

2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers.

Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at Venessa.Moe@state.mn.us if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document [here](#).

Cover Page

District or Charter Name

4121-07 Ubah Medical Academy Charter School

Grades Served

Please check all that apply:

Ninth grade
10th grade
11th grade
12th grade

WBWF Contact Information

WBWF Contact Name

Eric Brandt

WBWF Contact Title

Assistant Director

WBWF Contact Phone Number

9525402946

WBWF Contact Email

eric.brandt@umahs.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

No

What year of your Achievement & Integration plan are you reporting on?

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the link to the district's WBWF annual report and A&I materials.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

<https://www.ubahmedicalacademy.org/cms/lib/MN02225374/Centricity/Domain/1233/2020%20Annual%20Report.pdf>

Provide the direct website link to the A&I materials.

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.

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

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.

05/15/2020

World's Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Faysal Ali

Role in District

Director

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Eric Brandt

Role in District

Assistant Director

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Nicole Carlson

Role in District

School Counselor

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Mohamud Osman

Role in District

Educational Assistant

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Abdullahi Samatar

Role in District

Parent/Transportation Coordinator

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Hassan Yusuf

Role in District

IT Director

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Amy Fetting

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Aasia Abdiwahab

Role in District

Student

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Ahmed Mohamed

Role in District

Student

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Alia

Role in District

Bereka

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Hassan Hade

Role in District

Dean of Students

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Muktar Abe

Role in District

Teacher

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Abdiaziz Mire

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Ibrahim Mohamud

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.

An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

Who was included in conversations to review equitable access data?

(200 word limit)

Using the STAR reporting, Ubah Medical Academy examines the equitable data by reporting students' access to experienced, in-field, and effective teachers. Using a data warehouse software(Viewpoint), each teacher's years of experience was computed. These data were calculated by student teacher ratio. Every year the experienced teacher is evaluated using the districts teacher appraisal system and then rated. Experienced teachers are rated as Stage 3 teachers and are put into an A category where they provide SMART goals for the year. Data was aggregated for curriculum planning, lesson planning, student assessment, and attendance. Using the district's formative and summative assessments data teachers were monitored through their Teacher Learning Cohorts every quarter. A summative assessment was administered at the end of the semester. Finally, an end of year summative evaluation of the data was forwarded to the Director and the Board. The conversation included providing rigorous teaching to the students and support teachers of color in their respective Professional Learning Communities(PLC). Student data showing ethnic composition, social economic status, and gaps in learning were discussed and goals were set.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

(200 word limit)

The strategies that the district has used so far is salary incentives, small classes, parent/community support & engagement, professional development provision, and curriculum planning support. Another strategy is using our long-term serving teachers as ambassadors and recruiters. By using teacher learning cohorts, teachers that join the district are supported and provided with departmental materials and resources to teach. The goals we have to close and eliminate the equitable access gaps are: strong instructional leadership support for all teachers, incentives to retain experienced teachers, in and out of district training and support for new teachers, collaborating with teacher preparation programs to recruit teachers of color, and offering opportunities for licensure in a teacher preparation program for teachers without experience and out-of-field licenses. We strive to provide Highly Qualified Teachers by providing AP courses training, teaching of Concurrent or College in Schools courses, and graduate school tuition reimbursement. We did provide a University of Minnesota course (ED in Schools) which introduces students to education equity issues.

WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

(200 word limit)

At least the racial population we serve is represented in our school. We also teach foreign languages that reflect the cultural and linguistic needs of our students; 99% of our students identify as East Africans(Black.African Americans), 48% of our teachers are teachers of color. We will need at least another 50% of teachers of color to reflect the student population.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

(200 word limit)

The strategies the district has initiated to increase and retain teachers of color in the district are by hiring eligible degree holders as educational assistants, teacher-assistants, and paraprofessionals. These individuals are also encouraged to pursue teaching licensure and professional development opportunities. We have given priority to those who already have foreign teaching licenses and have supported them in attaining a MN teaching license. These Tier 1/Tier 2 licenses have increased teacher retention of teachers of color. The district has also provided continuing education opportunities for teachers of color. Our goal is for one teacher to pursue a license in CTE; another 3 to take AP course training, and one more to take concurrent math courses with Normandale College. For the teachers teaching college courses, 3 will be teachers of color for the SY 2020-21. Also, we have a mentoring program that supports teachers of color. The most senior of them attended a workshop on teacher mentoring. One of the administrators has also attended mentoring and teacher evaluation workshops. Peer to peer training and observation is encouraged and all the teachers of color have observed other teachers and provided recommendations.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Does your district/charter enroll students in kindergarten?

