## Minnesota Department of Education logo

2015-2016 World’s Best Workforce Report Summary

District or Charter Name: Ubah Medical Academy

Grades Served: 9-12

Contact Person Name and Position: Eric Brandt Assistant Director

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year’s plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2015-2016 report summary. Districts must submit this completed template by **December 15, 2016,** to: MDE.WorldsBestWorkForce@state.mn.us.

1. Stakeholder Engagement

**1a. Annual Report**

[Note: 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.]

| * <http://www.ubahmedicalacademy.org/pages/Ubah_Medical_Academy/About_Us/Annual_Reports>
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## 1b. Annual Public Meeting

[Note: 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. The author’s intent was to have a separate meeting just for this reason.]

| * Annual Public Meeting for the 2015-16 School Year was held on May 15th,2016 @ 277 12th Ave North, Minneapolis, MN.
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**1c. District Advisory Committee**

[Note: 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.]

| * The District Advisory Committee was made up of the following members: Mr. Ismail Ahmed, Assistant Director, Abdirizak Yusuf, Community Liaison, Mohamud A Mohamed, Dean of Students, Guled Bashe, student, Salma Mohamed Ali, student, Mohamed Abdullahi Mohamoud, Barre Mohamed, community member, Nuro Kosar, parent, Jama Hersi, parent, Ali Muse, community member, Muse Ali, parent, Kadra Ibrahim, parent, and Yasmen Hussen, parent.
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## Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

**2a. All Students Ready for Kindergarten**

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2015-2016 school year.*  | *Provide the result for the 2015-2016 school year that directly ties back to the established goal.* | *Check one of the following:*[ ] *Goal Met*[ ] *Goal Not Met*[ ] *Goal in Progress (only for multi-year goals)*X *District/charter does not enroll students in Kindergarten* |

## 2b. All Students in Third Grade Achieving Grade-Level Literacy

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| *Provide the established SMART goal for the 2015-2016 school year.* | *Provide the result for the 2015-2016 school year that directly ties back to the established goal.* | *Check one of the following:*[ ] *Goal Met*[ ] *Goal Not Met*[ ] *Goal in Progress (only for multi-year goals)*X *District/charter does not enroll students in grade 3* |

**2c. Close the Achievement Gap(s) Among All Groups**

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| UMA students will continue to achieve an MMR & FR Achievement Gap score of at least 20 points out of 25. | *UMA scored a 18 out of 25 on the Achievement Gap category of the MMR and a 15 out of 25 on the FR Achievement Gap score.* | *Check one of the following:*[ ] *Goal Met*X *Goal Not Met*[ ] *Goal in Progress (only for multi-year goals)* |

**2d. All Students Career- and College-Ready by Graduation**

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| UMA will ensure that all students participate in the college and career readiness assessment during the fall of the academic year.UMA will increase # of proficient students, enrolled Oct. 1, in reading as measured by the MCA-III Assessment by 1% on the Spring 2016 test from 48% to 49%UMA will increase # of proficient students, enrolled Oct. 1, in math as measured by the MCA-III Assessment by 1% on the Spring 2016 test from 43% to 44% | *UMA met this goal by having all 9th, 10th, 11th and 12th grade students take the DRC College and Career Readiness assessment on November 4th,2015.**UMA scored 48.5% proficiency on the MCA reading assessment.**UMA scored 24.3% proficiency on the MCA math assessment.* | *Check one of the following:*X *Goal Met*[ ] *Goal Not Met*[ ] *Goal in Progress (only for multi-year goals)**Check one of the following:* *Goal Met* X G*oal Not Met* *Goal in Progress (only for multi-year goals)**Check one of the following:* *Goal Met*X *Goal Not Met* *Goal in Progress (only for multi-year goals)* |

**2e. All Students Graduate**

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| *Ubah Medical Academy will continue to maintain a 90% graduation rate for its students.* | *UMA had a graduation rate of 98% for the 2015-16 school year.* | *Check one of the following:*X *Goal Met*[ ] *Goal Not Met*[ ] *Goal in Progress (only for multi-year goals)*[ ] *District/charter does not enroll students in grade 12* |

## Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

| UMA school district 4121 data showed the following needs: To make improvement in proficiency in the areas of math, science, and reading. In MCA reading, in 2015 the score was showing a proficiency rating of 48%. In MCA math, in 2015 the score was showing a proficiency rating of 43%. In MCA science, the 2015 score was showing a proficiency rating of 46%. UMA had a 91.6% graduation rate in 2015. Clearly the data shows that improvement happened in all of the core areas over the previous year, but there is plenty of room for improvement. |
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## Systems, Strategies and Support Category

**4a. Students**

| * *Students were given ample support from the UMA staff members to help them meet their goals of achievement. The students were offered to receive help from any teacher at least once a week where the teacher stayed after school for an hour and a half to give student an opportunity for homework help. The students were given targeted instruction during Spring Break for 5 hours a day Monday-Thursday to help with MCA preparation. UMA also had classes that met once a week for an hour each week just to work on MCA preparation. At least 2 UMA Educational assistants were available for 2 hours each day after school from Monday-Thursday to help with tutoring students for those who needed or asked for help in the areas of Math, Reading, and Science. Data was disaggregated by using Viewpoint to look for historical patterns and standards that were needed to be addressed. Students were given assessments throughout the year in their MCA prep classes to assess their readiness.*

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**4b. Teachers and Principals**

| * The Assistant Director of Instruction did many walk-throughs at the beginning of the school year to give positive, informal feedback on observations that were made. The feedback provided was assessed in the following areas of instruction: Learners & Relevance, Instruction & Rigor, and Environment and Culture. The evaluation system put teachers into three categories of teachers based on experience of the teacher. Each teacher was given at least two formal evaluations that evaluated the areas of Preparation, Lesson Delivery, Review/Assessment, and Practice/Application, Interaction, Classroom Environment, and Professional Responsibilities. A 5 point scale was used to evaluate. The Director’s (Principal) evaluation was conducted at a June school board meeting in a closed session by the School Board.

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**4c. District**

| The teachers were offered professional development for a total of 10 days during the 2015-16 school year. The areas of professional development that were offered were: Chromebooks/Powerschool /Google Classroom, East African Culture, Turn-it-In training, and Edline training, and Teach Like a Champion techniques. There was also a two-day Professional Development for staff members in Restorative Discipline and PBIS with Dr. Fred Johnson in September. In addition to the professional development offered, there were monthly PLC meetings where teachers strategized to implement data driven instruction by accessing the Viewpoint database. The teachers were given the task to update their curriculum maps in the TIES/Eclipse system while teaching their classes throughout the year. The curriculum maps did help drive instruction especially in semester classes, and they will continue to do so in the coming years.  |
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1. **Equitable Access to Excellent Teachers**

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

| *UMA has strived to provide high quality instruction and opportunities for students to take CIS & College courses. All of our College In School teachers are highly qualified. UMA has also diversified it teaching & instructional staff. We now have 48% of our teaching staff as minorities. Our teachers have high degrees in specialized content areas. On diversity, for the last 2 years we have received minority teachers and we will continue to provide opportunities for our educational assistants to pursue teaching careers as bilingual teachers. We have highly qualified educational assistants who either have a teaching license or are in the process of achieving one.* |
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