



District 4121

Submitted to the Minnesota Department of Education
Fall, 2010

The following report fulfills the required data elements requested by the Minnesota Department of Education. Questions about the report or the school can be addressed to:

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Ubah Medical Academy High School will publish the required information electronically on the district web site. Information contained in the state report includes:

School Contacts
School Mission
School Demographics
Programs and Practices
Academic Standards and Accountability
AYP Status and MCA Test Data
School Goals and Achievement Plan
Sponsor Information
Professional Development Plan and Goals

Board Members:

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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 cultural needs of international students and their families.

School Demographics

Our school is a 9-12 charter high school in its seventh year of operation. 98% of our students are black (99% of which are East African), 1% Asian (includes Pakistani), 98% Free and Reduced lunch, and less than 50% LEP. The school opened 7 years ago with 70 students, and today, we have an enrollment of about 230 students. Our demographics are interesting in the sense that our students are essentially a homogenous group. When we get AYP feedback about the performance of different groups in our school we see the same results in the major groups because all but a few of our students fall into black and FRP subgroups. About half of them are also in the LEP subgroup. In other words, besides LEP, it is difficult to compare one group to another in our school because the majority of students fit in the same subgroups. For example, we do not have a non-black, non-LEP, non-FRP group with which to compare them. For this reason, this plan will focus on best practices and goals for this homogenous group that makes up our student population.

Due to our population of ELL students, we have catered programming to meet the needs of these students. We have an ELL program that starts with Intermediate

and ends in Transitional, with Advanced levels in between. Students are given the LAS Links placement exam to determine their needs and are then placed appropriately. Students in the intermediate program, receive 2 hours of sheltered instruction with a licensed ESL teacher every day and transitional students receive one hour of ESL reading and writing from a licensed ESL teacher every day.

School Profile:

Ubah Medical Academy High School is located on Main Street in Hopkins and draws on average 240 students from many surrounding communities, most notably Minneapolis. Ubah's feeder school is Minnesota International Middle School (MIMS) in Minneapolis. Up to the 2007 school year, Ubah shared a building with MIMS however as the school's enrollment grew, it was necessary to seek a larger site. In the fall of 2007, Ubah opened its doors in Hopkins in the former Katherine Curren Elementary school. This provided more space, a true high school experience for the students and a chance for many families to experience the suburbs.

Ubah Medical Academy has been able to sustain enrollment by providing students with a rigorous education in a safe environment for Eastern African students to learn. Our graduation rate of 89% and our 2010 graduates receiving over 1.5 million dollars in scholarships is testimony to our stability and appeal.

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

Every student is enrolled in a minimum of one science class.

Students have the opportunity to volunteer at numerous community hospitals and health clinic

New Partnerships with Hennepin County Medical Center, Fairview Hospitals and Methodist Hospitals.

Ubah Medical Academy High School provides a rigorous education focused on college readiness in a culturally safe learning environment. It is this combination that has not only sustained our school but has created the framework for future success.

Program Successes and Best Practices

Ubah Medical Academy's ultimate goal is to prepare all students for college while focusing on the individual strengths and needs of our unique student population.

SIOP (Sheltered Instruction Observation Protocol)

Because many of our students are ELL or come from an ELL background, UMA and the middle and elementary school we work closely with made the decision to dedicate the time and resources to a K-12 SIOP implementation. SIOP is a research-based model designed to assist teachers with planning and instruction that meets the needs of all learners including ESL students.

School year 2009-2010 was the fourth year of SIOP implementation. Much of the focus and work continued around content and language objectives as well as comprehensible input, building background information and strategies.

Content and language objectives were evaluated as part of the formal teacher observations.

Teachers continue to be trained in implementing SIOP as part of their instructional strategies to increase the reading level of all students.

After School Program

Because we did not meet our AYP goals, 2009-2010 was our second year of implementing an after school program every Monday, November through April from 2:30pm-4:45pm. Students who were in 10th and 11th grades were eligible for the program as well as 12th graders who were not part of our Admission Possible program. The focus was on MCA II test preparation for 10th and 11th and college prep for 12th.

Students were divided up by grade level and ability level so that teachers could focus on a smaller range of needs. Students were assigned to a course based on their ability level and testing needs. Teachers were assigned based on their content expertise.

Admission Possible

Admission Possible is a non-profit organization that has selected our school as a partner. The program is widely known in the Minneapolis and St. Paul public schools. Fortunately for us, we are one of few charter schools to be chosen as a partner.

