



## **School Annual Education Report (AER) Cover Letter**

December 10, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 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 (School Principal) or Mrs. Nawal Hamadeh (Founder and Superintendent) for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://bit.ly/2P7COM2> or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one 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 T1A 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 SCHOOL**

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 the Academy's 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 and Board Members/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. THE 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



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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 closely with and lead the School Improvement (SI) Teams.

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

- 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, the Academy completes it annually with updates made throughout the year as new data is made available. AdvancED continues to be used as the online tool to complete the School Data Profile which is a comprehensive analysis of our CNA.

The Academy's School-wide Reform Strategies (SRS), commonly referred to as the school 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 are "scientifically" researched best practices. Implementation of these strategies with needed resources/materials, and professional development, to provide an enriched and accelerated curriculum for all students, are accounted for. The Academy has utilized AdvancED District/School Improvement Plan Goals and NCA Accredited Schools templates online, which allows staff to describe and present strategies in an action plan format within the consolidated, District-wide Improvement Plan.

The Academy's strategies address the needs of all children in the school, but particularly those of whom 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 Teams (SIT) review and evaluate continually to demonstrate how the SIP strategies are effective and how they are increasing student achievement, allowing the Academy to continue to meet District and School Accountability Scorecard requirements.

The Academy's Goals & Objectives continue to address Title I assurances. The Academy's SIP has been submitted via AdvancED online planning tools by the deadline and will be available at the school upon request.

### **3. A BRIEF DESCRIPTION**

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. 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. 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 it 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 monthly 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.



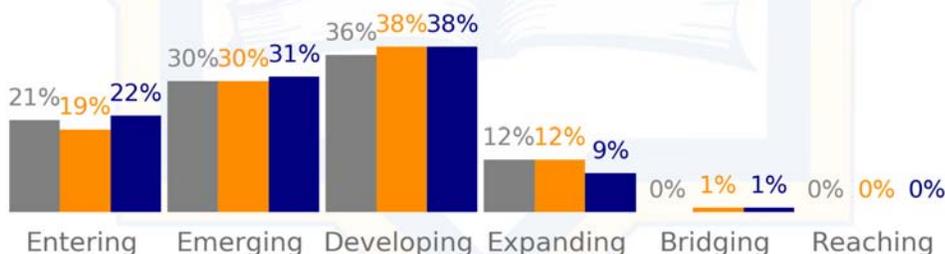
To get a copy of the district’s core curriculum the parent and or perspective parent can come into the main office and request (in writing) a copy of the core curriculum they want. At that point, the curriculum coordinator and or principal will download the curriculum documents for the parent in paper 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. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

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

Data tables below provide trend data related to WIDA proficiency levels overall. 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.

2017, 2018, and 2019  
WIDA Composite Levels



**NWEA Measures of Academic Progress: K-8**

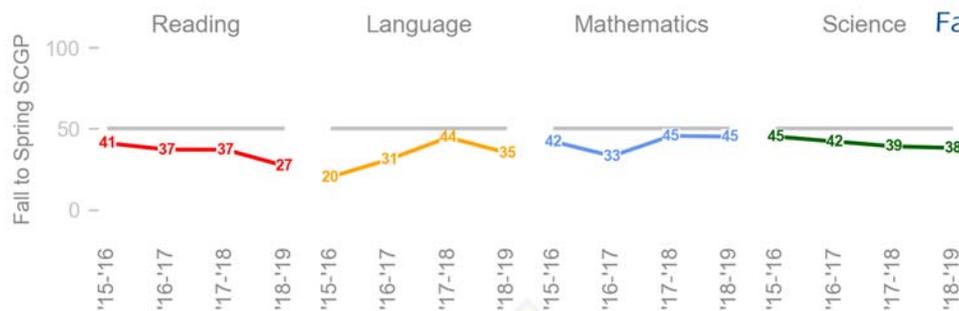
The student conditional growth percentiles, shown below, represent the quantity of growth made in last three years in relation to similarly-scoring students from fall to spring. A value of greater than 50% or greater indicates more growth made than similarly-scoring students, while less than 50% indicates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



