

**Ubah Medical Academy**

**Independent School District 4121 2020 District Annual Report**

**Submitted to Ubah Medical Academy School Board of Directors**

**November 30, 2020**

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# 1.0 District Information

## 1.1 District Introduction

Ubah Medical Academy, also known as UMA (ISD #4121) is located at 1600 Main Street,

Hopkins, MN 55343. UMA is a public charter school Authorized by Pillsbury United Communities. The report submitted below fulfills the required data elements requested by our Authorizer, Pillsbury United Communities, in accordance with MN Statutes, section 124E.16 subd. 2.

Questions about the information provided or any aspects of the district can be addressed to:

Mr. Faysal Ali,

Executive Director-July 2020-Present

Ubah Medical Academy

1600 Main Street

Hopkins, MN 55343

(952) 540-2942

Faysal. Ali@umahs.org

**1.2 Grades Approved to Serve and Actually Served**

UMA is approved to serve and actually serves students in grades 9 through 12.

## 1.3 Years of Operations

UMA first began operations in the 2004-2005 school year. The district successfully completed its sixteenth year of operation at the end of the 2019-2020 school year.

**1.4 Website**

The district website is [www.ubahmedicalacademy.org.](http://www.mninternationalmiddleschool.org/)

## 1.5 Background Information

Ubah Medical Academy opened its doors in the Fall of the 2004-2005 school year with approximately 90 students in Minneapolis. The school district now serves over 290 students in downtown Hopkins. Students reside in Minneapolis, St. Paul, and surrounding suburbs.

Ubah Medical Academy has been able to sustain enrollment by providing students with a rigorous education in a safe environment. The district’s graduation rate of 100% last year and our 2020 graduates receiving over 4.1 million dollars in scholarships is a testimony to Ubah Medical Academy’s stability.

Ubah Medical Academy’s focus on the medical sciences is culturally based in a deep respect for the medical profession. The following is a list of programs that support our mission:

* Every student is enrolled in a minimum of 3 year-long health/science classes
* Volunteer opportunities provided at community hospitals and health clinics
* Partnerships with Medtronic, Fairview Hospitals and Methodist Hospitals.

# 2.0 Mission, Purpose, and Program

## 2.1 Mission Statement

The mission of Ubah Medical Academy is to provide students with a rigorous education that will prepare them for college and the pursuit of medical or other meaningful careers in our community. As a public charter high school, Ubah Medical Academy is open to all students, but our program is inclusively designed to meet the unique needs of international students and their families.

## 2.2 Statutory Purposes

The overall purpose of UMA is to provide an educational program with the primary purpose of improving pupil learning and student achievement.

*(1) improve pupil learning and (2) increase learning opportunities for pupils;* UMA students have shown significant growth in the areas of math and reading and results are competitive with that of their peers. The district provides opportunities that are culturally specific (i.e. multilingual educational assistants and support staff) that allows students to focus on their rigorous academic studies while retaining their heritage. Ubah Medical Academy has made significant academic growth in math, reading, and science and achieved “Reward School” status from 2011 to 2015. These achievements are a result of the districts focus on continuous improvement. This model concentrates on routine evaluation of academic programming to ensure that “best practice” strategies are incorporated in the creation, implementation, and review of student learning opportunities; *(3) encourage the use of different and innovative teaching methods;* UMAs’ focus on continuous improvement includes professional development as a critical piece of the framework. The district’s commitment to utilizing “best practice” strategies is seen by the framework that UMA utilizes for staff development. The district’s program for development is a process that combines collaboration, on and off site professional development and professional learning communities. Trainings include improving ELL/LEP instruction and skills, technology integration, PLC development, standard deconstruction and alignment, and effective use of data; *(4) require the measurement of learning outcomes and create different and innovative forms of measuring outcomes;* In order to monitor student progress the district utilizes local (NWEA) and state assessments. The data collected from these assessments is reviewed to assist in identifying specific learning needs of the students (remediation or enrichment). Department meetings provide opportunities for teachers to evaluate instructional practice and measuring tools as well as student performance towards content mastering*(5) establish new forms of accountability for schools; and (6) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;* The collaborative setting permits staff to share ideas and work effectively to pinpoint areas of growth. Collaboration opportunities have been provided by the district throughout the school year.

## 2.3 Program Model

The district’s model is based on a high school model. Students in grades 9-12 rotate hourly for their classes throughout the day. Student performance on local and state assessments assist in creating schedules so that students receive instruction that is tailored to their needs. Student academic data, which is continually being progress monitored and analyzed, assists in rotating students through core and elective classes.

The COVID pandemic brought forth new challenges for UMA in regards to its learning model. In the fourth quarter, UMA transitioned to a distance learning approach by having all students attend classes using their school issued Chromebooks.

## 2.4 Curriculum

UMA offers specialized instruction to students in grades 9-12 in language arts, mathematics, science, social studies, world languages (Arabic and Somali), business, computer science, art and physical education. This public charter was started in 2004 to meet the cultural and learning needs of students who had recently immigrated to the United States. Now, the District serves students from a wide variety of cultural backgrounds.

Due to the district’s population of EL students, we have catered programming to meet the specific needs of these individuals. UMA’s EL program starts with Intermediate and ends in Transitional, with Advanced levels in between. Students are given the W-APT(WIDAAccess Placement Test) placement exam to determine their needs and then they are placed appropriately. Each year the number of students who need EL services has been trending downward which has been the case for several years. This is most likely to do with more and more of our students are being raised in the United States. Students who qualify for EL services will receive instruction by a licensed EL teacher during their English class block time.

While this instruction replaces the English class, other coursework for these students takes place in the mainstream classes. The district’s ELA scope and sequence is annually reviewed to align the program with Minnesota’s ELP standards. Curriculum is designed using both ELP and MN Language Arts Standards to better prepare students for mainstream classes and eventually post high school education. A handbook of the District’s English Language Acquisition Policy and Procedures is available to all parents on the district’s website and is also available at the District Office. All parents are also notified that this service is available to their children.

AP: 3 teachers were trained to teach AP courses that started in the SY 2019-20 (English Language & Composition, Computer Science Principles, and World History). There were 45 students enrolled in these courses.

Through the Amazon Future Engineers Program (AFEP), we received a teacher and course material grant to teacher Computer Science Principles. The AP CS Principles course is a full year AP course geared towards 10th-12th graders. Edhesive has collaborated with the University of Texas at Austin’s UTeach Institute to launch an online version of the esteemed UTeach CS Principles curriculum. The College Board has endorsed this curriculum. UTeach ​CS Principles has been designed as a yearlong high school course that fully addresses the seven "Big Ideas" of computer science and six "Computational Thinking Practices", as specified by the College Board's AP Computer Science Principles curriculum framework.

SPECIAL COURSE/PROGRAM OFFERINGS

*College and Career Readiness Curriculum*

To ensure that every student at UMA is college and career ready, UMA implements a curriculum that focuses putting on students on pathways where they can plan for college and careers. As part of the offered electives, students can take a career class. In a semester, students learn and engage in the following learning units and activities:

* MyMnCareerPlan – students work on curriculum material prepared by Minnesota State Career Wise Education. <https://www.careerwise.mnscu.edu/careers/mymncareerplan.html>Students engage in 2 to 3-week long learning unit in which they are required to demonstrate mastery in exploring career, education, and training options that suits their interests after high school. MymnCareer Plan includes lessons in self-assessment in which they gain awareness in career interests, work values, skills and aptitude, and explore schools and programs of study that might suffice their educational and career aspirations. Students are also given opportunities to set goals and plan ways of expanding skills.
* Simulation Activities – Students engage in various activities where they demonstrate mastery in real-life activities such as resume writing and job interviews. Students first watch demo videos and compare successful and unsuccessful interviews, then they are asked to participate in mock interviews which are both in one-to-one and small group settings.
* Field trips, guest speakers, and projects – students can visit with their Best Prep mentors, a non-profit organization that seeks to bridge the business and education community.

Mentors are in contact with their mentees throughout most of the semester via email. Students will then be taken on a field trip where they gain first-hand experience in corporate environments. In a culminating assessment, students prepare a presentation to share their passions, skills, and goals with a small group or large group of peers and receive feedback from attendees.

Mentors: Memorandum of understanding was signed with Tusaalo group to provide students in 9th and 10th grade with mentoring and after school activities.

Medtronic a scientific company based in Mounds View started a mentoring program for students during the SY 2019-20.

15 students were selected to the U of M UROC 2Inspire Math tutoring program for 2019-20.

*College in the Schools (CIS)*

Qualifying Seniors can earn college credits by taking University of

Minnesota Twin Cities courses through the College in the Schools (CIS) program. CIS courses offered include Writing, Anatomy, Education, and Microeconomics.

