



School Annual Education Report (AER) Cover Letter

April 18, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Universal Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Mrs. Uzma Anjum (Principal) or Mrs. Nawal Hamadeh (Founder, Superintendent, and CEO) for assistance.

The AER is available for you to review electronically by visiting the following web site:

https://www.mischooldata.org/AER2018/CombinedReport2.aspx?Common_Location=1-S,11758,1613,119&Common_LocationIncludeComparison=False&Portal_InquiryDisplayType=None

...or you may review a copy in the main office.

For the 2016-17 schoolyear, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Universal Academy was not identified with any of these labels.

ELL students (in some subject areas more than others) continue to need additional interventions so we are implementing MTSS and incorporating Title III after school program design with students. In general, we attempt to aim for continued success by implementing Multi-tiered System of Supports (MTSS) for ALL students (General & Special Ed) to ensure focus on high quality instruction and assessment to 85% of students within the classroom and Tier II/III services (15% of students) which are



supplemental for students who qualify (31a and/or TIA selection criteria) and need based on teacher/team decision-making using multiple data sources and evaluating progress every 4-6 weeks in alignment with when summative assessments take place (end of unit). We also aim to continue with the Epstein model for Parent Involvement incorporating MDE's family engagement tool available online: School Improvement Teams have updated the school family involvement plans with parents.

1. Process for Assigning Pupils to the Schools

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district. Details are outlined in our Board Approved Application & Enrollment Procedures assuring the following:

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils. The Academy may provide a preference to children of Board members or Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records. Homeless liaison ensures homeless children and unaccompanied youth are enrolled in and have an opportunity to succeed in school.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.



Universal Academy is a single school building district in which all students are equitably assigned to the same building and have equal access to full facility, programs, resources, technology, highly qualified staff and curriculum.

2. Status of the 3-5 Year School Improvement Plan

At Universal Academy, Comprehensive Needs Assessment (CNA) is an ongoing and continuous process of analyzing data as it is readily available throughout the school year and involves all key stakeholders including staff, parents, students and community members. Ongoing assessment, evaluation, mentoring/training and support is facilitated by the District through the Central Office who work close with and lead the School Improvement (SI) Team.

We utilize the School Improvement Framework (SIF) Process Cycle which has four (4) major components that cycle in a continuous praxis

- Gather Data Where are we now (status) and where do we want to be (goals)?
- Study/Analyze What did the data/information we collected tell us?
- Plan How do we organize our work so that it aligns to our goals and resources?
- Do Staff implements the strategies and action steps outlined in the plan.
- Gather Data II Where are we now (status) and did we reach our goals?

While the CNA is recommended to be conducted once every three to five years and revisited annually, we complete annually with updates made throughout the year as new data is made available. We continue to use the AdvancED online tools to complete the School Data Profile which is a comprehensive analysis of our CNA.

Our Schoolwide Reform Strategies, commonly referred to as our Goals, are derived from the CNA and are focused on helping all students reach the state's standards. The goals are comprehensively written to cover all programs and services in keeping with accountability, transparency & reporting requirements. Strategies are described in detail and implemented with needed resources/materials and professional development to provide an enriched and accelerated curriculum for all students. We have utilized AdvancED District/School Improvement Plan Goals & NCA Accredited Schools templates online, which allows us to describe and present our strategies in an action plan format within our consolidated, district wide improvement plan.



Our strategies address the needs of all children in the school, but particularly that who are low achieving, and meet the needs of students representing all major subgroups participating in our School-Wide Title I program. Teachers are directed to meet student needs in utilizing our School Improvement Plan strategies with continuous analysis to determine if student needs are met. CNA data and School Improvement Team (SIT) review and evaluation continue to demonstrate that our SIP strategies are effective and increasing student achievement allowing us to continue to meet AYP requirements.

The Academy's Goals & Objectives continue to address Title I assurances and have been updated based on MDE's waiver approval to include targets through the year 2022 year in which 100% of students are expected to be proficient as well as updating our measures to include full year growth measures and additional details per our MDE On Site Review visit. Our SIP has been submitted online via AdvancED online planning tools by the September 1st deadline and will be available on our school website at www.universalpsa.org or in print at the school upon request.

3. Brief Description of Each Specialized School

Universal Academy is a public school academy that is authorized by Oakland University and was founded in 1998 by Mrs. Nawal Hamadeh, President of Hamadeh Educational Services, Inc. (formerly High Scope Educational Management Company). Since our inception, we continue to make progress in achieving the mission and goals envisioned by our founder. Through the publication of this report, we are sharing that progress with others, along with our plans for continued growth and improvement into the future.

