



**Ubah Medical Academy  
Independent School District 4121  
2019 District Annual Report**

**Submitted to Ubah Medical Academy School Board of Directors  
November 27, 2019**

[www.ubahmedicalacademy.org](http://www.ubahmedicalacademy.org)

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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. Musa Farah, Director  
Ubah Medical Academy  
1600 Main Street  
Hopkins, MN 55343  
(952) 540-2942  
[musa.farah@umahs.org](mailto:musa.farah@umahs.org)

### 1.2 Grades Approved to Serve and Actually Served

UMA is approved to serve and serves students in grades 9 through 12<sup>th</sup> grade.

### 1.3 Years of Operations

UMA first began operations in the 2004-2005 school year. The district successfully completed its fifteenth year of operation at the end of the 2018-2019 school year.

### 1.4 Website

The district website is [www.ubahmedicalacademy.org](http://www.ubahmedicalacademy.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 300 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 2019 graduates receiving over 4.1 million dollars in scholarships is 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 the mission:

- Every student is enrolled in a minimum of 3 year-long health/science classes
- Volunteer opportunities at numerous community hospitals and health clinics
- Partnerships with Hennepin County Medical Center, 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 makes 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) assessments. The data collected from 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 evaluate 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 pinpoint areas of growth. Collaboration opportunities have been provided by the district throughout the school year.

### 2.3 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.

## 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, 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 needs of these students. We have an EL program that starts with Intermediate and ends in Transitional, with Advanced levels in between. Students are given the W-APT(WIDA Access Placement Test) placement exam to determine their needs and are then placed appropriately. Each year the number of students who need EL services has been trending downward for several years. As years go by, more and more of our students are raised in the United States. A licensed EL teacher serves the needs of these students that replace their

English class. All other classes for these students are mainstream classes. The district's ELA scope and sequence is annually reviewed to align the program with Minnesota 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: 4 teachers were trained to teach AP courses that will start in the SY 2019-20 (English Language & Composition, Calculus, Chemistry, Computer Science Principles, and World History). We will pilot with AP English & World History.

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.

Bellwether: UMA collaborated with Great MN Schools to provide needs assessment and strategic planning phases of the initiative that's includes: to conduct a school quality review & strategic planning support. The project was halted in the initial stage before moving to the implementation stage. The report is to be revisited in the 2020-2021 school year.

## 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 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, and are then asked to participate in mock interviews, both in one-to-one and small group interview 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 to 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 small group or large group peers and receive feedback from peers.

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

Medtronic a scientific company based in Mouldsvew will start a mentoring for students 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, and Microeconomics.

Qualifying Juniors can earn college credits by taking Normandale Community College courses at UMA. Normandale courses offered include College Literature, College Pre-

Calculus, and College Calculus. UMA had 51 students in three CIS courses in 2018-19. UMA had 67 students in Normandale courses in 2018-19. Many of the students were enrolled in multiple CIS courses.

CIS Courses: CIS teachers attended 3 professional development at the U of M. Senior students attended a writing workshop at the U of M as part of the CIS Writing Course. An extra CIS Microeconomics class and a CIS Education class will be added for the 2019-20 school year.

### 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 9<sup>th</sup> graders who test below grade level proficiency in reading, according to the Fall NWEA tests. Each of these students are enrolled into 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).



## ADDITIONAL PROGRAMS

### Before and After School Program/Homework Help:

All teachers at UMA committed to spending at least one day after school from 4:15-5:15 or 8:00am to 9:00am to be available for their students if they need help with their homework or understanding the class material. Students were able to stay after to make up work for absences as well. The Educational Assistants also remain at least 2 days a week each week to provide help to any students in the core subjects. The 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 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:

UMA continues to implement of an intramural basketball for students. Criteria for participation includes attaining a GPA of 2.5 or above, good attendance, and must be passing all courses. The goals of the program involve team building, character development, and academic motivation.

### 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 we received a grant of \$1,520 for the 2019-20 school year. 2 teachers will attend a wellness conference and steer 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 what learning target they will be focusing on during the lesson and integrated

learning targets are illustrated throughout lessons. 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
- Best practice strategies in implementation of content at the high school level

UMA encourages on-going professional development by offering additional professional 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 2018-2019 academic year Ubah Medical Academy had an enrollment of 316 students.