No

Goal

Provide the established SMART goal for the 2019-20 school year.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Goal Status

Check one of the following:

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

No

Goal

Provide the established SMART goal for the 2019-20 school year.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Goal Status

Check one of the following:

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

By the end of SY 2019-20, 5% of the students of color compared to white students in comparison schools will show an increase of 1% in their MCA Math & Reading tests using 2017-18 as baseline.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

N/A

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

We use MAP data to show growth (Fall-Spring) then compare results. We use the MCA test as a summative test in the spring. We disaggregate the data using the following: ELD, Ethnicity, Federal Ethnicity, Free/Reduced Lunch, Gender, Gifted, Grade, Home Language, Migrant, 504, Special Ed, State Aid Category, and Title 1. Strategies used in this area are: data retreats across grade and content levels, 2 teacher retreats to discuss student achievement. The leadership prepares the data and shares with the team leads & the teachers. Data is then disaggregated & remediation is decided upon. Every department reports back their learning from the data and the administration analyzes the findings. Teacher training on data informed instruction takes place every fall & spring. The strategies provide the data to the teachers, administrators follow-up to set the next steps, parent notification, student conferencing and creating a data chart. By monitoring the students' data, we have found out that our standardized scores have increased and the number of students applying for college courses has increased. College readiness data show that 85% of our students go to college (2 year state, 12% 4-year state: and 3% private colleges). So far we have a 97% graduation rate.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2019-20 school year.

In the 2019-20 SY, UMA will add 50 students taking AP courses in World History, English Composition & Language, and Computer Science. This will be in addition to the students taking college classes in Writing, Pre-Calc, Calc, and Anatomy & Physiology. At least 70% will earn a college credit while the rest will earn honors credit.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Students enrolled in college classes will increase to 50% of the junior and senior classes. Students enrolled in college courses will earn A-C letter grades by the end of the year particularly meeting the Writing percentage of 93%. In conjunction with the colleges, data will be collected every spring and disaggregated to inform college readiness and graduation. UMA strives to maintain our 90% rate of graduation, which is currently above the state's.

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

2019-20 SY-97% seniors graduated(28% were in College Possible program-ACT prep, college application, FAFSA application, and college visits). The strategies we use is working with students that are struggling by & providing them with extended day remediation and support. Teachers assist students twice a week(Tuesdays & Thursdays). We quarterly identify struggling students who may be falling behind grade-wise and assign them extra help afterschool with their teacher(s). Or if a student is needing more credits to graduate on time, we give them academic support through a credit recovery program where students can make up credits online. By supporting teachers and providing incentives we are enabling the students to improve their performance which allows UMA close the achievement and opportunity gaps. This helps us make progress toward our goal as our graduation rate is above the states' and we are maintaining the projected rate above 90% as required by the state.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

90% of UMA senior students will graduate on time.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

97% of UMA senior students graduated on time.

Goal Status

Check one of the following:

On Track (multi-year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

.The strategies are part of the UMA's academic strategy of supporting students to reach their potential. Parents are involved and the school uses the Child Study team, department heads recommend interventions and the school provides mentors and tutoring coaches for before and after school programs. Every quarter the academic team and the leadership team meet to discuss student performance. Once the data has been disaggregated, the counselor, parents, and administration work together to provide an individual learning plan (ILP) for the student. The ILP is used to capture the action plan and further remedies to support the student. The Director of Special Education is updated on academically struggling students and the student support team discusses interventions and recommendations for evaluation. The percentage of struggling students has dropped by 4% and students on the average have improved to 20%.

Do you have another goal for All Students Graduate?

No

Thank You!

Thank you for completing the 2019-20 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1607701545_5fd39429400991.31496830&sg_navigate=start