Qualifying Juniors can earn college credits by taking Normandale Community College courses at UMA. Normandale courses offered include College Pre-Calculus, and College Calculus. UMA had 51 students in four CIS courses in 2019-20. UMA had 37 students in Normandale courses in 2019-20. Many of the students were enrolled in multiple CIS courses.

CIS Courses: CIS teachers attended 3 professional developments at the U of M. Senior students attended a writing workshop at the U of M as part of the CIS Writing Course, CIS Microeconomics, and CIS Education.

*College Possible:*

College Possible is a non-profit organization that has selected UMA as a partner. The program is widely known in the Minneapolis and St. Paul Public Schools. Ubah Medical Academy is fortunate to be one of few charter schools to be chosen as a partner.

The premise of College Possible is to work with the same group of low-income students over a two-year period to help with ACT preparation, college scholarships and college applications. Please refer to the College Possible website for further information:

<http://www.collegepossible.org/home.html>

The acceptance process begins in the spring of a student’s sophomore year. Interested students must complete an application and essay. Those accepted begin the program the fall of their junior year and remain in the program for two years at which time they are ready for graduation. During the 2018-2019 school year, the district had 20 juniors and 40 seniors involved in the College Possible program. In the spring, the College Possible enrollment process took place to determine the new junior cohort.

*Credit Recovery Programming:*

UMA offers credit repair for students who either needed to get credits in order to graduate or to stay on track for graduation. This program is offered both during the school year and in the summer. It is offered during the school year approximately 12 hours a week on the average. A licensed teacher monitors the progress of these students as they complete their online classes in a classroom at UMA.

The students are assigned an in-house online program that met the requirements of a high school class. The program requires students to complete exercises, projects, tests, and quizzes. Students are required to spend the necessary seat hours in addition to a satisfactory level of mastery to receive credit.

*Reading Classes:*

UMA implements reading classes for all 9th graders who test below grade level proficiency in reading, according to the Fall NWEA tests. Each of these students is enrolled in these classes as an elective and retained their English 9 class. This permits students to receive a double block of reading instruction, which has and continues to result in increase in reading proficiency (as measured in NWEA-MAP data).

ADDITTIONAL PROGRAMS

*Before and After School Program/Homework Help:*

All teachers at UMA committed to spending at least one day after school from 4:15pm-5:15pm or in the morning from 8:00am - 9:00am to be available to their students for help with homework or understanding class material. Students were able to stay after to make up work for absences as well. The Educational Assistants also remain at the school to provide help with core subject content at least 2 days each week. This commitment of 2 days a week by the educational assistants permits UMA to offer the Homework Help to students 4 days a week, Monday through Thursday.

*Poetry Out Loud (POL):*

UMA students participate in an annual classroom and then district-wide competition in which they memorize poetry selected by a national POL committee and then are scored on their performance. Students advance from the classroom level to the district competition. The district competition is judged by English staff members and distinguished members of the poetry community. The top performers advance to the state competition at the Fitzgerald Theater in Saint Paul.

*Sports:*

The 2019-2020 school year was the inaugural year for the UMA boys’ basketball team. The Fighting Gorgors managed only one win in their inaugural season, but they were competitive in many of their games. Home games were held at Twin Cities International School in Minneapolis. The season was seen as a success as the team played a full schedule led by Coach Austin Brouillette. Criteria for participation included attaining a GPA of 2.5 or above, good attendance, and earning a passing grade in all courses. The goals of the program involve team building, character development, and academic motivation. Plans are to include a girls basketball team in the 2020-2021 school year.

*Summer School Programming:*

The summer school program is designed with the intention of serving students who need to take Geometry as a retake or as an initial offering. Additionally, credit recovery is offered along with additional mathematics and English courses to support student academic growth during the summer months.

*Wellness*: A partnership was entered with Hennepin County and UMA received a grant of $1,520 for the 2019-20 school year. Two teachers attended a wellness conference and steered a committee to comprising of students, teachers, and parents.

## 2.5 State Standards

At the start of the school year, the staff meet in content teams to plan out the year of

instruction. Content area specialists connect teaching objectives to state standards and utilize NWEA data to ensure progress along a vertically integrated curriculum model. This is executed through the process of standard deconstruction. Teams work together to break apart state standards, identify essential skills and create learning targets. The targets are the basis for the curriculum in each content area. The curriculum is then vertically aligned across all four grade levels to ensure essential learning standards are instructed. These alignments are reviewed multiple times throughout each quarter and revised in accordance with student needs and goals set forth by the department team. Standards are embodied in lesson plans and used in the classroom. Each lesson begins with the teacher informing the students which learning target they will be focusing on during the period and how other learning targets are integrated into the content. The educational program is also explained to parents at all district meetings and regularly updated on the district website.

## 2.6 Professional Development

UMA provides ten days of professional development prior to the beginning of the school year. Topics include the history of the district, cultural sensitivity, OSHA, student data warehousing programs, standard deconstruction and alignment, and data analysis.

Throughout the school year UMA faculty participate in a variety of professional development opportunities including, but not limited to:

* Professional Learning Communities (PLCs)
* Student engagement
* Assessment development
* College in the Schools (for UMA teachers who instruct in these courses)
* Data analysis
* Distance Learning
* Best practice strategies in implementation of content at the high school level

UMA encourages on-going professional development by offering additional opportunities to attend trainings off-site and partake in online trainings that meet individual needs. All professional development offerings align to strengthen academic programming and support student learning.

# 3.0 District Enrollment & Attrition

**3.1 Enrollment/ADM** (Required Element #1)

At the end of the 2019-2020 academic year Ubah Medical Academy had an enrollment of 295 students.

## 3.2 Enrollment by Grade

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| School Year | 9th Gr. | 10th Gr. | 11th Gr. | 12th Gr. | Total | Attrition Rate |
| 2012-2013 | 99 | 84 | 74 | 54 | 311 | ~3.5% |
| 2013-2014 | 126 | 110 | 100 | 75 | 411 | ~2% |
| 2014-2015 | 105 | 84 | 90 | 78 | 357 | ~3% |
| 2015-2016 | 87 | 107 | 77 | 85 | 356 | ~10.3% |
| 2016-2017 | 84 | 88 | 87 | 71 | 330 | ~6.3% |
| 2017-2018 | 79 | 67 | 80 | 89 | 315 | ~10.0% |
| 2018-2019 | 84 | 81 | 74 | 77 | 316 | ~15.0% |
| 2019-2020 | 75 | 69 | 79 | 72 | 295 | COVID |

\*Information taken from MARSS District ADM Served Report and PowerSchool

## 3.3 District Demographics (2019)

* 99.0% Black & 1.0% White/Other
* 18% English as a Second Language (LEP)
* >90.0% Free & Reduced Lunch qualification
* 3.2% Special Services Students
* 99% AYP Attendance Rate

(Data taken from MDE Data Reports and Analytics)

* 1. **District Geographical Demographics** Student geographical data is as follows:

Minneapolis: 65%

Columbia Heights: 6%

Saint Paul: 5%

Other Cities(less than 5%, but more than 1%): Hopkins, Eden Prairie, Brooklyn Park, Bloomington, St. Louis Park, and Brooklyn Center.

Hennepin County: 86%

Ramsey County: 7%

Anoka County: 6%

Dakota County: 1%

* 1. **Student Attrition** (Required Element #2)

The student attrition rate for the 2019-2020 school year was about 15.0%.

**4.0 District Governance** (Required Element #3)

## 4.1 School Board Members

**2019-2020 SCHOOL BOARD INFORMATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name/Position** | **Date Term Expires** | **Constituency Represented** | **Training History** | **Attendance \*** |
| Mr. Faisal Deri/ Chair | June 30, 2021 | Community | January 27, 2018  School Board Officer  Training, Finance Training, Governance Training  (*The Anton Group)* | 77% |
| Mr. Muktar Abe/Director | June 30, 2020 | Teacher Folder #488344 | January 16, 2019  School Board Officer  Training, Finance Training, Governance Training  (*MSBA)* | 77% |
| Mr. Abdihakin Isse/ Treasurer | June 30, 2021 | Community | January 27, 2018  Board Governance, Financial  Matters, Employment Matters  (The Anton Group*)* | 77% |
| Mr. Ahmed Gedi/ Director | June 30, 2020\* | Parent | January 16, 2019  Board Governance, Financial  Matters, Employment Matters  (MSBA*)* | 85% |
| Mr. Barre Mohamed/ Director | June 30, 2021 | Community | January 27, 2018  Board Governance, Financial  Matters, Employment Matters  (The Anton Group*)* | 62% |
| Ms. Amy Fettig/ Director | June 30, 2021 | Teacher  Folder#454201 | January 15, 2020  Board Governance, Financial  Matters, Employment Matters  (MSBA*)* | 100% |

\*Includes Emergency and Special Board Meetings (3)

**4.2 Board Training** (Required Element #9)

During the fiscal year board members received training on board governance and employment law. The documents that the board retained in attesting to participation include a sign in form from the training and certificates of completion, which are on file with the school administration.