**3.2 Enrollment by Grade**

School Year	9 <sup>th</sup> Gr.	10 <sup>th</sup> Gr.	11 <sup>th</sup> Gr.	12 <sup>th</sup> 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%

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

### 3.3 Student Demographics (2018)

- 99.0% Black & 1.0% White/Other
- 25.6% 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)

### 3.4 Student Geographical Demographics

Student geographical data is as follows:

Minneapolis: 65%

Columbia Hts: 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%

### 3.5 Student Attrition (Required Element #2)

The student attrition rate for the 2018-2019 school year was about 15.0%.

## 4.0 District Governance (Required Element #3)

### 4.1 School Board Members

#### 2018-2019 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)	85%
Mr. Muktar Abe/Director	June 30, 2020	Teacher Folder #488344	January 16, 2019 School Board Officer Training, Finance Training, Governance Training (MSBA)	69%
Mr. Abdihakim Isse/ Treasurer	June 30, 2018	Community	January 27, 2018 Board Governance, Financial Matters, Employment Matters (The Anton Group)	62%
Ms. Katie Do (Erickson)/ Director	June 30, 2020*	Teacher Folder #472889	January 16, 2019 Board Governance, Financial Matters, Employment Matters (TheAnton Group)	92%
Mr. Ahmed Gedi/ Director	June 30, 2020*	Parent	January 16, 2019 Board Governance, Financial Matters, Employment Matters (MSBA)	92%
Mr. Barre Mohamed/ Director	June 30, 2021	Community	January 27, 2018 Board Governance, Financial Matters, Employment Matters (The Anton Group)	69%
Ms. Amy Fettig/ Director	June 30, 2021	Teacher Folder#454201	January 16, 2019 Board Governance, Financial Matters, Employment Matters (MSBA)	100%

### 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, and overall oversight 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 3 teachers and 4 community members & parents. A representative from the current Authorizer also serves as 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 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. The agenda is then reviewed and changes made if necessary and then motioned to accept and seconded. Meeting proceeds through the agenda including approval of minutes from previous meeting. Action items are moved and seconded and approved or tabled or declined. Meeting is adjourned, and seconded and approved. The UMA board follows Roberts Rules of Order.

The board policy manual is used as reference for district policy and for policies to be reviewed by the board. 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

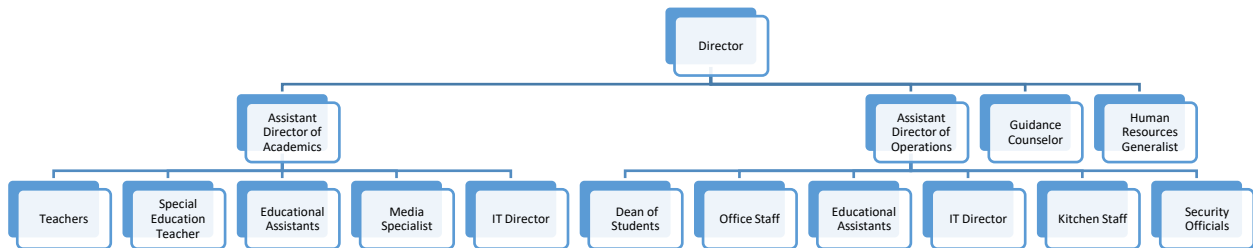
The school board is comprised of 3 teachers and 4 community members & parents. A representative from the current Authorizer also serves as Ex-Officio to the Board of Directors along with the district Director.

The administrative team consists of the district Director and the Assistant Directors. The Director has served the district since 2007. The Assistant Director of Curriculum has served the district since its opening and holds bachelors degrees in geography and social studies education and 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 and 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  
2018-2019**



**5.2 Leadership Team**

**2018-2019 Leadership Team**

Name	Position	Time in District	Credentials/Training/Qualifications for this Position
Mr. Musa Farah	Director	11 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	15 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.
Mr. Ismail Ahmed	Assistant Director	3 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: ○ Master of Science Degree in Applied Mathematics, Howard University, Washington D.C. ○ Bachelor of Science Degree in Mathematics, University of Somalia

Professional Development and Additional Activities: ○

Submissions made to the School Board of Directors

○ Additional certificates and documentation of trainings attended submitted at the request 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) ○ Attend

trainings on board governance, finance, and employment ○ Attend monthly Director meetings with Authorizer, Pillsbury United

Communities (PUC) ○ Collaborate with support staff on daily functions of school, budgets, staff trainings, etc.

