## Minnesota Department of Education

2014-2015 World’s Best Workforce Report Summary

District or Charter Name Ubah Medical Academy

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 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

Stakeholder Engagement

**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 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.]

Ubah Medical Academy’s Annual Public Meeting was held at 277 12th Avenue North, Minneapolis, MN on May 16, 2015 @11am in the Gymnasium. Feedback from the annual meeting and the District Advisory Committee is gathered, reviewed and incorporated if relevant. Parent Academy classes, parent conferences, staff meetings, and constituent surveys are the ongoing mechanism for gathering stakeholder feedback throughout the year.

**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. Ibrahim Roble, teacher, Guled Bashe, student, Salma Mohamed Ali, student, Mohamed Abdullahi Mohamoud, Educational Assistant, Abdirashid Warsame, community member, Ali Muse, community member, Abdiaziz Ali, parent, Khadra Ali, parent, and Barre Warsame, parent.

## Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. 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.]

| **SMART Goal** | **2014-2015 Goals** | **2014-2015 Goal Results** |
| --- | --- | --- |
| **All Students Ready for Kindergarten** | *NA* | *NA* |
| **All Students in Third Grade Achieving Grade-Level Literacy** | *NA* | *NA* |
| **Close the Achievement Gap(s) Among All Groups** | *UMA students will continue to achieve an MMR & FR Achievement Gap score of at least 20 points out of 25.* | *UMA scored a 25 out of 25 possible points on the Achievement Gap category of the MMR.* |
| **All Students Career- and College-Ready by Graduation** | UMA will ensure that 10th grade students participate in the PLAN Assessment in 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 2015 test from 42% to 43%.  UMA will increase # of proficient students, enrolled Oct. 1, in math as measured by the MCA-III Assessment by 1% on the Spring 2015 test from 42% to 43%. | *On November 17, 2014 the PLAN test was administered to all Sophomores at UMA.*  *UMA scored 48.1% proficiency on the MCA reading assessment.*  *UMA scored 42.7% proficiency on the MCA math assessment.* |
| **All Students Graduate** | Ubah Medical Academy will continue to maintain a 90% graduation rate for its students. | *Ubah Medical Academy had a graduation rate of 100% for the 2014-15 school year.* |

## 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 2014 the score was showing a proficiency rating of 42%. In MCA math, in 2014 the score was showing a proficiency rating of 39%. In MCA science, the 2014 score was showing a proficiency rating of 39.6%. UMA had a 86.1% graduation rate in 2014. Clearly the data shows that improvement was needed in all of the core areas.

## Systems, Strategies and Support Category

**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.*

**Teachers and Principals**

* A new teacher evaluation system was put together to comply with the new state regulations in teacher evaluation. 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. The Director’s contract for the 2015-16 school year was renewed.

**District**

The teachers were offered professional development for a total of 10 days during the 2014-15 school year. The areas of professional development that were offered were: Technology/Powerschool /Google Classroom, East African Culture, Turn-it-In training, Edline, StarBoard training, and Teach Like a Champion techniques. 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. Teachers were given a curriculum workshop prior to the 2014-15 school year on writing a curriculum map. The teachers were then given the task to write 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.