## 4.3 Board Organization

The School Board is the policy making group for UMA. The Board creates and manages district policy, is responsible for district finance and its oversight, as well as the overall supervision of academic performance. The school board delegates to the district Director and administrative team the responsibility of everyday operational procedures. The School Board meeting schedule is posted on the website as are copies of the Board meeting minutes and materials.

School Board elections occur on a rotating cycle, with each member serving a three-year term. Elections for the School Board are held in May/June at the Annual Meeting for available positions during the regular school calendar.

The school board is currently comprised of 2 teachers and 4 community members & parents. A representative from the current Authorizer also serves as an ex-officio to the Board of Directors along with the district Director. This is consistent with the law.

All board members complete and sign documentation regarding “conflict of interest” on an annual basis. There are no conflicts of interest. Background checks have been completed on all board members who are employees of the district but not on community members or parents.

## 4.4 Bylaws

The board of Directors adheres to its bylaws. Additionally, the board reviews its bylaws on a regular basis to ensure compliance and that all components are being followed.

## 4.5 Minnesota Open Meeting Law

The district website is updated with the schedule of all meetings. Signs are posted a minimum of 72 hours prior to scheduled meetings at the meeting site. The agenda and minutes are posted on the website and information is updated regularly. Copies of documents are made available to the public at the each meeting. All other aspects of the Open Meeting Law are closely followed.

## 4.6 Board Processes

Each meeting is opened by the board chair and called to order. The meeting is then opened for public comment. Next, the agenda is reviewed and changes are made if necessary, followed by a motion and to approve and second before it can be carried. Meeting proceeds through the agenda items including approval of the minutes from the previous meeting. Action items are moved and seconded and either approved, tabled or declined. Meeting is adjourned by a motion which also needs to be seconded and approved. The UMA board follows Roberts Rules of Order.

The board policy manual is used as a reference for district policies which are reviewed either on annual basis or a 3-year cycle depending. The policy committee is appointed by the school board. This committee does not hold board authority. The policy manual is updated by the policy committee on an ongoing basis pending board action on policies. The policy committee uses the Minnesota School Board Association’s model policies as reference when setting UMA district policy both required by the state and determined by the district.

# 5.0 District Management & Operations (Required Element #3)

## 5.1 District Organization & Organizational Chart

The school board is comprised of 2 teachers and 4 community members & parents. A representative from the current Authorizer also serves as an ex-officio to the Board of Directors along with the district’s Director.

The administrative team consists of the district’s Director and the Assistant Directors. The Director has served the district in this role since 2007 and holds a bachelor’s and master’s degree in mathematics. The Assistant Director of Curriculum has served the district since its opening and holds a bachelors degree in geography and social studies education and a masters degree in curriculum and instruction (emphasis in reading).

The district’s business management is contracted out to an accounting company whose primary role is to advise the Finance Committee and School Board on budget and fiduciary matters. Members of the Finance Committee are district administration and school board members. Legal counsel is also contracted with a reputable Law Firm, Kennedy & Graven, and utilized on an as needed basis. Human Resource needs are done by the district’s Human Resource Manager.

The UMA school board creates sets and manages district policy, is responsible for district finance and its oversight, as well as the overall oversight of academic performance. The school board delegates to the district Director and administrative team the responsibility of everyday operational procedures. HR functions such as employment, employment law (state and federal), background checks, employee files, staff attendance, maintaining employee files, and facilitating benefits are delegated to the Human Resource Manager.

**Ubah Medical Academy Organizational Chart**

**2019-2020**

## 5.2 Leadership Team

**2019-2020 Leadership Team**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Time in District** | **Credentials/Training/Qualifications for this Position** |
| Mr. Musa Farah | Director | 13 Years | Mr. Farah has been with Ubah Medical Academy since the fall of  2007 as a Co-Director. He has been the sole Director starting in  2010. Musa has a bachelor’s degree in Mathematics from the  University of Somalia and a master’s degree in Applied Mathematics from Howard University in Washington D.C. His previous education experience includes teaching and administration in the Department of Education in Somalia, working in the agricultural department of Travelers Insurance, teaching mathematics courses in the United Arab Emirates University in Al Ain, teaching mathematics courses and coaching at Mill Brook High School in upstate New York. |
| Mr. Eric Brandt | Assistant Director | 16 Years  (#373213) | Mr. Brandt came to Ubah Medical Academy in August 2004 and is our only member from our original staff. Eric had taught Social  Studies classes at Ubah for 9 years before becoming Assistant Director in 2013. Eric has worked in many different roles at UMA in addition to teaching: School Wellness Committee, Child Study Team, After School Sports Program Director, Fabulous Friday Coordinator, and the Social Studies Department Chair. Eric has a bachelor’s degree in Geography from Gustavus Adolphus College, and a Secondary Education in Social Studies from Saint Cloud State University. Eric also holds a Master of Arts in Curriculum and Instruction with a reading endorsement from Concordia University St. Paul. Eric also has K-12 principal licensure from St. Mary’s University of Minnesota. |
| Mr. Ismail Ahmed | Assistant Director | 5 Years  (#490224) | Mr. Ahmed came to Ubah Medical Academy in the summer of 2015. Ismail’s work experience includes: High School Social Studies teacher (5 years), Assessment & Curriculum  Coordinator k-12 (3 years), Data & Development Director  Middle School (2 years), Director of K-8, (5 years), High School Assistant Principal (1 year), and Board of Director- several non-profit organizations. He has a master’s degree in  Leadership Studies from the University of Southern Maine,  MN Principal Licensure-Educational Leadership from  Concordia St. Paul University, and currently pursuing an Education Doctorate-Educational Leadership from Concordia University, St. Paul. |

## 5.3 Professional Development Plans (Required Element #10)

Two administrators will be working on their professional development plans in order to comply with legislation (Minn. Stat. 124E.12 subd.2 (2016)). The administrators have completed their requirements of their development plans. All information will be kept on file for review by the district Director and School Board Chair.

*Mr. Musa Farah: Title-Director*

Current Education: o Master of Science Degree in Applied Mathematics, Howard University, Washington D.C. o Bachelor of Science Degree in Mathematics, University of Somalia

Professional Development and Additional Activities: o Submissions made to the School Board of Directors

* Additional certificates and documentation of trainings attended submitted at the request of the Board of Directors
* Attend all trainings and meetings set forth by the Minnesota Department of

Education (MDE), the Minnesota School Board Association (MSBA), and the

Minnesota Association of Charter Schools (MACS)

o Attend trainings on board governance, finance, and employment

o Attend monthly Director meetings with Authorizer, Pillsbury United

Communities (PUC)

o Collaborate with support staff on daily functions of school, budgets, staff trainings, etc.

* Track and compile data required by the Authorizer (Pillsbury United

Communities)

o Submit mandatory reports to the Minnesota Department of Education (MDE) and Authorizer (PUC) as required ensuring district compliance

*Mr. Eric Brandt:* *Title-Assistant Director of Operations*

Current Education:

o Master of Arts in Curriculum and Instruction (with reading endorsement),

Concordia University, St. Paul

o Bachelor of Arts in Geography, Gustavus Adolphus College

o Bachelor of Arts in Social Studies Education, St. Cloud State University

o Licensure Held: 7-12 Social Studies (all areas)

Professional Development and Additional Activities:

o K-12 Principal Licensure from St. Mary’s University of Minnesota

o Attend all trainings and meetings set forth by the Minnesota Charter School

Association and the Minnesota Department of Education

o Collaborate with Director on daily functions of school, budgets, staff trainings, etc.

* Track and compile data required by the Authorizer (Concordia University, St.

Paul)

o Collaborate with administration with sister districts in curriculum, student data, English Language Acquisition programming, staff trainings and community outreach

* Collaborate with Director on coordinating staff trainings along with tracking
* “Highly Qualified Teacher” Status
* Serving as District Assessment

## 5.4 Facilities & Transportation

The facility of UMA is located at 1600 Main Street, Hopkins, MN 55343. UMA receives lease-aid and through the application and approval process meets all requirements set forth by the State. Student transportation is contracted with Pride Transportation for student busing and special education curb-to-curb transportation.