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

Communities) ○ 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: ○ Master of Arts in Curriculum and Instruction (with reading endorsement),

Concordia University, St. Paul ○ Bachelor of Arts in Geography,

Gustavus Adolphus College ○ Bachelor of Arts in Social Studies

Education, St. Cloud State University ○ Licensure Held: 7-12 Social Studies (all areas)

Professional Development and Additional Activities: ○ Began

program for K-12 Principal Licensure in the fall of 2017

Goal: Earn Licensure by fall of 2019 ○ Submissions made to the Director as to the status of the licensure program on regular basis (i.e. transcript information)

Samples of program work also submitted to Director as requested ○

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

Association and the Minnesota Department of Education ○ Collaborate with Director on daily functions of school, budgets, staff trainings, etc.

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

Paul) ○ 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 and Title Coordinator

#### **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

401 Equal Employment Opportunity

402 Disability Nondiscrimination

406 Public & Private Personnel Data

406B Employee Administrative Record Retention

407 Employee Right to Know-Exposure to Hazardous Substances

410 Family & Medical Leave

412 Expense Reimbursement

413 Harassment & Violence

417 Chemical Use & Abuse

418 Drug Free Workplace/ Drug Free School

419 Tobacco Free Environment

420 Students and Employees with AIDS & other Communicable diseases & Infectious  
Conditions

490 Employee Misconduct and Dishonesty

492 Religious Practice and Prayer

493 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, 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:

[http://www.ubahmedicalacademy.org/pages/Ubah\\_Medical\\_Academy/About\\_Us/School\\_Board](http://www.ubahmedicalacademy.org/pages/Ubah_Medical_Academy/About_Us/School_Board)

**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
- 532 Use of Peace Officers & Crisis Teams
- 533 Wellness
- 709 Student Transportation Safety
- 806 Crisis Management

Drill Log for the 2018-19 School Year:

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

1. Fire Drill	Sept 5, 2018	1:35pm	2:10 evac time
2. Fire Drill	Nov 5, 2018	1:25pm	2:00 evac time
3. Fire Drill	March 22, 2019	10:20am	1:55 evac time
4. Fire Drill	May 3, 2019	10:00am	2:00 evac time
5. Fire Drill	May 7, 2019	1:45pm	2:10 evac time
1. Lockdown Drill	Oct 15, 2018		10:45am
2. Lockdown Drill	Nov. 20, 2018		2:05pm
3. Lockdown Drill	Dec 17, 2018		10:55am
4. Lockdown Drill	Feb 5, 2019		1:30pm

5. Lockdown Drill June 7, 2019

11:15am

1. Tornado Drill Thurs. April 11, 2019

1:45pm.

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.

## 6.0 Staffing (Required Element #4)

### 6.1 Licensed Staff

Name (Last, First)	File Folder Number	Assignment/ Subject	Left During 18/19	Not Returning 19/20
Abe, Muktar	488344	Teacher, Mathematics		
Adeed, Faduma	503677	Teacher, ELL		
Ahmed, Abdirizak	496488	Teacher, Mathematics	X	
Ahmed, Ismail	490224	Assistant Director		
Anderson, Crystal	446056	Teacher, Health	x	
Brandt, Eric	373213	Assistant Director		
Coleman, Joel	454273	Teacher, Social Studies		
Do (Erickson), Katie	472889	Teacher, Art		
DuRose, Rachael	502480	Counselor	X	
Felder, Katherine	482860	Teacher, Chemistry		
Fenno, Paul	432576	Teacher, Biology/Anatomy		
Fettig, Amy	454201	Teacher, Media Specialist/Social Studies		
Flees, Bruce	387963	Teacher, Physical Education		x
Gesuka, Elijah	467128	Teacher, Physics/Integrated Science		x
Graves, Brittany	513636	Teacher, Business	X	x
Hade, Hassan	478298	Teacher, World Language		
Jelle, Abdinasir	483042	Teacher, Business		

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Jensen, Wes	499769	Teacher, Social Studies		x
Julius, Jessica	509180	Teacher, Social Studies		
Kaufmann, Eric	366949	Teacher, Health		x
Luecke, Mark	464960	Teacher, Mathematics		
Masamo, Samwel	512371	Teacher, Mathematics		
Mobe, Erick	510835	Building Sub		x
Quinn, Katie	513577	Counselor		x
Shabbeleh, Degha	511672	Teacher, Language Arts		x
Strachan, Donald	363480	English		x
Wendt, Nicole	454404	Teacher, Language Arts		
Witzig, Neil	491088	Teacher, Language Arts	X	

