Fadumo	Paraprofessional	
Mohamed, Fatuma	Education Assistant	
Mohamed, Maka	Bus Monitor / Lunch Supv.	
Mohamed, Muhamed	Title I, Middle School; then Education Assistant	
Mohamed, Nawal	Paraprofessional (sped.); then Reception	
Mohamed, Yusuf	Reception; then Dean of Students	
Mohammed, Sumaya	Education Assistant	NR
Mohamud, Ifrah	Education Assistant	NR
Odawa, Jamaal	Custodian	
Omar, Shamso	Behavior Team	
Osman, Abdulkadir	Director	NR (hired by TrueNorth)
Osman, Roda	Education Assistant	
Osman, Sadia M	Education Assistant; then Food Service Coordinator	
Said, Hussein	Building Manager	
Said, Suado	Bus Monitor / Lunch Supv.	
Salad, Maryan A	Administrative Assistant	
Sheikh, Abdirashid	Education Assistant	NR
Sheikh-Mohamed, Mohamed	Education Assistant / Building Sub	
Shurie, Fadumo	Food Coordinator	NR
Warsame, Khalif	Math/Title Associate	
Yusuf, Ayan	Paraprofessional; then Education Assistant	NR

Governance & Management

Management

The below Dugsi Academy Organization Chart summarizes the school's managerial structure.



School Director

The school has maintained their Executive Director, Abdulkadir Osman, for the past ten years. Mr. Osman continues to oversee the day-to-day operations of the school. Mr. Osman has a background in education, transportation, school food service, human resources and school finance. Mr. Osman has many ties within the Twin Cities Somali community and is highly respected within the community. This has been a major reason for the school's growing popularity among the Somali population. During 2009-10 Mr. Osman began his first year of professional goals subject to Board evaluation in the following spring. The implementation of this professional development plan was adopted by the Board under Policy 301; EXECUTIVE DIRECTOR.

Mr. Abdulkadir Osman's professional development plan for 2016-17 included the following:

- National Charter Schools' Conference;
- ASCD (Association for Supervision and Curriculum Development) Leadership Conference; trainings provided by Regional Centers of Excellence personnel on core academic areas and strategies to serve English Learners; special education workshops; and workshops on how to help EL students and new-to-country students academically and socially.
- ESSA workshops and webinar conducted by MDE
- Health and community awareness sponsored by MN Department of Health
- MN Association of Charter Schools regional and local workshops

The director's performance is evaluated by the School Board annually.

School Board

The School Board is comprised of five members: two teachers, one parent and two invested community members. Community members Ahmed Elmi and Abdullahi Sheikh resigned from the Board effective September 2016, and teacher member Sam Pfeifer was added. There were a total of eleven school board meetings during the 2016-17 school year. Board member terms, affiliations, and attendance are summarized in the table below.

Member Name	Board Position	Affiliation	Date Seated	Term End Date	Email Address	Attendance %
Ahmed Abas	Member	Community Member	May 2016	May 2018	aabas@dugsiacademy.org	100% (11 / 11 meetings)
Shukri Hassan	Chair	Parent Member	Nov. 2016	Nov. 2019	shassan@dugsiacademy.org	91% (10 / 11)
Kassim S. Mohamed	Board Member	Community Member	Nov. 2015	Nov. 2017	kmohamed@dugsiacademy.org	64% (7 / 11)
Samuel Pfeifer	Secretary	Teacher Member	Nov. 2016	Nov. 2019	spfeifer@dugsiacademy.org	90% (9 / 10)
Jeremy Plaisance	Board Member	Teacher Member	Nov. 2014	Nov. 2017	jplaisance@dugsiacademy.org	10% (11 / 11)

Training was provided to the Dugsi Academy Board at a retreat in May 2017; Designs for Learning provided training covering the three mandatory areas. The Board was not trained during the 2016-17 school year.