## 5.5 Data Privacy Practices

The Board of Directors complies with the Minnesota Data Practices Act. In accordance with article 5 of the bylaws:

“Confidentiality. Absent a court order, a director may not disclose to any third person information that was discussed in closed session or information that relates to the Board’s negotiation strategy or competitive bargaining position with respect to any transaction, sale, purchase, lease, agreement, or contract.”

The district’s policy on Data Practices is reviewed annually by the Board of Directors.

## 5.6 Employment

Human Resource Policies:

100A Complaint

100B Return to Work

102 Equal Educational Employment & Opportunity

400A Children in the Workplace

400B Tuition Reimbursement

1. Equal Employment Opportunity
2. Disability Nondiscrimination
3. Public & Private Personnel Data

406B Employee Administrative Record Retention

1. Employee Right to Know-Exposure to Hazardous Substances

410 Family & Medical Leave

1. Expense Reimbursement
2. Harassment & Violence
3. Chemical Use & Abuse
4. Drug Free Workplace/ Drug Free School
5. Tobacco Free Environment
6. Students and Employees with AIDS & other Communicable diseases & Infectious Conditions

490 Employee Misconduct and Dishonesty

* 1. Religious Practice and Prayer
  2. Nepotism

Recruiting and employee performance reviews are procedures and not policies.

Ubah Medical Academy retains records for the following:

Employee information, contract information, payroll and retirement (PERA, TRA) information, handbook acknowledgement forms, application materials, license, benefits including Leave of Absence, medical and dental, STD/LTD & AD&D, FMLA, performance reviews, improvement plans, disciplinary actions, Student Cum Files that have transferred out of the district, audits, financial records including purchase orders, invoices, etc., budgeting information, after school program and summer school program enrollments, attendance, payroll, etc. Staff development sessions, handbook, scheduling, information, weekly bulletins, ESEA program information including applications and budgets, school board minutes, annual reports, Food Service program CLICS reports, applications for F/R meals, point of service sheets, student disciplinary forms, MDE report copies, contracts for food service, transportation, special education service providers, etc.

ALL documents are kept for seven years unless a greater length of time is required by state or federal law.

Please visit the following location on the district website to view the district policies on Employment and Record Retention:

<https://www.ubahmedicalacademy.org/Page/1859>

## 5.7 Health & Safety Plans

Names of policies addressing health and safety:

100B Return to Work

413 Harassment & Violence

506 Discipline

514 Bullying Prohibition

516 Student Medication

526 Hazing Prohibition

1. Use of Peace Officers & Crisis Teams
2. Wellness

709 Student Transportation Safety

806 Crisis Management

Drill Log for the 2019-20 School Year:

Fire Marshall – Requirements Per Legislation need 5 fire drills, 5 lockdown Drills, and 1 Tornado Drill per year. *8/14/08*

1. Fire Drill Sept 5, 2019 1:35pm 2:30 evac time

|  |  |  |
| --- | --- | --- |
| 2. Fire Drill | Oct. 15, 2019 1:25pm | 2:10 evac time |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| 1. Lockdown Drill Sep 10, 2019 | 10:45am |
| 2. Lockdown Drill Oct. 23, 2019 | 2:05pm |
| 3. Lockdown Drill Nov 6, 2019 | 10:55am |
|  |  |
|  |  |
|  |  |

The health and safety plans are applicable to the district if there is a procedure or policy about it. The district is in compliance by having the up-to-date policies and implementing the procedures outlined in the emergency procedures packet. UMA also has an emergency plan that defines all the processes and procedures for fire drills, lockdowns, tornados, power outages, outside emergency procedures, bomb threats, and snow days or emergency cancellations. Plans were in place to complete the required 5 fire drills, 5 lockdown drills, and 1 tornado drill during 4th quarter. In the absence of students and staff during this time, there were not sufficient numbers of people to run the drills.

**6.0 Staffing** (Required Element #4)

## 6.1 Licensed Staff

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name (Last, First)** | **File Folder** | **Assignment/ Subject** | **Left During 19/20** | **Not Returning 20/21** |
| **Number** |
| Abe, Muktar | 488344 | Teacher, Mathematics |  |  |
| Ahmed, Ismail | 490224 | Assistant Director |  | X |
| Bogdanove, Arthur | 370955 | Teacher, Health |  |  |
| Brandt, Eric | 373213 | Assistant Director |  |  |
| Brouillette, Austin | 516115 | Teacher, Physical Education |  |  |
| Carlson, Nicole | 1000446 | Counselor |  |  |
| Coleman, Joel | 454273 | Teacher, Social Studies |  |  |
| Do (Erickson), Katie | 472889 | Teacher, Art |  |  |
| Ertha-Fukuchi, Cori | 1002443 | English |  |  |
| Felder, Katherine | 482860 | Teacher, Chemistry |  | X |
| Fenno, Paul | 432576 | Teacher, Biology/Anatomy |  |  |
| Fettig, Amy | 454201 | Teacher, Media Specialist/Social Studies |  |  |
| Hade, Hassan | 478298 | Teacher, World Language |  |  |
| Issa, Yassin | 504510 | Teacher, Special Education |  |  |
| Jelle, Abdinasir | 483042 | Teacher, Business |  |  |
| Julius, Jessica | 509180 | Teacher, Social Studies |  |  |
| Luecke, Mark | 464960 | Teacher, Mathematics |  |  |
| Masamo, Samwel | 512371 | Teacher, Mathematics |  |  |
| Miller, Joseph | 1002071 | Teacher, Social Studies |  | X |
| Mohamud, Mohamed | 1001818 | Teacher, Physics/Integrated Science |  | X |
| Shabbeleh, Degha | 511672 | Teacher, Language Arts |  |  |
| Wendt, Nicole | 454404 | Teacher, Language Arts |  |  |
| Witzig, Neil | 491088 | Teacher, Language Arts |  | X |
| Yusuf, Ahmed | 515469 | Teacher, ELL |  |  |

A) Total Licensed teachers at LEA (October 1, 2019): 24

B) Total Licensed teachers who taught during school year: 24

C) Of total number:

i. Licensed in discipline taught: 20 ii. Received waiver: 0

iii. Received limited license: 4

iv. Held temporary license: 0

D) Of total number:

Finished FY2019: 24

Continued teaching FY2020: 20

## 6.2 Non-Licensed Staff

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Support Staff** | **Assignment** | **Highly Qualified Status** | **Left During 19/20** | **Not Returning 20/21** |
|
|
| Abdulle, Khadar | Educational Assistant, (SpEd) | n/a |  |  |
| Ahmed, Fathi | Educational Assistant (SpEd) | n/a |  | X |
| Ahmed, Samiya | Office Secretary | n/a |  |  |
| Ali, Abdihamid | Educational Assistant, (SpEd) | n/a |  |  |
| Ali, Khadija | Educational Assistant, (SpEd) | n/a |  |  |
| Aware, Medina | School Nurse | n/a |  |  |
| Dualeh, Ifrah | Human Resources | n/a |  |  |
| Farah, Musa | Director | n/a |  | X |
| Hassan, Nasib | Educational Assistant (LA) | n/a |  | X |
| Hussein, Mohamud | Educational Assistant (Sci) | Yes |  |  |
| Jama, Amina | Educational Assistant (LA) | Yes |  |  |
| Mohamed, Fadumo | Security | n/a |  |  |
| Mohamed, Hodan | Office Manager | n/a |  |  |
| Mohamed, Mohamud | Dean of Students | n/a |  | X |
| Mussa, Ismail | Security | n/a |  |  |
| Osman, Mohamud | Educational Assistant(SpEd) | n/a |  |  |
| Samatar, Abdullahi | Transportation | n/a |  |  |
| Alinassir Samatar | Security | n/a |  |  |
| Warsame, Mahamoud | IT | n/a |  |  |
| Yusuf, Hassan | IT Director | n/a |  |  |

Number of non-licensed staff during school year: 20

**7.0 Finances** (Required Element #5)

## 7.1 Finance Management

The District’s business management is contracted out to an accounting company whose primary role is to advise the Finance Committee and School Board on budget and fiduciary matters. Business Management Office, Inc., (5701 Shingle Creek Pkwy #650, Brooklyn Center, MN 55430, Phone 763-432-6354), is the recognized and independent professional accounting firm that UMA contracts with for business management services and accounting. This firm also works with many other charter schools in Minnesota. UMA contracts with a separate company to issue payroll and an independent auditing company, Thoreson Diaby Helle Condon & Dodge Inc. TDHCD, is used for the annual audit. Accountants and business managers from Business Management Office Inc., attend MDE trainings either in person or through WebEx.

**7.2 Fund Balance**

At the end of the 2019-2020 school year the fund balance was tracking at 31%.