A) Total Licensed teachers at LEA (October 1, 2017): 24 B)

Total Licensed teachers who taught during school year: 28

C) Of total number:

- i. Licensed in discipline taught: 19
- ii. Received waiver: 0
- iii. Received limited license: 3
- iv. Held temporary license: 2
- v. Received community expert status: 0

D) Of total number:

- i. Finished FY2017: 24
- ii. Continued teaching FY2018: 19

**6.2 Non-Licensed Staff**

Support Staff	Assignment	Highly Qualified Status	Left During 18/19	Not Returning 19/20
Ahmed, Fathi	Educational Assistant (SpEd)	n/a		
Ahmed, Samiya	Office Secretary	n/a		
Alemam, Reem	Educational Assistant (SpEd)	n/a	X	X
Ali, Mohamet	Dean of Students	n/a	X	X

Alinassir Samatar	Dean of Students	n/a		
Aware, Medina	School Nurse	n/a		
Dualeh, Ifrah	Human Resources	n/a		
Hussein, Mohamud	Educational Assistant (Sci)	Yes		
Jama, Amina	Educational Assistant (LA)	Yes		
Jennings, Beverly	Educational Assistant (SpEd)	n/a		
Mohamed, Fadumo	Educational Assistant (SpEd)	n/a	X	X
Mohamed, Hodan	Office Manager	n/a		
Mussa, Ismail	Security	n/a		
Osman, Mohamud	Educational Assistant(SpEd)	n/a		
Roble, Ibrahim	Educational Assistant(Math)	Yes	X	X
Samatar, Abdullahi	Security	n/a		
Yusuf, Abdirizak	Parent Liaison/Trans. Coord.	n/a	X	X
Yusuf, Hassan	IT Director	n/a		

Number of non-licensed staff during school year: 21

## 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 – and also works with many other charter schools in Minnesota. They contract with a separate company to issue payroll and an independent auditing company, Thoreson Diaby Helle Condon & Dodge Inc., 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 2018-2019 school year the fund balance was 42%.

## 7.3 Financial Narrative

Ubah Medical Academy has an approved budget (approved before June 30<sup>th</sup> or the prior fiscal year) and it is 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:

- A. 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,
- B. 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 appropriately 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 all finding has been corrected and have not been identified in consecutive years' audits.

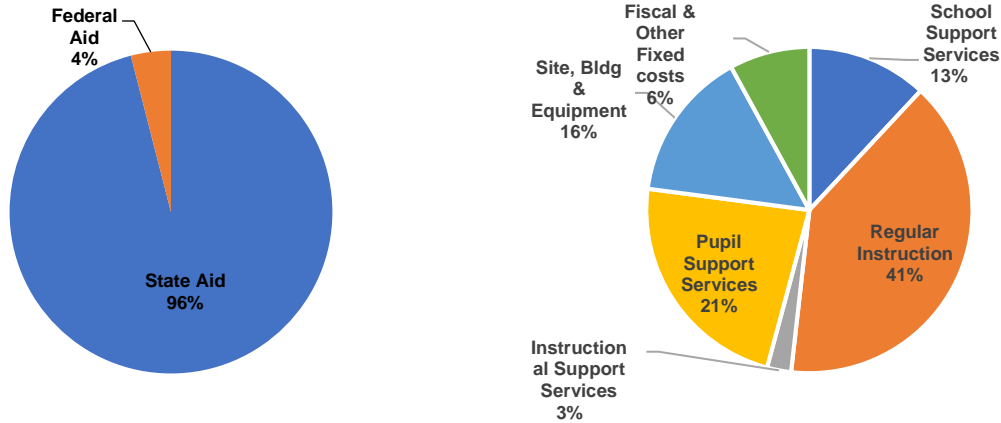
The district has a working group that consists of the Director, Assistant Director, Business Office Manager, Human Resource Manager and the Board Treasurer that meet to review the budget. The district has not needed to borrow funds due to conservative budget planning, high enrollment, and the state holdback,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

### 2018-2019 Budget Breakdown

Revenue Stream  
Budgeted fiscal year 2018-2019

Expenditure Stream  
Budgeted Fiscal Year 2017-2018

3



**7.4 Audit Information**

UMAs’ Financial Audit for fiscal Year 2018-2019 is currently underway and will be completed by Dec. 31, 2019. 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 10<sup>th</sup> and 11<sup>th</sup> 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.