The premise of Admission 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 Admission Possible's website for further information. <http://www.admissionpossible.org/home.html>

The acceptance process begins in the spring of a student's sophomore year. Interested students must complete an application and essay. The applications are screened and those selected move on to the interview stage. After the interview, AP staff categorize the students into accepted, not accepted or waiting list. 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 2009-2010 school year, we had 21 juniors and 25 seniors involved in our AP program.

In the spring, the Admission Possible enrollment process took place to determine the new junior cohort. For school year 2009-2010 21 new juniors were admitted.

Due to the hard work of our students, the Admission Possible program and our college prep course, many of the students in our graduating class (52) received scholarships. This group of young people accumulated a total of 1.5 million dollars in scholarships.

College in the Schools (CIS)

In 2005-2006, we added two CIS courses to our schedule—College in the Schools Literature and College in the Schools Writing. "College in the Schools gives students direct experience with the pace, academic standards, and individual responsibility inherent in college education. In short, they become real U of M students taking real U of M courses." <http://www.cce.umn.edu/cis/>, 2007.

In the 2009-2010 school year, we had 13 of our students participate and receive college credit for the CIS Literature class they took at Ubah.

Students who are successful in the course will receive high school and university credits. In 2010-2011, 14 students are enrolled in CIS Literature.

Accelerated Reader

Accelerated Reader requires students to take a test, STAR, to determine their reading level. Once the student's reading level is determined, students check out library books labeled with different colors that represent different reading levels. After students finish a book, they are required to take a computerized comprehension quiz on the book. Students must be successful on consecutive quizzes (the number is determined by reading level) to move up to the next level.

Students earn points based on the length of the book they choose to read and their score on the comprehension quiz. Teachers set goals for each of their students that reflect their reading level. Students work to meet those goals and are assigned a grade reflective of their goal achievement.

Due to the existence of the library and reading program, there were thousands of checkouts and students reading constantly. Our intention with this program is to foster a love of reading, give students an opportunity to have new experiences

through literature and increase vocabulary and language. Ultimately, we this will lead to increased test scores and classroom progress.

In the second semester of 2008-09, our academic coordinator worked on revamping the current program. We sorted students by ability/reading level and then focused on reading strategies that needed to be reinforced and taught as well as the reading and testing component. We have continued this more strategic model as we've begun 09-10.

Accelerated Math

Accelerated Math is a program that tests students and measures their current math level via the STAR math test. Based on that level, the teacher assigns objectives for the students to work on through homework problems. Once the student has completed the practice, a test is given. All of the scores and progress are monitored through a scantron and computer. If a student does not show proficiency, he/she must continue working on the current objectives. If the student shows proficiency, he/she will move on to new objectives. There are two teachers in each AM room so that teachers can be doing individual instruction based on the students' needs.

This program allows students to work at their own pace at their own level to help fill in the gaps in their math education or provide them an opportunity to push themselves beyond what they are receiving in the math course.

PACE program

About 15 students participated in the PACE program at Century College during the 09-10 school year. PACE is designed to give low-income students from under-served communities a head start on college by allowing them to take up to 24 hours of college credit over the course of two years.

Camp Widjiwagan

Camp Widjiwagan is a YMCA Wilderness Camp. The YMCA provided scholarships for about 40 of our students who attended the camp in the spring of 2010. Our students and 4 of our faculty attended an outdoor wilderness experience in the Northern Minnesota. For many of our students, this may be the only outdoor wilderness experience they will ever have. It is important for them to see there is more to Minnesota than the metro area and just how big our state actually is.

Summer School Program

The summer school program was designed with the intention of serving students who needed to retake the GRAD Reading, Math and Written Composition. In addition, we offered a Geometry and Algebra course for credit.

Sports

In the 2009-2010 school year we continued implementation of an intramural boys' and girls' sports program. In the winter we offered basketball and in the spring we

offered soccer for the boys and tennis for the girls. We enforced criteria that included, GPA above 2.5, passing classes and good attendance, in order for students to participate in the program. We had about 20 girls and 20 boys in each program. We hope the start of the program and enforcement of participation criteria will motivate students.

Student Council

Ubah Medical Academy's Student council consisted of 12 members from grades 9-11. The students hosted a variety of activities throughout the school year including food drives, spirit week, teacher appreciation week, and graduation activities.

Poetry Out Loud

Our students participated in a classroom and then school-wide competition in which they memorized poetry selected by a national POL committee and then were scored on their performance. Students advanced from the classroom to the school competition. The school competition was judged by a U of MN professor, a retired English teacher and author and our guidance counselor. The student body watched as students performed. The top two winners advanced to the regional competition in Minneapolis. Our students did not advance past the regional competition but did an amazing job nonetheless.