## 7.3 Financial Narrative

Ubah Medical Academy has an approved budget (approved before June 30th or the prior fiscal year) which is typically approved at the April or May board meeting. Business Management Office Inc. is the financial management company used.

Following the approval of the budget prior to the beginning of the fiscal year, the District revises the annual operating budget in mid-year. These budget amendments typically fall into two categories:

1. Implementing budgets for specially funded projects, which include both federal and state grants and reinstating unexpended funds being carried over from the prior fiscal year and,

1. Legislation passes subsequent to budget adoption, changes necessitated by actual enrollment, changes in employment agreements, and increases in appropriations for significant unbudgeted costs.

Budgets are monitored through the review of monthly budget vs. actual reports prepared and presented by the business office to the monthly school board meetings. Invoices are generally paid within 30 days and payroll is current.

Reports to the Minnesota Department of Education are completed as appropriate and on time. State/federal taxes, pensions, insurance, etc. are current. The budget includes revenue for anticipated future needs, more specifically, the district’s fund balance is set to cover upcoming needs. The patterns of expenditure include an increase in expenditures from July-September in regular instruction (textbooks, school supplies, technology) due to preparation for the upcoming school year.

The audit is reviewed annually by the board and the district’s finance committee is responsible for the accounting of the district’s assets. The district’s business service provider brings to the district’s attention, any issues that need to be addressed.The district is not in statutory operating debt (SOD). The status of the audits from previous years has been that any findings have been corrected and have not been identified in consecutive years’ audits.

The district has a working group that consists of the Director, Assistant Director, Business Office Manager, Human Resource Manager and the Board Treasurer that meet to review the budget. The district has not needed to borrow funds due to conservative budget planning, high enrollment, and the state holdback, which has remained at 10% since 2014.

2019-2020 Budget Breakdown

Revenue Stream Expenditure Stream Budgeted fiscal year 2019-2020 Budgeted Fiscal Year 2019-2020

22

**State Aid**

**96**

**%**

**Federal**

**Aid**

**4**

**%**

**School**

**Support**

**Services**

**13%**

**Regular**

**Instruction**

**37**

**%**

**Instruction**

**al Support**

**Services**

**3%**

**Pupil**

**Support**

**Services**

**24**

**24**

**Site, Bldg**

**&**

**Equipment**

**19**

**%**

**Fiscal &**

**Other**

**costs**

**6%**

## 7.4 Audit Information

UMAs’ Financial Audit for fiscal Year 2019-2020 is currently underway and will be completed by Dec. 31, 2020. The Audit will be presented at a school board meeting in the months following completion.

# 8.0 Academic Performance (Required Element #6)

## 8.1 MCA-III Mathematics, Reading, and Science Data

The MN Comprehensive Assessments (MCA-III, MTAS), are tests that measure how well a student has mastered the state’s academic standards in 10th and 11th grade in reading and math and high school science. Students do not pass or fail the MCAs but are considered “proficient” if they meet or exceed the standards set by the State. The state uses the MCA/MTAS results to identify schools (districts) who are and are not making progress as outlined in legislation. In the 2019-2020 school year, due to COVID 19, there were no tests administered due to UMA being required to offer students a distance learning approach per the Minnesota Governor’s order in March 2020.

### 8.1.1 MCA –III Math Proficiency Data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| UMA 11th Grade Math Proficiency - Percent | 42.7 | 24.6 | 47.7 | 38.4 | 41.4 | n/a |
| UMA 11th Grade Math Proficiency - Count | 38 | 18 | 40 | 28 | 24 | n/a |
| UMA 11th Grade Math Proficiency -Tested | 89 | 73 | 84 | 73 | 58 | n/a |
| State 11th Grade Math Proficiency - Percent | 48.7 | 47.2 | 48.4 | 47.9 | 45.4 | n/a |
| State 11th Grade Math Proficiency – Count | 28,692 | 26,872 | 27,604 | 26,602 | 24499 | n/a |
| State 11th Grade Math Proficiency -Tested | 58,861 | 56,913 | 57,059 | 55,540 | 53963 | n/a |
| State Comparable 11th Grade Math Proficiency - Percent | 14 | 15.2 | 14.9 | 19.0 | 17.1 | n/a |
| State Comparable 11th Grade Math Proficiency - Count | 536 | 570 | 581 | 956 | 858 | n/a |
| State Comparable 11th Grade Math Proficiency -Tested | 3,824 | 3,756 | 3,883 | 5054 | 5016 | n/a |
| UMA 11th Grade On Track Math -Percent | 62.9 | 44.2 | 54.9 | 41.9 | 53.5 | n/a |
| State 11th Grade On Track Math-Percent | 53.9 | 52.6 | 53.1 | 54.1 | 51.5 | n/a |
| State Comparable 11th Grade On Track Math EL only-Percent | 28.8 | 29.4 | 29.4 | 37.8 | 35.6 | n/a |

### 8.1.3 MCA –III Reading Proficiency Data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| UMA 10th Grade Reading Proficiency – Percent | 48.2 | 48.5 | 51.1 | 66.1 | 65.2 | n/a |
| UMA 10th Grade Reading Proficiency – Count | 40 | 49 | 55 | 41 | 43 | n/a |
| UMA 10th Grade Reading Proficiency -Tested | 83 | 101 | 88 | 62 | 66 | n/a |
| State 10th Grade Reading Proficiency – Percent | 57 | 58.9 | 60.3 | 59.9 | 61.1 | n/a |
| State 10th Grade Reading Proficiency – Count | 34,582 | 35,478 | 36,584 | 35,734 | 36870 | n/a |
| State 10th Grade Reading Proficiency -Tested | 60,629 | 60,245 | 60,658 | 59,685 | 60317 | n/a |
| State Comparable 10th Grade Reading Proficiency - Percent | 23.4 | 23.8 | 26.4 | 27.3 | 35.1 | n/a |
| State Comparable 10th Grade Reading Proficiency - Count | 1,005 | 1,003 | 1,170 | 1226 | 1898 | n/a |
| State Comparable 10th Grade Reading Proficiency -Tested | 4,298 | 4,208 | 4,426 | 4484 | 5405 | n/a |
| UMA 10th Grade On Track Reading -Percent | 66.1 | 68.9 | 52.1 | 82.4 | 75.4 | n/a |
| State 10th Grade On Track Reading-Percent | 56.6 | 57.9 | 57.3 | 55.8 | 55.8 | n/a |
| State Comparable 10th Grade On Track Reading EL only-Percent | 32.7 | 33.3 | 28.2 | 32.2 | 39 | n/a |

### 8.1.5 MCA-III Science Proficiency Data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| UMA HS Science Proficiency – Percent | 52.5 | 46.7 | 59.5 | 54.5 | 48.2 | n/a |
| UMA HS Science Proficiency – Count | 31 | 42 | 44 | 36 | 41 | n/a |
| UMA HS Science Proficiency – Tested | 59 | 90 | 74 | 66 | 85 | n/a |
| 20State Comparable HS Science Proficiency – Percent | 23 | 24.5 | 23.7 | 21.7 | 54.4 | n/a |
| State Comparable HS Science Proficiency – Count | 3,525 | 3,747 | 3,880 | 966 | 32210 | n/a |
| State Comparable HS Grade Science Proficiency -Tested | 15,293 | 15,314 | 16,372 | 4457 | 59259 | n/a |

*\*Note: Comparable state science data includes students in similar demographics enrolled October 1, 2014. Data taken from MN School Report Card.*

### 8.1.7 MCA –III Growth Data

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **2017** | **2018** | **2019** | **2020** |
| UMA Mathematics Growth Low | 25.4% | 35.5% | 32.6% | n/a |
| UMA Mathematics Growth Medium | 38% | 48.4% | 34.9% | n/a |
| UMA Mathematics Growth High | 36.6% | 16.1% | 32.6% | n/a |
| UMA Reading Growth Low | 23.9% | 9.8% | 9.8% | n/a |
| UMA Reading Growth Medium | 45.1% | 33.3% | 34.4% | n/a |
| UMA Reading Growth High | 31% | 56.9% | 55.7% | n/a |

## 8.2 Graduation Data

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Academic Year** | **2013** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| **Number of Seniors** | 55 | 68 | 78 | 85 | 71 | 78 | 77 | 72 |
| **Graduation Percentage** | 98% | 94% | 100% | 95% | 92% | 100% | 100% | 97% |

## 8.3 ACCESS English Proficiency Data

ACCESS is the State of MN designated English Language Proficiency Exam. It is given in all grades 9-12 and measures English Language Proficiency in the areas of listening, speaking, reading and writing. It also uses a formula to calculate scores in the areas of comprehension and oral language. Below is the overall composite score for the ACCESS test for students in Grades 9-12.