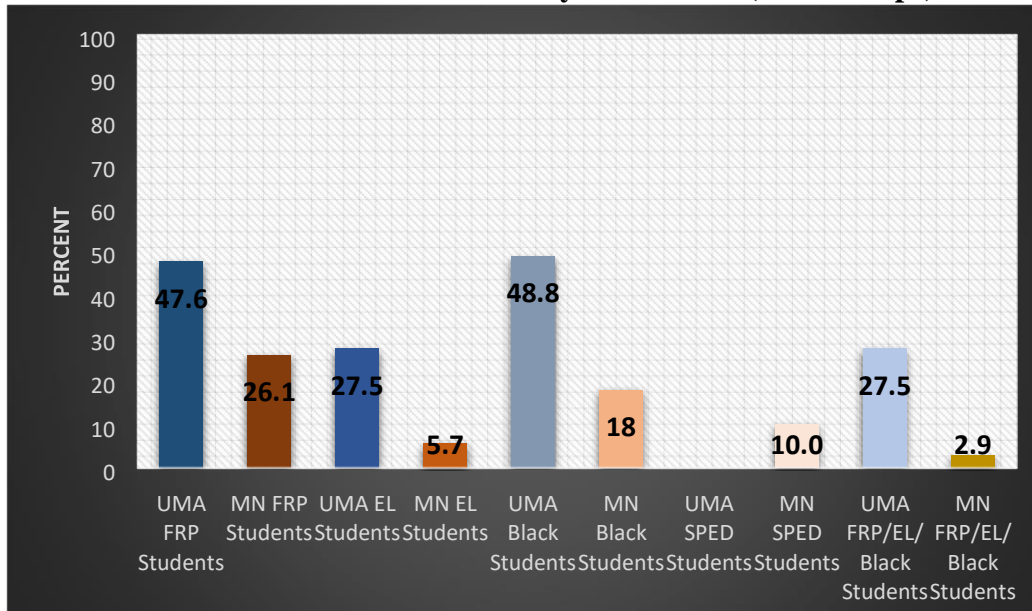
**8.1.1 MCA –III Math Proficiency Data**

Category	2015	2016	2017	2018	2019
UMA 11th Grade Math Proficiency - Percent	42.7	24.6	47.7	38.4	41.4

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

**8.1.2 2018 UMA Mathematics Proficiency UMA/State (Sub-Groups)**



\*UMA SpEd data too small to count

**8.1.3 MCA –III Reading Proficiency Data**

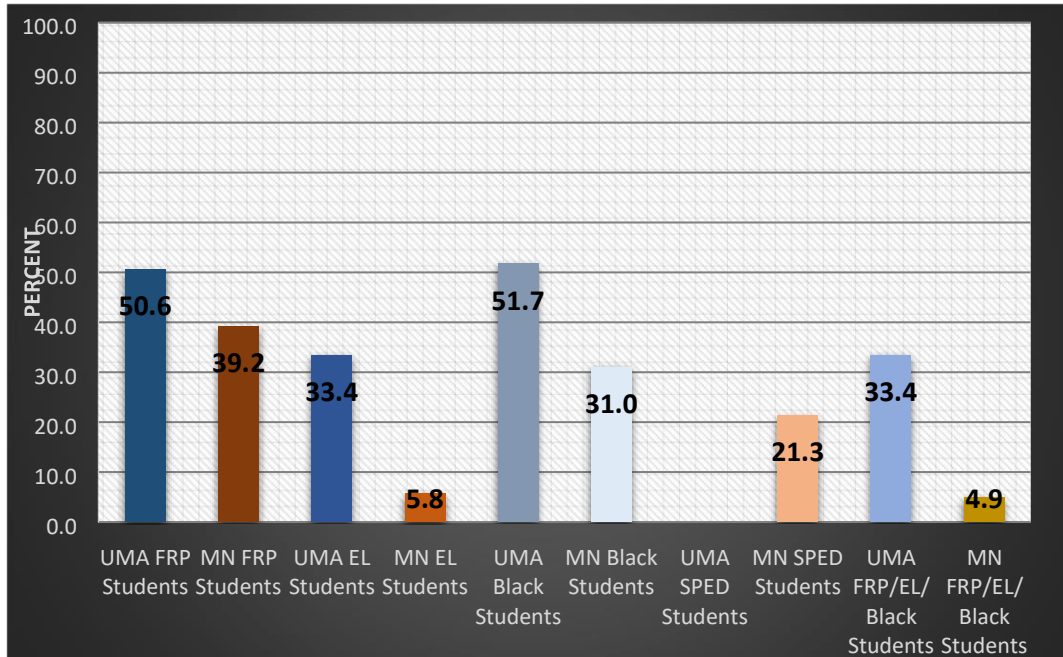
Category	2015	2016	2017	2018	2019
UMA 10th Grade Reading Proficiency – Percent	48.2	48.5	51.1	66.1	65.2
UMA 10th Grade Reading Proficiency – Count	40	49	55	41	43
UMA 10th Grade Reading Proficiency -Tested	83	101	88	62	66
State 10th Grade Reading Proficiency – Percent	57	58.9	60.3	59.9	61.1
State 10th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