Operational Performance

Dugsi Academy leadership strives to ensure that the educational program as defined in the charter contract, is faithfully implemented; and ensures that the rights of students and employees are respected while the school meets staff credentialing requirements and student attendance goals. For instance, to support teaching staff as well as holding them accountable for performance, Dugsi Academy provides formal and informal observations for all teaching staff.

For 2016-17, Contractual Goals 6-9 (Teacher Coaching; Cultural Training; Student Retention; and Parent Participation), discussed above, addressed Operational Performance,

Finances

For questions regarding school finances and for complete financials for 2016-17 and/or an organizational budget for 2017-18 contact:

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Designs for Learning provides accounting services for Dugsi Academy.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and Pillsbury United Communities no later than December 31, 2017.

FY17 Finances	Fund 1	Fund 2
Total Revenues	\$4,709,111	\$264,732
Total Expenditures	\$5,747,604	\$305,484
Net Income	\$(1,038,493)	\$(40,752)
Total Fund Balance	\$1,511,835	\$20,348

Overview

The overall financial position remains good; Dugsi Academy did not have any major financial challenges in 2016-17.

Revenues

Fund 1 - General Fund revenues are from State Aids of \$4,470,605 and Federal Aids of \$233,430. The remainder, totaling \$5,076 was from donations and local sources.

Fund 2 - Food service received revenue of \$6050 from state aid, \$258,612 from federal sources, and \$70 from other sources.

Expenses

Total Expenditures came to \$5,747,604. The largest expenses are staffing cost for Salaries and benefits, totaling \$3,213,805. The next largest expense is for lease and maintenance, which came to \$886,165. Transportation costs were \$637,159; and Financial Management and Audit costs came to \$105,181.

Net Income and Fund Balance

The net income was negative – Dugsi Academy created a Fund Balance spend down plan and ran a planned deficit.

Innovative Practices

Dugsi Academy is an innovative school because it has chosen to focus on teaching recent immigrant and first-generation students from East African countries (although the school is open to, and welcoming of students from all backgrounds). These students have a unique set of needs that are addressed by Dugsi Academy's program. By blending an American and East African staff, Dugsi Academy creates an environment in which school staff are well-versed in the culture and needs of the school's students. This in turn allows the school to address those needs and teach to students' strengths while addressing their weaknesses in a safe and supportive learning environment where students can thrive.

Additionally, Dugsi Academy works work to develop strong community partnerships. Students cannot learn effectively if their needs are not being met at home. School staff work with families and community support organizations so that families receive as much support as possible. This way, students can continue to learn and grow at home and feel secure while they are at school.

Innovative elements of Dugsi Academy's academic program include –

- Offering World Language courses. Ensuring that students continue to learn about and develop their first or home language skills is important to the mission of developing global citizens. Dugsi Academy continues to teach Somali and Arabic language classes.
- Dugsi Academy adopted Singapore Math as the school-wide approach to mathematics instruction, starting in 2013-14. This is an effective, research-based approach. Singapore Math is supported through full implementation of the online Math Buddies program which is built on the principles of the Singapore Math approach and is designed to meet the requirements of the Common Core. Math Buddies provides pre-tests, post-tests and guided learning.
- Extensive use of technology to enhance student learning. The use of technology is essential for students to be successful when they leave the program. Dugsi Academy had 100 Chromebooks at the beginning of the year, which were supplemented by three more carts of Chromebooks. Each middle school student has a personal device to use at school and home. Also, each classroom has a SmartBoard, and teachers have been trained on how to effectively use this tool while teaching.
- Technology-supported programming for students includes the IXL program, Study Island and Spelling City for supplemental programming in core academic areas. These resources allow students to continue practicing academic skills from home.
- Staff development efforts at Dugsi Academy are mindful of developing 21st-century teaching skills. The school is working to develop highly skilled teachers by incorporating EL teaching strategies into general education systems, working to align the curriculum and teaching strategies to state standards and communicating learning targets to students in a meaningful and engaging way.
- Dugsi offers basketball after school two nights a week, for boys and girls in grades 4-8. Students played basketball in the school gym and participated in academic help which was provided for 45 minutes, before or after the basketball. This offering was new during 2016-17, and served approximately 20 boys and 12 girls. It will continue in 2017-18.