Student Attendance

Ubah's 09-10 attendance rate of 95.04% remains consistent with previous years. This is a strong indicator that our work on promoting attendance through school policies and extrinsic rewards is effective. In addition, students and parents value education and the instruction they are receiving at Ubah Medical Academy, thus students are attending.

Student Recruitment and Enrollment

04-05 123 students
 05-06 177 students
 06-07 219 students
 07-08 275 students
 08-09 245 students
 09-10 243 student
 10-11 240 student

Program Challenges

Location and Competition

Before 2007-08, we shared a building with a middle school and elementary school that serves a similar population and many siblings of our high school students. Due to increasing enrollment, we were quite crowded. All teachers shared classrooms and some teachers taught in 3-4 different classrooms each day. In addition, there was no flexibility in our schedule to create additional electives or sections.

The need for one of the three schools to relocate was inevitable. Thus the high school relocated. Our new space is beautiful and accommodates our educational needs. Most students and families have adjusted to our new location, however, the location is not always easy for our students and families. Some students have long bus rides in the morning and afternoon and parents struggle to find transportation to attend meetings concerning their child, parent meetings and conferences.

This year we plan to host some of our parent meetings at our “sister” school which is a more convenient location for our families.

Additionally, there are more schools opening that serve a population similar to ours. We are finding that due to our location, students are choosing schools that generally offer what we do but are much closer to their homes therefore much less time spent on busses and easier access for parents.

Solutions:

As we move forward, we will target marketing as a larger priority. We are in the development stages of creating a marketing plan that shares our many successes with the community while also reaching out to the community to partner with our school. We want to communicate that it is well worth the commute to attend a high achieving school that is sensitive to the needs of the Eastern African community.

Expanded Curricular Opportunities

We serve a wide-range of learners: our top 15% read at the late high school/college level; our lowest 10% read at the Kindergarten-first grade level so it is important for us to offer a wide range of course offerings to meet students’ needs and interests; the challenge is doing that within a small school schedule and resources.

Due to an increase in student enrollment and more space, we have added a few more staff and courses to our program. We now have art and are able to give students the opportunity to fulfill the state art requirements as well as offer some electives in art. Many of our departments have been able to add an elective to their course offerings. For instance, our social studies department has added an African Geography course and our Language Arts department has added a Writing for Publications course. In 09-10, we have added a Business/Technology to add to our curricular opportunities. We continue to add courses, but due to our small size we are unable to fulfill all students’ interests and requests.

Solutions:

As we continue to enroll more students who were born in the United States, we have been able to decrease our ELL offerings. This has allowed us to expand our electives in the areas of Art and English. We have also expanded our partnerships with the medical community and students are able to take a volunteer services class which allows students to receive credit for volunteering at local health clinics.

Extra-Curricular Activities

We also struggle with extra-curricular activities. Our biggest challenge is transportation. If we offer programs, we have to offer transportation. It is not always easy for our students to get a ride because families do not have a car or the adults are working. Also, our students come from all over the metro area so if we provide busses, we have to have several that can go in many directions rather than students all on one bus riding for hours on a route that covers the metro area.

Our students are eager to be part of after school activities and we hope that we can continue to offer these opportunities.

Solutions:

We will continue to offer intramural boys' and girls' sports program. In the winter we offered basketball and in the spring we offered soccer for the boys and tennis for the girls. We enforced criteria that included, GPA above 2.5, passing classes and good attendance, in order for students to participate in the program. We had about 20 girls and 20 boys in each program. We hope the start of the program and enforcement of participation criteria will motivate students.

English Language Learners, State Testing and Graduation Requirements

Approximately 40% of UMA students are LEP (Limited English Proficiency). Also, many students come to us with limited or no formal schooling. As a school, we have developed a thorough ESL program and are implementing SLOP to help our mainstream teachers address the needs of our ELL students. However, despite our concentrated efforts, it is very difficult to ensure that students will learn enough academic language to prepare them for the state exams, which determine the progress of our school.

We have students who have been in the country between 1-3 years who are just learning English to learn academic content. For many of our students, this is also their very first experience in an educational setting. Like all high school students, these students are required to take the MCA II's in Math and Reading and the grad test in writing. For our students, the math is also a language test. If they can't decode the English, then their ability to decode the math is much diminished. Research shows that it takes between 7 and 10 years to acquire academic language, yet our school is "judged" by what these students can learn in 1, 2 or 3 years. It is a constant frustration and is disheartening for a staff that puts their heart and soul into a school yet the results show otherwise.

We have dedicated students who want to do well and dedicated staff who want the staff to do well. As a school, we continue to modify our programs and add enhancements that we think will help our students. Because we did not make AYP, we have been assigned an AYP coordinator who is working with us as we continue to make improvements. In the meantime, we hope the federal and state

governments are considering the concerns of our ELL students and all the schools that serve them.