### 8.3.1 ACCESS Composite-Overall

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level** | **1 (Entering)** | **2 (Emerging)** | **3 (Developing)** | **4 (Expanding)** | **5 (Bridging)** | **6 (Reaching)** |
| **Percentage** | 10.4% | 14.5% | 62.5% | 12.5% | 0% | 0.0% |
| **8.3.2 ACCESS Composite-Comprehension** | | | |  |  |  |
| **Level** | **1 (Entering)** | **2 (Emerging)** | **3 (Developing)** | **4 (Expanding)** | **5 (Bridging)** | **6 (Reaching)** |
| **Percentage** | 7.8% | 19.6% | 21.6% | 15.7% | 21.6% | 13.7% |
| **8.3.3 ACCESS Composite-Literacy** | | |  |  |  |  |
| **Level** | **1 (Entering)** | **2 (Emerging)** | **3 (Developing)** | **4 (Expanding)** | **5 (Bridging)** | **6 (Reaching)** |
| **Percentage** | 6.3% | 16.7% | 64.6% | 12.5% | 0.0% | 0.0% |
| **8.3.4 ACCESS Composite-Oral** | | |  |  |  |  |
| **Level** | **1 (Entering)** | **2 (Emerging)** | **3 (Developing)** | **4 (Expanding)** | **5 (Bridging)** | **6 (Reaching)** |
| **Percentage** | 10.4% | 14.5% | 41.7% | 31.3% | 2.1% | 0% |

\*Number of students assessed in 2020: 51

## 8.4 MAP/NWEA Mathematics and Reading Data

Map tests are computerized assessments done in the fall and spring of each year and show student growth over time. They also provide nationally-normed grade equivalent benchmarks and predictors of performance on the State MCA assessments and assess grade level proficiency. Students set goals for growth at each assessment window and teachers can pinpoint individual learning targets (standards) for their students. NWEA was tested in the Fall of 2019, but was not tested in Spring of 2020 due to the COVID 19 lockdown.

### 8.4.1 MAP/NWEA Test Performance

Spring 2019-Mathematics; 2020-No data due to COVID 19 lockdown

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| *Below Grade Level Median* | *At Grade Level Median* | *Above Grade Level Median* | *95th Percentile* |
| 25.2% | 36.4% | 33.6% | 4.7% |

Spring 2019-Reading; 2020-No data due to COVID 19 lockdown

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| *Below Grade Level Median* | *At Grade Level Median* | *Above Grade Level Median* | *95th Percentile* |
| 19.6% | 36.0% | 42.1% | 2.3% |

### 8.4.2 MAP NWEA Growth & Proficiency

2019-Mathematics; 2020-No data due to COVID 19 lockdown

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| *Below Growth Not/Proficient* | *Below Growth /Proficient* | *Met Growth*  */Not Proficient* | *Met Growth /Proficient* |
| 12.4% | 24.8% | 5.4% | 30.2% |

2019-Reading; 2020-No data due to COVID 19 lockdown

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| *Below Growth Not/Proficient* | *Below Growth /Proficient* | *Met Growth*  */Not Proficient* | *Met Growth /Proficient* |
| 12.2% | 17.8% | 1.5% | 40.1% |

## 8.5 Comparable Schools MCA-III Math & Reading Proficiency and Growth Data

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School/Category-STATE MCA Assessments** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** | |
| UMA MCA Math Proficiency | 45.2% | 23.9% | 50.0% | 38.4% | 41.4% | n/a | |
| UMA Math "On-Track" | 62.9% | 44.2% | 54.9% | 41.9% | 53.5% | n/a | |
| UMA Math Low Growth | N/A | N/A | 25.4% | 35.5% | 32.6% | n/a | |
| UMA Math Medium Growth | N/A | N/A | 38.0% | 48.4% | 34.9% | n/a | |
| UMA Math High Growth | N/A | N/A | 36.6% | 16.1% | 32.6% | n/a | |
| UMA Math Proficiency Black/EL /FRP | 25.0% | 0.0% | 28.9% | 33.3% | 41.1% | n/a | |
| UMA MCA Reading Proficiency | 49.3% | 51.6% | 53.6% | 66.1% | 65.2% | n/a | |
| UMA "On Track" Reading | 66.1% | 68.9% | 52.1% | 82.4% | 55.8% | n/a | |
| UMA Reading Low Growth | N/A | N/A | 23.9% | 9.8% | 9.8% | n/a | |
| UMA Reading Medium Growth | N/A | N/A | 45.1% | 33.3% | 34.4% | n/a | |
| UMA Reading High Growth | N/A | N/A | 31.0% | 56.9% | 55.7% | n/a | |
| UMA Reading Proficiency Black/EL /FRP | 8.3% | 33.3% | 33.3% | 35% | 65.6% | n/a | |
| UMA MCA Science Proficiency | 52.5% | 46.7% | 59.5% | 54.5% | 48.2% | n/a | |
| UMA Science Proficiency Black/EL /FRP | CTSTR | 35.0% | 41.0% | 25.1% | 19.6% | n/a | |
|  | | | |  |  |  |
| ROOSEVELT SR HS (MPLS) MCA Math Proficiency | 14.2% | 10.9% | 8.2% | 24.1% | 27.6% | n/a | |
| ROOSEVELT SR HS (MPLS) Math "On-Track" | 25.3% | 17.8% | 20.6% | 32.1% | 34.0% | n/a | |
| ROOSEVELT SR HS (MPLS) Math Low Growth | N/A | N/A | 61.8% | 52.5% | 38.4% | n/a | |
| ROOSEVELT SR HS (MPLS) Math Medium Growth | N/A | N/A | 29.4% | 33.3% | 42.0% | n/a | |
| ROOSEVELT SR HS (MPLS) Math High Growth | N/A | N/A | 8.8% | 14.2% | 19.6% | n/a | |
| ROOSEVELT SR HS (MPLS) Math Proficiency Black/EL /FRP | CTSTR | 0.0% | CTSTR | 0.0% | N/A | n/a | |
| ROOSEVELT SR HS (MPLS) MCA Reading Proficiency | 21.5% | 15.0% | 14.6% | 26.7% | 29.1% | n/a | |
| ROOSEVELT SR HS (MPLS) "On Track" Reading | 24.6% | 14.0% | 12.9% | 13.9% | 25.6% | n/a | |
| ROOSEVELT SR HS (MPLS) Reading Low Growth | N/A | N/A | 66.9% | 57.9% | 52.6% | n/a | |
| ROOSEVELT SR HS (MPLS) Reading Medium Growth | N/A | N/A | 27.7% | 29.7% | 33.1% | n/a | |
| ROOSEVELT SR HS (MPLS) Reading High Growth | N/A | N/A | 5.4% | 12.4% | 14.3% | n/a | |
| ROOSEVELT SR HS (MPLS) Reading Proficiency Black/EL /FRP | 0.0% | 0.0% | 0.0% | 0.0% | CTSTR | n/a | |
| ROOSEVELT SR HS (MPLS) MCA Science Proficiency | 8.2% | 11.2% | 10.8% | 19.7% | 28.0% | n/a | |
| ROOSEVELT SR HS (MPLS) Science Proficiency Black/EL /FRP | CTSTR | 0.0% | CTSTR | 0.0% | CTSTR | n/a | |
|  | | | |  |  |  |
| METRO SCHOOLS CHARTER SR HS MCA Math Proficiency | N/A | N/A | N/A | N/A | CTSTR | n/a | |
| METRO SCHOOLS CHARTER SR HS Math "On-Track" | N/A | N/A | N/A | N/A | 6.4% | n/a | |
| METRO SCHOOLS CHARTER SR HS Math Low Growth | N/A | N/A | N/A | N/A | 58.1% | n/a | |
| METRO SCHOOLS CHARTER SR HS Math Medium Growth | N/A | N/A | N/A | N/A | 35.5% | n/a | |
| METRO SCHOOLS CHARTER SR HS Math High Growth | N/A | N/A | N/A | N/A | 6.5% | n/a | |
| METRO SCHOOLS CHARTER SR HS Math Proficiency Black/EL /FRP | N/A | N/A | N/A | N/A | CTSTR | n/a | |
| METRO SCHOOLS CHARTER SR HS MCA Reading Proficiency | N/A | N/A | N/A | N/A | 21.3% | n/a | |
| METRO SCHOOLS CHARTER SR HS "On Track" Reading | N/A | N/A | N/A | N/A | 38.4% | n/a | |
| METRO SCHOOLS CHARTER SR HS Reading Low Growth | N/A | N/A | N/A | N/A | 28.2% | n/a | |
| METRO SCHOOLS CHARTER SR HS Reading Medium Growth | N/A | N/A | N/A | N/A | 46.2% | n/a | |
| METRO SCHOOLS CHARTER SR HS Reading High Growth | N/A | N/A | N/A | N/A | 25.6% | n/a | |
| METRO SCHOOLS CHARTER SR HS Reading Proficiency Black/EL /FRP | N/A | N/A | N/A | N/A | CTSTR | n/a | |
| METRO SCHOOLS CHARTER SR HS MCA Science Proficiency | N/A | N/A | N/A | N/A | 14.3% | n/a | |
| METRO SCHOOLS CHARTER SR HS Science Proficiency Black/EL /FRP | N/A | N/A | N/A | 0.0% | 2.4% | n/a | |
|  |  |  |  |  |  |  | |

## 8.6 Methods of Evaluation

UMA utilizes growth models in assessing staff performance (evaluation process) and in modifying instructional and assessment strategies for students. UMA follows a continuous improvement model where all staff meet regularly to evaluate infastructure, training, instruction and current practices and make refinements in order to better serve the students. Information is reviewed in department teams and specialists to track student progress. The evaluation does not address how students perform after they leave UMA.