Future Plans

In the fall of 2016, Dugsi Academy's authorizer mandated that the school create a strategy for carrying out a turnaround effort, including identifying a vendor to guide this process. The Board embarked upon the mandated process, and identified TRUEnorth Education Partners as its consultant for the school turnaround. Thus, the most important aspect of future plans created during 2016-17 was to successfully carry out the turnaround and transition to new leadership beginning in the fall of 2017.

Appendix: PUC Performance Framework for Dugsi Academy

This table has been exported from Pillsbury United Communities' Performance Framework template spreadsheet for authorized charter schools. In rows for which data pertaining to Dugsi Academy was to be filled in by the school, Dugsi Academy's evaluator worked with school staff to obtain the necessary data to fill in the Metric columns. Comments were added in the Proof Point / Notes column where applicable.

Dugsi Academy Performance Framework for 2016-17				
Academic	Actual Metric	Secondary Metric	Tertiary Metric	Proof Point / Notes (Optional)
Achievement²				
A) Accountability Systems				
State Designation	Priority			
B) Overall Growth				
State Assessment Growth- Math	61%			
State Assessment Growth- Reading	68%			
Nationally Normed Localized Assessment Growth- Math	53%	100% (initial); 96.9% (final)		Analysis of initial and final FAST results showed 121/228 students made progress
Nationally Normed Localized Assessment Growth- Reading	72%	100% (initial); 96.9% (final)		Analysis of initial and final FAST results showed 181/252 students made progress
C) Sub-Population Growth- Nationally Normed Localized Assessment				
English Learner- Math	53%	100% (initial); 98.0% (final)		All but one of the students taking the FAST were EL's

² All assessment results only include those enrolled October 1st. Also, assessment participation must be 95% of students.

Dugsi Academy Performance Framework for 2016-17				
Academic	Actual Metric	Secondary Metric	Tertiary Metric	Proof Point / Notes (Optional)
English Learner-Reading	72%	100% (initial); 98.0% (final)		All but one of the students taking the FAST were EL's
Special Education-Math ³	41%			Analysis of initial and final FAST results showed 7/17 sped. students made progress. Data was not available to compare the complete list of students taking the FAST to sped. enrollment numbers; hence the Secondary Metric has been left blank.
Special Education-Reading ⁴	76%			Analysis of initial and final FAST results showed 13/17 sped. students made progress
Free and Reduced Lunch- Math	53%	100% (initial); 96.9% (final)		All students were eligible for free or reduced-cost school meals
Free and Reduced Lunch- Reading	72%	100% (initial); 96.9% (final)		All students were eligible for free or reduced-cost school meals
Migrant- Math				N/A - no students categorized as migrants

³ Excludes students with standardized testing exemptions via their Individualized Education Plan (IEP).

⁴ Excludes students with standardized testing exemptions via their Individualized Education Plan (IEP).

Dugsi Academy Performance Framework for 2016-17				
Academic	Actual Metric	Secondary Metric	Tertiary Metric	Proof Point / Notes (Optional)
Migrant- Reading				N/A
Homeless/ Highly Mobile- Math				N/A - no students categorized as HHM
Homeless/ Highly Mobile- Reading				N/A
SLIFE- Math				SLIFE information was not available
SLIFE- Reading				
C) State Assessment- % of non-proficient students that make high growth				
Math	20%			
Reading	29%			
Preparation⁵				
E) Overall Proficiency				
State Assessment- Math	-0.27			
State Assessment- Reading	-0.11			
Student Opinions Comparison ⁶ on State Assessment- Math	6%	12%		
Student Opinions Comparison ⁷ on State Assessment- Reading	12%	12%		
F) Sub-Population State Assessment Proficiency				

⁵ All assessment results only include those enrolled October 1st.