Universal Academy is not considered a specialized school.

4. Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state's model.

Our district's curriculum is housed in Rubicon/Atlas an online based software program. Atlas is designed to electronically encompass the entire process of curriculum mapping in direct correlation to the Michigan Department of Education's (MDE) learning standards and Common Core standards for each grade level. Atlas allows for personalization in terms of curriculum mapping by allowing each teacher to download reports to their own dashboard for yearlong planning purposes, assessment categorizing and curriculum pacing.



The district is in full implementation with the curriculum as Universal Academy is in direct alignment with the MDE and Common Core Standards. All units are designed with the required learning standards. There is little to no variation with the state mandated learning standards.

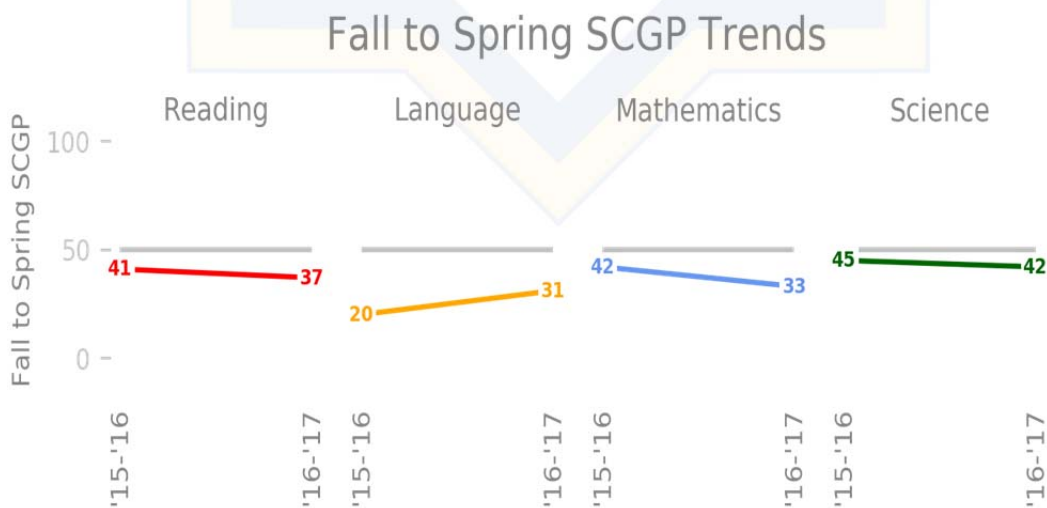
Teachers meet on a weekly basis with their supervisors and on a biweekly basis as a grade level team and or department to review their units and lesson plan to ensure vertical and horizontal alignments are taking place.

To get a copy of the district's core curriculum the parent and or perspective parent can come into the main office and request (in writing) a copy of the core curriculum they want. At that point, the curriculum coordinator and or principal will download the curriculum documents for the parent in paper format within 3-5 days. The district will then reach out to the parent who made the request to let them know the file is ready to be picked up.

5. **Aggregate Student Achievement Results for Local Competency Tests or Nationally Normed Achievement Tests**

NWEA Measures of Academic Progress: K-8

The student conditional growth percentiles, shown below, represent the quantity of growth made in last two years in relation to similarly-scoring students from fall to spring. A value of greater than 50% or greater indicates more growth made than similarly-scoring students, while less than 50% indicates less growth than similarly-scoring students.