### 8.6.1 Student Academic Achievement

At the beginning of the school year, teachers analyze student data from the previous spring to determine where student strengths and weaknesses fall in terms of literacy. Teachers look at growth data from the previous years as well. This data comes from MAP scores and state assessments. Students who are new to the district are given a screening assessment in order to determine their literacy knowledge with regard to English language proficiency. In addition, students are assessed using formative assessments (mathematics and language arts) which helps drive teacher insruction. Staff meet on a regular basis to discuss data including MAP scores to determine trends and areas of growth over time for individual students and classes.

Local assessments and how UMA uses the results:

MAP Assessment:

A computerized, adaptive test, MAP is given to students two times a year to measure proficiency based on either the National Placement Scale or the MN Predictor Scale. MAP tests are formative in their usage and based on nationally-normed statistics. They provide information on the instructional level of the student rather than mastery. These assessments can be given in the fall, winter and spring, are untimed, and provide growth targets for students as well as proficiency scales.

This assessment provides immediate feedback to the student and the teacher in the form of a RIT (Rausch Unit) score. The scoring data is consistent from season to season and can be used to measure growth and analyze historical data and trends. In addition to the overall score, information is provided to the teacher in each goal performance area or strand. This information is linked to an instructional tool called Descartes: A Continuum of Learning which allows educators to translate a MAP score into skills and concepts for learning. The reading test also provides a student’s Lexile Score, which measures text difficulty created by MetaMetrics, Inc. *(Adopted from NWEA, Basic Overview, 2006)*

UMA uses these results to monitor student progress on grade-level targets and to set goals for improvement with students. These results are analyzed deeper using the Descartes Framework to assist teachers in developing a path of learning for individual students. Scores (proficiency and growth) are shared with parents at conferences twice a year. Data is also used in developing academic support through remedial and enrichment classes that take place weekly (Academic Success).

# 9.0 Innovative Practices & Future Needs (Required Elements #7 & #8)

## 9.1 Innovative Practices

Some of the major innovative practices implemented over the past two years and in place for the 2019-2020 school year are as follows:

* Using data to drive instruction
* Goal setting based on a mind-set of continuous improvement
* Curriculum alignment and standard deconstruction in all academic departments
* Elective course offerings in college and career preparation
* Providing opportunities for students to earn college credits (College in the Schools)

These innovative practices have been implemented in accordance with the Ubah Medical Academy’s strategic vision for improving student academic achievement. Our primary focus is on learning. Being in accordance with various professional learning community models, UMA emphasizes a collaborative teaming model, holding high expectations for all students, in which continuous improvement and essential learning outcomes are results based. In addition, due to the COVID-19 pandemic, UMA staff were trained on creating synchronous lessons using distance learning mediums and applications.

In addition to supporting students and families throughout the regular school day and school year, UMA offers the following academic extension opportunities:

* After school homework/academic support, 2x week
* Extracurricular programming on Wednesdays during Quarters 2-4
* Summer school and credit recovery

## 9.2 Class Size

Ubah Medical Academy works diligently to meet the needs of all students. Due to the collaboration model that we utilize there is often more than one staff member in the class. As a result, the student to teacher ratio is on average about 16:1.

## 9.3 Future Needs

The district was created to provide students with a rigorous education that will prepare them for college and the pursuit of medical or other meaningful careers in the community. UMA will continue to support and inspire the educational success of our students. In addition, UMA wants to continue to strengthen its relations with its stakeholders. As the world becomes a more global society, UMA strives to integrate real-world experiences and examples for students on how to progress in society while maintaining their cultural heritage, UMA also recognizes that the cultural heritage of its students is changing as they embrace their American culture as well as their home culture.

The safety and well-being of our students is a high priority for UMA while creating the best environment for learning, whether the environment is on campus or virtual in nature. UMA’s extensive history of being a one-to-one school allows it to be well positioned to adapt to the virtual environment that the COVID-19 crisis has demanded. The UMA admin team is poised to use data supported practices to enhance the learning environment for its students.

Enrollment and district competition can be a challenge at times due to an increase in charter schools opening throughout the metropolitan area. An additional challenge includes expanding academic programming to meet the diverse academic needs of the students. Furthermore, there is a strong advocacy from the community to offer additional intermural and enrichment programming. Due to the restrictions in offering afternoon transportation, UMA is limited to the number of after school programming. UMA will actively monitor its program needs and work diligently to provide exceptional programming for its students.

# 10.0 Contract Performance

## 10.1 Contract Goals & 2019-2020 Results

The academic goals that the school expects to achieve and how achievement of these goals is determined during the term of this contract are:

1. UMA students, meeting the State October 1 enrollment requirement, will increase math proficiency an average of 1% each year as measured by the state MN Comprehensive Assessment series, using 2014 MCA data as the baseline, by the end of this contract term, June 30, 2023. \*

|  |  |  |
| --- | --- | --- |
| Academic Year | Status | Details |
| 2014-2015 | Did not meet | Increased by 0.5% |
| 2015-2016 | Did not meet | Decreased by 18.4% |
| 2016-2017 | Met | Increased by 23.3% |
| 2017-2018 | Did not meet | Decreased by 11.6% |
| 2018-2019 | Met | Increased by 3% |
| 2019-2020 | Not Applicable | COVID 19 restrictions |

1. UMA students, meeting the State October 1 enrollment requirement, will increase reading proficiency an average of 1% each year as measured by the state MN Comprehensive Assessment series, using 2014 MCA data as the baseline, by the end of this contract term, June 30, 2023. \*

|  |  |  |
| --- | --- | --- |
| Academic Year | Status | Details |
| 2014-2015 | Met | Increased by 6.4% |
| 2015-2016 | Did not meet | Increased by 0.3% |
| 2016-2017 | Met | Increased by 2.6% |
| 2017-2018 | Met | Increased by 12.5% |
| 2018-2019 | Did not meet | Decreased by0.9% |
| 2019-2020 | Not Applicable | COVID 19 restrictions |

*\* These goals shall be reviewed annually by the UMA board of directors and the AUTHORIZER to determine if any factors beyond the control of the school may have occurred and impacted students' performance on the Department of Education's standardized tests. Factors may include, but are not limited to, changes during the year in: state standards, assessment companies used by the Department of Education to design and/or administer standardized tests, test formats or assessment tools as well as changes implemented by the Department of Education regarding school accountability such as new calculations of proficiency. Factors to be considered may also include but are not limited to technology failures or acts of nature which are beyond the control of the school's administration. Enactment of new laws or regulations (state or federal), changes in funding or qualification of sub-group status, which in any way may influence standardized testing will also be considered as potential factors impacting students' performance.*

*The occurrence of one or more of the above factors or other factors beyond the control of the school which may affect the testing performance of UMA students differently than other Minnesota students in like sub-groups and/or districts have the potential of making it difficult to understand the impact of these factors on UMA's ability to achieve the stated goals of this section of this agreement. The occurrence of these external factors will necessitate an analysis of the impact of these factors and will result in the Board and Authorizer discussing and re-negotiating one or more of these contract goals.*

1. Using the 2014-2015 MAP growth data as a baseline, the percentage of UMA general education students, who have been continuously enrolled (having tested both Seasons), who meet or exceed their NWEA identified Growth Targets for mathematics as measured by the NWEA MAP Assessments utilizing the Spring to Spring RIT Scores and Growth Targets will grow each year by a minimum of 1% with a long-range target of 70% of students meeting their growth targets by the end of the contract term on June 30, 2020.