⁶ Schools & Authorizer designate three schools comparable in mission, academic stance, demographically or geographically similar.

⁷ Schools & Authorizer designate three schools comparable in mission, academic stance, demographically or geographically similar.

Dugsi Academy Performance Framework for 2016-17				
Academic	Actual Metric	Secondary Metric	Tertiary Metric	Proof Point / Notes (Optional)
English Learner- Math	6.10%	20.70%	85%	Review of enrollment data shows 210 EL students enrolled March 2017; 179 took the MCA
English Learner- Reading	11.70%	14.00%	85%	
Special Education- Math ⁸	9.1%	27.0%	58%	19 sped. students enrolled March 2017; 11 took the MCA (however 6 more took another accountability test)
Special Education- Reading ⁹	9.1%	26.8%	58%	
Free and Reduced Lunch- Math	6.10%	39.10%	86%	208 F/R students enrolled March 2017; 179 took the MCA
Free and Reduced Lunch- Reading	11.70%	41.10%	86%	
Migrant- Math	CTSTR	CTSTR		
Migrant- Reading	CTSTR	CTSTR		
Homeless/ Highly Mobile- Math	CTSTR	CTSTR		
Homeless/ Highly Mobile- Reading	CTSTR	CTSTR		
SLIFE- Math	CTSTR	CTSTR		
SLIFE- Reading	CTSTR	CTSTR		
Hispanic/ Latino- Math	CTSTR	CTSTR		
Hispanic/ Latino- Reading	CTSTR	CTSTR		
American Indian/ Alaska Native- Math	CTSTR	CTSTR		
American Indian/ Alaska Native- Reading	CTSTR	CTSTR		
Asian- Math	CTSTR	CTSTR		
Asian- Reading	CTSTR	CTSTR		
Black/African American- Math	6.10%	29.90%	85%	211 Black students enrolled March 2017; 179 took the MCA
Black/African American- Reading	11.70%	34.60%	85%	

⁸ Excludes students with standardized testing exemptions via their Individualized Education Plan (IEP).

⁹ Excludes students with standardized testing exemptions via their Individualized Education Plan (IEP).

Dugsi Academy Performance Framework for 2016-17				
Academic	Actual Metric	Secondary Metric	Tertiary Metric	Proof Point / Notes (Optional)
Native Hawaiian/ Pacific Islander- Math	CTSTR	CTSTR		
Native Hawaiian/ Pacific Islander- Reading	CTSTR	CTSTR		
White- Math	CTSTR	CTSTR		
White- Reading	CTSTR	CTSTR		
Two or More Races- Math	CTSTR	CTSTR		
Two or More Races- Reading	CTSTR	CTSTR		
G) Overall Language Acquisition Proficiency				
State English Language Learner Assessment- Composite	6.70%	12.00%		
Student Options Comparison ^c on State English Language Learner Assessment- Composite	7%	8%		
H) Sub-Population Proficiency- State English Language Learner Assessment				
English Learner- Composite	6.50%	12.40%		
Special Education- Composite ¹⁰	5.90%	4.00%		
Free and Reduced Lunch- Composite	6.50%	10.90%		
Migrant- Composite	CTSTR	CTSTR		
Homeless/ Highly Mobile- Composite	CTSTR	CTSTR		
SLIFE- Composite	CTSTR	CTSTR		
Hispanic/ Latino- Composite	CTSTR	CTSTR		

¹⁰ Excludes students with standardized testing exemptions via their Individualized Education Plan (IEP).