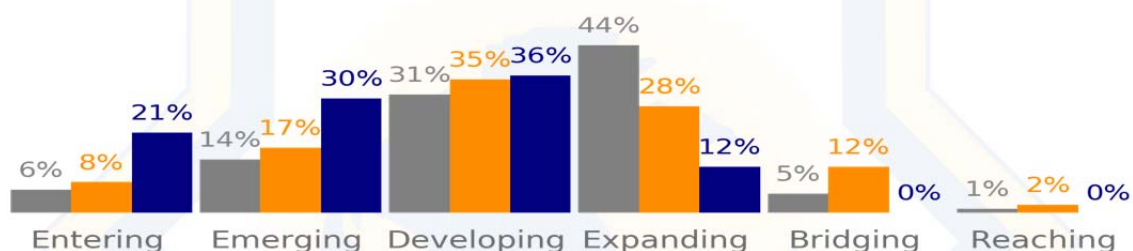




World-Class Instructional Design and Assessment (WIDA): K-12

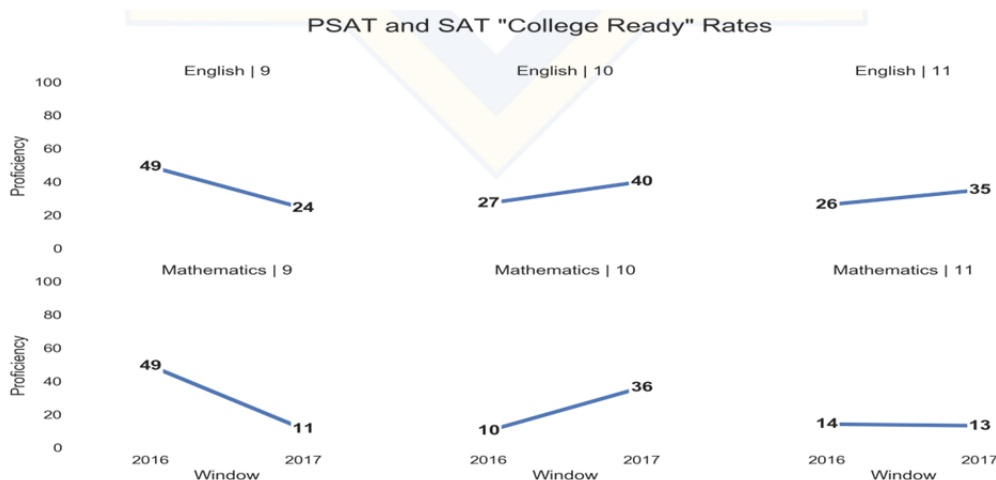
Data tables below provide trend data related to WIDA proficiency levels overall. This was the third year of WIDA testing. The following results are from the spring WIDA Access for ELL (English Language Learner) students. “Reaching” or “Bridging” are considered proficient per the chart below.

2015, 2016, and 2017
 WIDA Composite Levels



PSAT and SAT College Ready Assessments: 9-11

Data tables below provide two years trend data related to PSAT and SAT College Readiness levels overall. PSAT/SAT is curriculum-based and career planning program that measures achievement in English, math and reading. It helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years.





Number and Percentage of Students Represented by Parent at Parent-Teacher Conferences:

Year	Student Count	Percentage
2014-15	658	100%
2015-16	652	100%
2016-17	716	100%

At Universal Academy we encourage all parents to volunteer 20 hours minimum annually at the school. For the 2016-17 academic year, we had 100% of students represented at conferences (716 students). In 2014-15 and in 2015-16 our conference representation rate was 100%. Though our enrollment and parent community changes each year, we are still able to keep attendance at/or above 90% overall. For parents that are not able to physically attend, they are able to participate by electronic communication/means or via telephone to ensure 100% of parents are engaged in their child(ren)'s education.

With the improvements made to our parental involvement policy, we expect parental attendance not only parent teacher conferences to increase, but overall involvement in regular activities as well as we continue to implement Epstein's Model and National standards in our implementation plan.

High School Report:

Universal Academy continues to service students in high school who enroll in Dual Enrollment. With a steady increase in enrollment the expenditures have continued to increase annually each year with a significant increase in 2010-11 school year in which we were able to switch to trimester scheduling. The percentage of students who participate and qualify has remained stable. Below is a summary of enrollment trends which vary annually depending on the number of students enrolled by grade level and those who qualify according to pupil accounting and District requirements (college readiness) as reported via the SID (School Infrastructure Database) report.

The Number and Percentage of Postsecondary (Dual) Enrollments

Number of students Dual Enrolled 2015-16: 48

Percent from total: 48%



Universal Academy

4833 Ogden Street
Detroit, MI 48210
Tel: 313.581.5006
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Number of students Dual Enrolled 2016-17: 38

Percent from total: 40%

The Number of College Equivalent Courses Offered

Not Offered

The Number and Percentage of Students Enrolled in College Equivalent Courses

Not Offered

The Number and Percentage of Students Receiving a Score Leading to College Credit

N/A

CONCLUSION & STAKEHOLDER APPRECIATION

We have undergone many challenges as charter schools, yet we continue to achieve our mission, goals and objectives. Further, we continue to attract students and parents that are impressed with our progress and programs. We continue to remain financially sound during times of economic crisis, educationally oriented to success, and prepared to exceed expectations of all stakeholders and customers.

We intend to continue improving our services to students and families well into the future. We are committed to our practice of involving all stakeholders in these efforts – parents, teachers, students, staff, and the surrounding community – as we realize it has only been through a collaborative process that we have been able to achieve the progress outlined in this report. And for that, we would like to express our gratitude and appreciation to all stakeholders for this collaborative spirit.

Sincerely,

Mrs. Nawal Hamadeh,
Superintendent and CEO