|  |  |  |
| --- | --- | --- |
| Academic Year | Status | Details |
| 2015-2016 | Did not Meet | Decrease of 2.9% (52.1%) |
| 2016-2017 | Met | Increase of 4% (56.0%) |
| 2017-2018 | Did not Meet | Decrease of 28.2% |
| 2018-2019 | Met | Increase of 12.9% (50%) |
| 2019-2020 | Not Applicable | COVID 19 restrictions |

1. Using the 2014-2015 MAP growth data as a baseline, the percentage of UMA general education students, who have been continuously enrolled (having tested both Seasons), who meet or exceed their NWEA identified Growth Targets for reading as measured by the NWEA MAP Assessments utilizing the Spring to Spring RIT Scores and Growth Targets will grow each year by a minimum of 1% with a long-range target of 70% of students meeting their growth targets by the end of the contract term on June 30, 2020.

|  |  |  |
| --- | --- | --- |
| Academic Year | Status | Details |
| 2015-2016 | Did not meet | Decrease of 1.8% |
| 2016-2017 | Did not meet | Decrease of 16.6% (38.9% did not test both seasons) |
| 2017-2018 | Met | Increase of 7.2% |
| 2018-2019 | Met | Increase of 16% (55.9%) |
| 2019-2020 | Not Applicable | COVID 19 restrictions |

1. Students who receive special education services, taking the NWEA Measures of Academic Progress will meet or exceed their expected growth targets as determined by their IEP team and indicated in their IEP academic goals

|  |  |  |
| --- | --- | --- |
| Academic Year | Status | Details |
| 2015-2016 | Met | Math and Reading |
| 2016-2017 | Partially Met | Math only |
| 2017-2018 | Met | Math and Reading |
| 2018-2019 | Met |  |
| 2019-2020 | Not Applicable | COVID 19 restrictions |

Additional goals that the district expects to achieve and the means by which achievement of each goal is determined are:

1. UMA will have a minimum of 80% graduate rate within four years from the beginning of their 9th grade year.

|  |  |  |
| --- | --- | --- |
| Academic Year | Status | Details |
| 2015-2016 | Met | 100% |
| 2016-2017 | Met | 95% |
| 2017-2018 | Met | 100% |
| 2018-2019 | Met | 100% |
| 2019-2020 | Met | 97% |

1. For each contract year, UMA will continue to provide college level coursework for credit through the University of Minnesota’s College in the Schools, Normandale Community College courses, College Possible and/or similar programs to provide in depth college readiness.

|  |  |
| --- | --- |
| Academic Year | Status |
| 2014-2015 | Met |
| 2015-2016 | Met |
| 2016-2017 | Met |
| 2017-2018 | Met |
| 2018-2019 | Met |
| 2019-2020 | Met |

**10.2 District Goals & 2019-2020 Results**

## Goal One: INCREASE PROFICIENCY ON STATE MATH AND READING ASSESSMENTS

Part 1: Increase # of proficient students in math as measured by the MCA-III Assessment by 1% on the spring 2020 test.

## GOAL N/A

Part 2: Increase # of proficient students in reading as measured by the MCA-III Assessment by 1% on the spring 2020 test.

**GOAL N/A**

## Goal Three: INCREASE STUDENTS MEETING EXPECTED GROWTH TARGETS ON LOCAL ASSESSMENT

Part 1: Increase the #of students meeting or exceeding growth targets in math as measured by the NWEA MAP assessments by 1% (with long range target of 70% of students meeting their growth targets by the end of the contract term on June 30, 2020).

**GOAL N/A**

Part 2: Increase the #of students meeting or exceeding growth targets in reading as measured by the NWEA MAP assessments by 1% (with long range target of 70% of students meeting their growth targets by the end of the contract term on June 30, 2020).

**GOAL N/A**

## Goal Four: SPECIAL EDUCATION STUDENTS

Special Education Students taking the NWEA Measures of Academic Progress will meet or exceed their expected growth targets as determined by their IEP team and indicated in their IEP academic goals.

**GOAL N/A**

**Additional Goals:**

**Goal One:**

100% of teaching staff will receive weekly professional development in areas such as LEP/EL techniques, working with special education students, technology, utilizing student goal setting and academic data to inform instruction, programming in collaboration with our Response to Intervention plan and the delivery of instructional strategies.

## GOAL MET

**Goal Two:**

UMA will involve an average of 75% of families in academic planning and goal setting through the use of parent meetings and conferences specifically reaching out to families of students not showing sufficient progress in their academic learning.

## GOAL MET

**Goal Three:**

UMA will maintain at least a 95% student attendance (AYP) rate in the 2019-2020 school year.

## GOAL MET

**Goal Four:**

UMA will maintain an enrollment of at least 325 students in the 2019-2020 school year.

## GOAL NOT MET

**Goal Five:**

UMA will have a minimum of 80% graduate rate within four years from the beginning of their 9th grade year.

## GOAL MET

**Goal Six:**

For each academic year, UMA will continue to provide college level coursework for credit through the University of Minnesota’s College in the Schools, Normandale Community College courses, College Possible and/or similar programs to provide in depth college readiness.

**GOAL MET**

**10.3 District Goals 2020-2021**

## Goal One: INCREASE PROFICIENCY ON STATE MATH AND READING ASSESSMENTS

Part 1: Increase # of proficient students in math as measured by the MCA-III Assessment by 1% on the spring 2021 test.

Part 2: Increase # of proficient students in reading as measured by the MCA-III Assessment by 1% on the spring 2021 test.

## Goal Two: INCREASE STUDENTS MEETING EXPECTED GROWTH TARGETS ON LOCAL ASSESSMENT

Part 1: Increase the #of students meeting or exceeding growth targets in math as measured by the NWEA MAP assessments by 1% (with long range target of 70% of students meeting their growth targets by the end of the contract term on June 30, 2020).

Part 2: Increase the #of students meeting or exceeding growth targets in reading as measured by the NWEA MAP assessments by 1% (with long range target of 70% of students meeting their growth targets by the end of the contract term on June 30, 2020).

## Goal Three: SPECIAL EDUCATION STUDENTS

Special Education Students taking the NWEA Measures of Academic Progress will meet or exceed their expected growth targets as determined by their IEP team and indicated in their IEP academic goals.

**Additional Goals:**

**Goal One:**

100% of teaching staff will receive weekly professional development in areas such as LEP/EL techniques, working with special education students, technology, utilizing student goal setting and academic data to inform instruction, programming in collaboration with our Response to Intervention plan and the delivery of instructional strategies.

**Goal Two:**

UMA will involve an average of 75% of families in academic planning and goal setting through the use of parent meetings and conferences specifically reaching out to families of students not showing sufficient progress in their academic learning.

**Goal Three:**

UMA will maintain at least a 95% student attendance (AYP) rate in the 2020-2021 school year.

**Goal Four:**

UMA will maintain an enrollment of at least 325 students in the 2020-2021 school year.

**Goal Five:**

UMA will have a minimum of 80% graduation rate within four years from the beginning of their 9th grade year.

**Goal Six:**

For each academic year, UMA will continue to provide college level coursework for credit through the University of Minnesota’s College in the Schools, Normandale Community College courses, College Possible and/or similar programs to provide in depth college readiness.

# 11.0 Authorizer

## 11.1 General Information

Ubah Medical Academy is authorized by Pillsbury United Communities. The Authorizer Representative is Mr. Larry McKenzie. His contact information is listed below.

Mr. Larry McKenzie

Charter School Liaison

Pillsbury-United Communities

125 West Broadway Ave., Suite 130

|  |  |
| --- | --- |
|  | Minneapolis, MN 55411 |

Contract Termination Date: 30 June 2023

Authorizer oversight includes attending all board meetings and attending district and community events. The authorizer will attend parent meetings, student events, and award ceremonies. The Authorizer will request regular updates from the administration and the board of directors on a regular basis regarding academic and non-academic goals set forth in the contract between the authorizer and the district.

## 11.2 Reporting Information

In addition to the goals set forth by Ubah Medical Academy and Pillsbury United Communities, UMA reports to the Authorizer and sends reports as requested to ensure transparency of operations. This information includes, but is not limited to:

1. Calendar of Board Policies
2. Board Policies-Current
3. Board Member Training Log
4. Annual Review of Conflict of Interest
5. Board Membership with Notation of Representations
6. All Board Minutes
7. Financial reports



**Ubah Medical Academy Charter High School**

Independent School District #4121

1600 Main Street

Hopkins, MN 55343 [www.ubahmedicalacademy.org](http://www.ubahmedicalacademy.org/)