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State 10th Grade On Track Reading-Percent	56.6	57.9	57.3	55.8	55.8
State Comparable 10th Grade On Track Reading EL only-Percent	32.7	33.3	28.2	32.2	39

**8.1.4 2018 UMA Reading Proficiency UMA/State (Sub-Groups)**



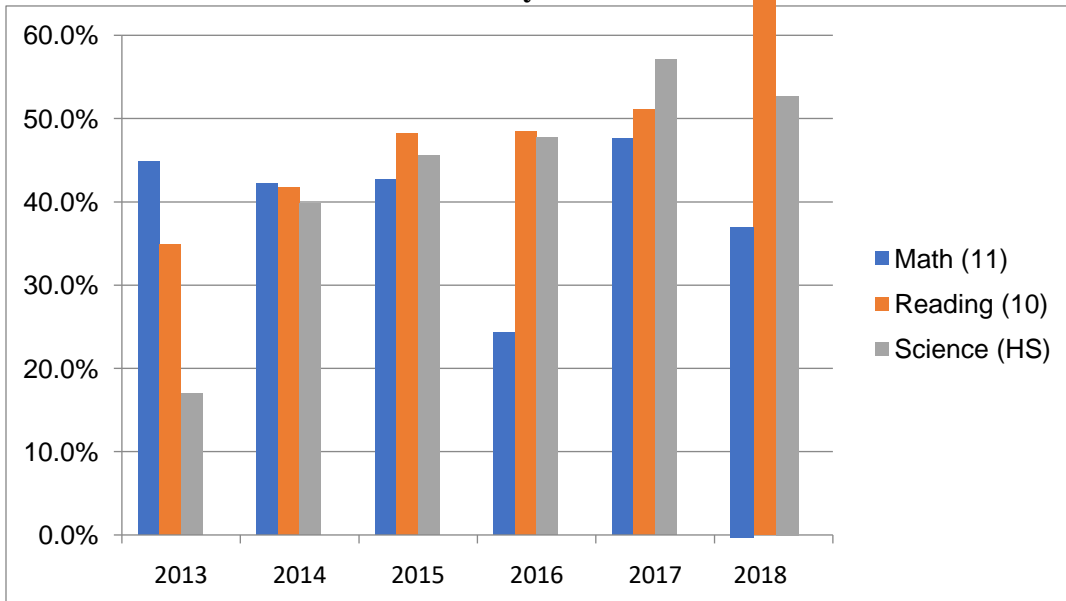
\*UMA SpEd data too small to count

**8.1.5 MCA-III Science Proficiency Data**

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

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

**8.1.6 MCA-III Assessment Proficiency Trend Data**



*Achieved Reward School Status in 2012, 2013, 2014, and 2015*

**8.1.7 MCA –III Growth Data**

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

\*Percent of students in 2017 below grade level making high growth:

Mathematics: 22.5%

Reading: 16.1%

**8.2 Graduation Data**

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

**8.3 ACCESS English Proficiency Data**

ACCESS is the State of MN designated English Language Proficiency Exam. It is given at 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	3.3%	11.9%	45.8%	33.9%	5.1%	0.0%

**8.3.2 ACCESS Composite-Comprehension**

Level	1 (Entering)	2 (Emerging)	3 (Developing)	4 (Expanding)	5 (Bridging)	6 (Reaching)
Percentage	3.3%	25.4%	22.0%	10.1%	18.6%	20.3%