Dugsi Academy Performance Framework for 2016-17				
Academic	Actual Metric	Secondary Metric	Tertiary Metric	Proof Point / Notes (Optional)
American Indian/ Alaska Native- Composite	CTSTR	CTSTR		
Asian- Composite	CTSTR	CTSTR		
Black/ African American- Composite	6.50%	10.20%		
Native Hawaiian/ Pacific Islander- Composite	CTSTR	CTSTR		
White- Composite	CTSTR	CTSTR		
Two or More Races- Composite	CTSTR	CTSTR		
Access				Access measures not included – not applicable for K-8 school
Belief				
N) Belief ¹¹				
Attendance Rates (reported on MN School Report Card)				
Retention from Oct 1 through end of school year				
Social-emotional growth	School did not take assessment			
Student Survey- School Satisfaction				Student survey did not address this element
Student Survey- Caring Adult				Student survey did not address this element
Student Survey- Culture and Identity				Student survey did not address this element
Teacher Survey- School Satisfaction				Teacher surveys were not carried out

¹¹ Indicators only to include students that enroll for 45 consecutive days.

Dugsi Academy Performance Framework for 2016-17				
Academic	Actual Metric	Secondary Metric	Tertiary Metric	Proof Point / Notes (Optional)
Teacher Survey- Culture and Identity				Teacher surveys were not carried out
Parent/ Guardian Survey				Parent surveys were not carried out
Operational				
O) Educational Program				
Is the school implementing the material terms of the education program as defined in the current charter contract?				
Is the school complying with applicable education requirements?				
P) Governance				
Is the school complying with governance requirements?				
Is the school holding management accountable?				
Q) School Environment				
Is the school complying with facilities and transportation requirements?				
Is the school complying with health and safety requirements?				
R) Student Rights				
Is the school protecting the rights				

Dugsi Academy Performance Framework for 2016-17

Academic	Actual Metric	Secondary Metric	Tertiary Metric	Proof Point / Notes (Optional)
of students with disabilities?				
Is the school protecting the rights of English Language Learners (ELL) students?				
Is the school protecting the rights of all students?				
Is the school handling information appropriately?				
S) Personnel Practices				
Is the school meeting teacher and other staff credential requirements?				
Is the school respecting employee rights?				
Is the school completing required background checks?				
T) Compliance & Reporting				
Compliance				
Is the school meeting financial reporting and compliance requirements?				
Is the school following Generally Accepted Accounting Principles?				
Is the school complying with reporting requirements?				

Dugsi Academy Performance Framework for 2016-17				
Academic	Actual Metric	Secondary Metric	Tertiary Metric	Proof Point / Notes (Optional)
Is the school complying with all other obligations?				
Financial				
U) Near-Term Measures				
Current Ratio: Current Assets divided by current liabilities	0.287439419	0.169459628		The financial data only includes Fund 01; does not include Food Svc. Program
Unrestricted Days Cash: Unrestricted cash divided by [(Total Expenses minus Depreciation Expense)]/365	- 13334.52649	- 9225.372603		
Enrollment Variance: Actual enrollment/ Enrollment projection in charter school board-approved budget	0.959266667			
Default	School is not in default and or not delinquent with debt service payments			
V) Sustainability Measures				
Reserves				
Total Margin (fill out rows 166-169)	-23%			
Aggregated Three Year Total Margin Percentage	-10.6%			
Total Margin Percentage Trend				

Dugsi Academy Performance Framework for 2016-17				
Academic	Actual Metric	Secondary Metric	Tertiary Metric	Proof Point / Notes (Optional)
<i>Insert Three Year of Total Margin</i>	17.1%	0.3%		
Debt to Asset Ratio	0.217917857			
Cash Flow: Multi-Year Cash Flow= Year 3 total cash- Year 1 Total Cash, AND One Year Cash Flow= Year 2 Cash- Year 1 Cash				
Cash Flow Trends	2,611,407.23	1,995,819.87	533,783.87	
Multi-Year Cash Flow				
Debt Service Coverage Ratio= (Net Income + Depreciation + Interest Expense)/ (Annual Principal, Interest and Lease Payments)	-1.62979			Inc. Net Inc, Depr. Exp / Lease Pmt (No LOC or Interest Exp)
W) Financial Management & Oversight				
MDE Finance Award	MDE Finance Award Recipient			