Accountability Data and AYP

We are very proud to report that in 2009-2010 we have made AYP. We increased our math scores by 24% and our reading scores by 12%. We also increased our writing scores by 18%.

GRAD Writing

We are encouraged by the scores of our 9th graders on the GRAD Writing test. In 2009-2010, 74% of our 9th graders passed the test on the first try. Students who did not pass will have the opportunity to retake the exam beginning in November of 2010.

2009 GRAD Writing Test

39/53 Passed (74%)

Minnesota Comprehensive Assessments II

10th Grade Reading

Made AYP

2006-2007	11% of our students proficient
2007-2008	25% of our students proficient
2008-2009	28.6% of our students proficient
2009-2010	40% of our students are proficient

We credit this gain to the implementation of our reading program, SIOP, after school program, accelerated reading and cross-curriculum reading instruction.

11th Grade Mathematics

Made AYP

2006-2007	2% of our students proficient
2007-2008	6.9% of our students proficient
2008-2009	12.5% of our students proficient
2009-2010	36% of our students proficient

We credit this gain to our implementation of data to improve instruction. The focus on building from the strengths of students evident in the data. We targeted students for intervention strategies in math and created a common assessment practice.

Graduation

As measured by NCLB guidelines, our graduation rate is 87.9.

Attendance

As measured by NCLB guidelines, our attendance rate is 95.04.

TEAE and MN SOLOM

As indicated on our AMAO report, we are above the state target in Progress towards English Language Proficiency and Attainment of English Language Proficiency.

We are above the state target in Content Ability in Math and Language Arts as we met our AYP goals.

2009-2010 Academic Accountability Data (Original Goals and Results/Follow-Up)

The goals for 2009-2010 included:

Goal #1: 90% of all students, including cited subgroups (Black, LEP and FRP) will meet or exceed one year of growth in reading as measured by the STAR test.

Based on our STAR test data, 76% of our students met or exceeded one year of growth as measured by this assessment.

As we mined the data, it was apparent that not all students were exerting their best effort as the scores show a wide range of variability including sudden decreases in reading (i.e. 11.6 grade equivalent to 3.7 grade equivalent). In addition, the tests are about 15 minutes so students do not always focus but rush through.

We intend to use the NWEA MAP assessments for 10-11 to measure reading progress as this is a longer test and students at our school have viewed this test in a more serious manner.

Goal #2: 90% of all students, including cited subgroups (Black, LEP and FRP) will meet or exceed a gain of 2.5 points on their RIT score as measured by the Measures of Academic Progress (MAP) Mathematics test.

Based on the data collected for 2009-2010:

71% of our students with a fall 09 and a spring 10 score met or exceeded a gain of 2.5 points on their RIT score.

As we mined the data, we discovered there are several students who are not taking the test seriously as indicated by a drop in 10-40 points in their test score. There is a standard deviation of about 3 RITs so a slight decrease is normal, but a student who has a significant decrease indicates lack of effort. Unfortunately, these are not high stakes tests so we are not always able to have accurate data. Nonetheless, we were able to see growth in 71% of the students measured.

Goal #3: 90% of LEP students will make a gain of 1 point in Reading and Writing as measured by the TEAE.

Based on the TEAE data collected for 2008-2009 (for students with a known prior year score):

Reading:

Achievement Level

- 33% gained 1 point in Achievement Level
- 61% maintained their Achievement Level
- 7% decreased 1 point in Achievement Level

Scale Score Points

- 75% increased in the scale score points
- 25% maintained or were lower on the scale score points

Writing:

Achievement Level

- 43% gained at least 1 point in Achievement Level
- 39% maintained their Achievement Level
- 18% decreased 1 or 2 points in Achievement Level

Scale Score Points

- 51% increased in scale score points
- 49% maintained or were lower on scale score points

After collecting the data to measure our goal, it is apparent that students can make great gains yet not increase their achievement level due to the wide range of points assigned to each level. It seems that it makes more sense to measure the growth than the percent increasing achievement levels.

When comparing the reading to writing, there are significantly fewer points on the writing so students are less likely to make a huge point gain which also means fewer achievement level gains. As indicated, the achievement level gain is lower in the reading than writing but the scale score points increase is much greater.

We made our AMAO targets in progress and attainment which is an accomplishment as we are performing above the state target in these areas.

Goal #4: 100% of our teachers and staff will participate in a professional learning community four times per month as measured by feedback surveys, rubrics and professional conferencing.