**8.3.3 ACCESS Composite-Literacy**

Level	1 (Entering)	2 (Emerging)	3 (Developing)	4 (Expanding)	5 (Bridging)	6 (Reaching)
Percentage	1.6%	16.9%	47.5%	28.8%	5.1%	0.0%

**8.3.4 ACCESS Composite-Oral**

Level	1 (Entering)	2 (Emerging)	3 (Developing)	4 (Expanding)	5 (Bridging)	6 (Reaching)
Percentage	6.7%	10.1%	40.7%	37.3%	3.3%	1.6%

\*Number of students assessed in 2019: 59

**8.4 MAP/NWEA Mathematics and Reading Data**

Map tests are computerized assessments done in the fall and spring of each year. These assessments show student growth over time as well as providing 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.

**8.4.1 MAP/NWEA Test Performance**

Spring 2019-Mathematics

<i>Below Grade Level Median</i>	<i>At Grade Level Median</i>	<i>Above Grade Level Median</i>	<i>95<sup>th</sup> Percentile</i>
25.2%	36.4%	33.6%	4.7%

Spring 2019-Reading

<i>Below Grade Level Median</i>	<i>At Grade Level Median</i>	<i>Above Grade Level Median</i>	<i>95<sup>th</sup> Percentile</i>
19.6%	36.0%	42.1%	2.3%

**8.4.2 MAP NWEA Growth & Proficiency**

2019-Mathematics

<i>Below Growth Not/Proficient</i>	<i>Below Growth /Proficient</i>	<i>Met Growth /Not Proficient</i>	<i>Met Growth /Proficient</i>
12.4%	24.8%	5.4%	30.2%

2019-Reading

<i>Below Growth Not/Proficient</i>	<i>Below Growth /Proficient</i>	<i>Met Growth /Not Proficient</i>	<i>Met Growth /Proficient</i>
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
UMA MCA Math Proficiency	45.2%	23.9%	50.0%	38.4%	41.4%
UMA Math "On-Track"	62.9%	44.2%	54.9%	41.9%	53.5%
UMA Math Low Growth	N/A	N/A	25.4%	35.5%	32.6%
UMA Math Medium Growth	N/A	N/A	38.0%	48.4%	34.9%
UMA Math High Growth	N/A	N/A	36.6%	16.1%	32.6%
UMA Math Proficiency Black/EL /FRP	25.0%	0.0%	28.9%	33.3%	41.1%
UMA MCA Reading Proficiency	49.3%	51.6%	53.6%	66.1%	65.2%