Our teachers were mandated to meet for professional development every week, once per week. The academic coordinator and co-director conducted several development sessions and collected feedback surveys. Additionally, the academic coordinator worked one-on-one with several teachers to help them with instructional concerns. We collected data via attendance logs, feedback surveys and collaboration documents/work completed by the academic coordinator.

Due to circumstances, there were instances when teachers were absent from the sessions but because it was mandatory, the majority of teachers were in attendance every week.

For 09-10, we have a more focused and informed approach to our culture as a professional learning community. Please see goals for 09-10 for further information.

Academic Goals for 2010-2011

The goals include:

Goal #1: 90% of all students will make a gain of 5-10 RITs in reading for the year based on the NWEA MAP test.

NWEA's research team collaborates with leading universities and institutions around the country to conduct independent research. This helps inform their curriculum correlations, validate the results we receive and shape education policy on multiple levels. This research based product then allows us to assess our students and use the data to inform our instruction.

We will test our students 3 times during the year (fall, winter and spring). After each testing session, teachers conference with their students about performance and goals. Additionally, we use the results for class placement, after school program and summer school.

This test also is aligned to the MCA so we can make predictions about our MCA test performance.

Goal #2: 90% of all students will make a gain of 5-10 RITs in math for the year based on the NWEA MAP test.

NWEA's research team collaborates with leading universities and institutions around the country to conduct independent research. This helps inform their

curriculum correlations, validate the results we receive and shape education policy on multiple levels. This research based product then allows us to assess our students and use the data to inform our instruction.

We will test our students 3 times during the year (fall, winter and spring). After each testing session, teachers conference with their students about performance and goals. Additionally, we use the results for class placement, after school program and summer school.

This test also is aligned to the MCA so we can make predictions about our MCA test performance.

Goal #3: 100% of our teachers will create and attain SMART goals that will directly impact student achievement as demonstrated by individual portfolios.

We have embraced a commitment to learning for all including students, teachers, and parents. Based on this vision, teachers will be meeting in department teams each week to discuss SMART goals, data collection, standards, assessments, etc. Teams will be monitored through shared electronic folders where weekly agendas are completed and stored. The agendas, goals and portfolios/folders are monitored weekly by the academic coordinator and co-director in order to provide feedback and track teacher progress.

Goal #4: 80% of our parents/guardians will attend our parent-teacher conferences this year.

Department teams will write SMART goals to help achieve this school wide stretch goal. Teachers will collect data to report back to their teams on their efforts to communicate with parents, including inviting them and reminding them of conferences. Administration plans to invite 3-5 parents in to the school each week to have informal discussions about school topics and issues.

The increase in communication will ultimately lead to parents feeling more connected to the school and our programming.

We will measure our abilities to get our parents involved by our parent-teacher conference attendance.

Sponsor Information

Each year we are required to submit our annual report to our sponsor, Century College. This provides them with an overview as it does for MDE.

At the beginning of the year, we established goals and standards with our sponsor. Throughout the year, our sponsor has been in communication with us as well as attending monthly board meetings. At the end of the school year, we met with our sponsor to evaluate our goals. That document is enclosed.

Professional Development Plans:

Broad efforts to improve curriculum, instruction and related professional development within Ubah Medical Academy are guided by our School Board, Teachers and Community Parent Advisory Committee. The charge of these groups in the area of professional development is to examine instructional and professional development needs and make advisory recommendations to the administration for program implementation and improvements that impact student learning. Primary focus areas are content standards, assessment and performance standards, instructional practice and resource allocation. These groups set direction for and reviews the work of content-specific curriculum. During the 2009-2010 school year these groups examined the areas of strategic planning, professional learning communities, student achievement goals and mapping curriculum to align to state standards.

Professional Development Goals from 2009-2010:

1. All course curriculum will be aligned to state standard.
 - a. Tools: Curricu-plan
2. All Teachers will have SMART Goals related to student achievement.
 - a. Tool: PLC Training
3. All Teachers will have access to data to improve instruction.
 - a. Tool: NWEA Training and Data Retreat.
4. All teachers will implement technology into core curriculum to increase student engagement.
 - a. Tool: Ongoing training through IT Coordinator

2010-2011 Professional Development Focus:

The current focus of this year's professional development is instruction.

Expectations:

Implement the new instructional framework into every day practice.

Increase teacher observations by administration by 25%.

Implement Instructional Coaching model for all post-observation meetings.

Share resources that have been proven to increase student engagement.

Implement Education Assistant training on a bi-monthly basis.

Utilize professional development days to bring in instructional coaches to train teachers on best practice.

Hold teachers accountable to using SIOP framework for lesson planning while providing ongoing training.