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UMA "On Track" Reading	66.1%	68.9%	52.1%	82.4%	55.8%
UMA Reading Low Growth	N/A	N/A	23.9%	9.8%	9.8%
UMA Reading Medium Growth	N/A	N/A	45.1%	33.3%	34.4%
UMA Reading High Growth	N/A	N/A	31.0%	56.9%	55.7%
UMA Reading Proficiency Black/EL /FRP	8.3%	33.3%	33.3%	35%	65.6%
UMA MCA Science Proficiency	52.5%	46.7%	59.5%	54.5%	48.2%
UMA Science Proficiency Black/EL /FRP	CTSTR	35.0%	41.0%	25.1%	19.6%
ROOSEVELT SR HS (MPLS) MCA Math Proficiency	14.2%	10.9%	8.2%	24.1%	27.6%
ROOSEVELT SR HS (MPLS) Math "On-Track"	25.3%	17.8%	20.6%	32.1%	34.0%
ROOSEVELT SR HS (MPLS) Math Low Growth	N/A	N/A	61.8%	52.5%	38.4%
ROOSEVELT SR HS (MPLS) Math Medium Growth	N/A	N/A	29.4%	33.3%	42.0%
ROOSEVELT SR HS (MPLS) Math High Growth	N/A	N/A	8.8%	14.2%	19.6%
ROOSEVELT SR HS (MPLS) Math Proficiency Black/EL /FRP	CTSTR	0.0%	CTSTR	0.0%	N/A
ROOSEVELT SR HS (MPLS) MCA Reading Proficiency	21.5%	15.0%	14.6%	26.7%	29.1%
ROOSEVELT SR HS (MPLS) "On Track" Reading	24.6%	14.0%	12.9%	13.9%	25.6%
ROOSEVELT SR HS (MPLS) Reading Low Growth	N/A	N/A	66.9%	57.9%	52.6%
ROOSEVELT SR HS (MPLS) Reading Medium Growth	N/A	N/A	27.7%	29.7%	33.1%
ROOSEVELT SR HS (MPLS) Reading High Growth	N/A	N/A	5.4%	12.4%	14.3%
ROOSEVELT SR HS (MPLS) Reading Proficiency Black/EL /FRP	0.0%	0.0%	0.0%	0.0%	CTSTR
ROOSEVELT SR HS (MPLS) MCA Science Proficiency	8.2%	11.2%	10.8%	19.7%	28.0%
ROOSEVELT SR HS (MPLS) Science Proficiency Black/EL /FRP	CTSTR	0.0%	CTSTR	0.0%	CTSTR
METRO SCHOOLS CHARTER SR HS MCA Math Proficiency	N/A	N/A	N/A	N/A	CTSTR
METRO SCHOOLS CHARTER SR HS Math "On-Track"	N/A	N/A	N/A	N/A	6.4%
METRO SCHOOLS CHARTER SR HS Math Low Growth	N/A	N/A	N/A	N/A	58.1%
METRO SCHOOLS CHARTER SR HS Math Medium Growth	N/A	N/A	N/A	N/A	35.5%
METRO SCHOOLS CHARTER SR HS Math High Growth	N/A	N/A	N/A	N/A	6.5%
METRO SCHOOLS CHARTER SR HS Math Proficiency Black/EL /FRP	N/A	N/A	N/A	N/A	CTSTR
METRO SCHOOLS CHARTER SR HS MCA Reading Proficiency	N/A	N/A	N/A	N/A	21.3%
METRO SCHOOLS CHARTER SR HS "On Track" Reading	N/A	N/A	N/A	N/A	38.4%

METRO SCHOOLS CHARTER SR HS Reading Low Growth	N/A	N/A	N/A	N/A	28.2%
METRO SCHOOLS CHARTER SR HS Reading Medium Growth	N/A	N/A	N/A	N/A	46.2%
METRO SCHOOLS CHARTER SR HS Reading High Growth	N/A	N/A	N/A	N/A	25.6%
METRO SCHOOLS CHARTER SR HS Reading Proficiency Black/EL /FRP	N/A	N/A	N/A	N/A	CTSTR
METRO SCHOOLS CHARTER SR HS MCA Science Proficiency	N/A	N/A	N/A	N/A	14.3%
METRO SCHOOLS CHARTER SR HS Science Proficiency Black/EL /FRP	N/A	N/A	N/A	0.0%	2.4%

**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 infrastructure, 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 Data and state assessments. Students that are new to the district receive are given a screening assessment to determine literacy knowledge in English language proficiency. In addition, students are assessed using formative assessments (mathematics and language arts). Staff meet on a regular basis to discuss data along with MAP scores to determine trends and growth data 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 are 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 three years and in place for the 2018-2019 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 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, Wednesdays-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, which is also changing as students embrace their American culture as well as their home culture.

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 & 2018-2019 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, 2019. \*

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%

2. 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, 2019. \*

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 nor meet	Decreased by 0.9%

\* 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.*

- 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%)

- 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%)

- 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	

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%

2. 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

## 10.2 District Goals & 2018-2019 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 2019 test.

**GOAL MET**

Part 2: Increase # of proficient students in reading as measured by the MCA-III Assessment by 1% on the spring 2019 test.

**GOAL DID NOT MEET**

**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).

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 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.

**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 2018-2019 school year.

**GOAL MET**

**Goal Four:**

UMA will maintain an enrollment of at least 325 students in the 2018-2019 school year.

**GOAL 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 2018-2019**

**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 2019 test.

Part 2: Increase # of proficient students in reading as measured by the MCA-III Assessment by 1% on the spring 2019 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 2018-2019 school year.

**Goal Four:**

UMA will maintain an enrollment of at least 325 students in the 2018-2019 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.



Contact: Mr. Larry McKenzie  
Title: Charter School Liaison

Address: Pillsbury United Communities

125 West Broadway Ave., Suite 130  
Minneapolis, MN 55411

Email: [mckenziel@puc-mn.org](mailto:mckenziel@puc-mn.org)

Contract Termination Date: 30 June 2019

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.

### 10.2 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)