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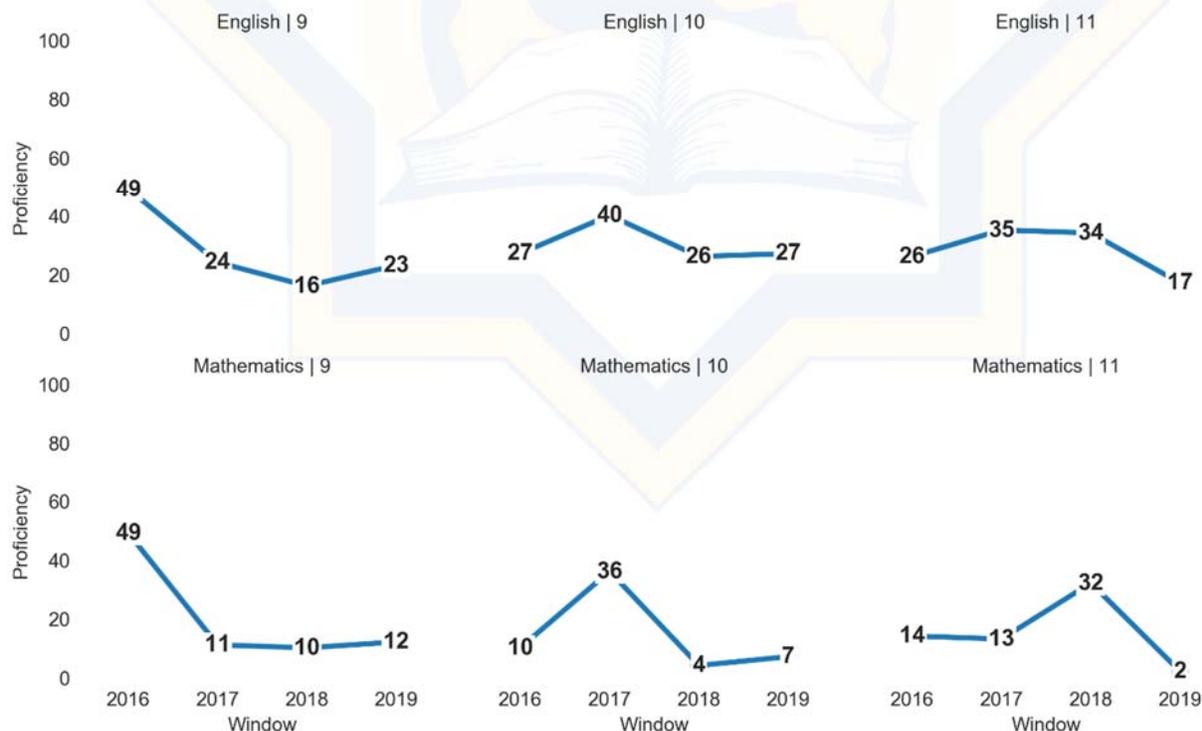
### Fall to Spring SCGP Trends



### 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.

### PSAT and SAT "College Ready" Rates





**6. THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

Year	Student Count	Percentage
2016-17	716	100%
2017-18	730	100%
2018-19	745	100%

At Universal Academy we encourage all parents to volunteer 20 hours minimum annually at the school. For the 2018-19 academic year, we had 100% of students represented at conferences (745 students). In 2016-17 and in 2017-18 our conference representation rates were 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.

**7. 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. 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.



a. **THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS**

(DUAL ENROLLMENT)

Number of students 2016-17: 38

Percent from total population: 10% (of all HS students)

Number of students 2017-18: 43

Percent from total population: 18% (of all HS students)

Number of students 2018-19: 32

Percent from total population: 13% (of all HS students)

b. **THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)**

2016-17: N/A

2017-18: 2

2018-19: 2

c. **THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)**

2016-17: N/A

2017-18: 20 (9%)

2018-19: 17 (7%)

d. **THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT**

2016-17: N/A

2017-18: 0 (0%)

2018-19: 3 (18%)

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.

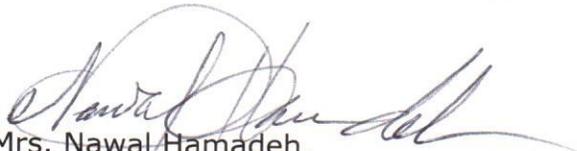


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We intend to continue improving our services to students and families well into the future. We are committed to our practice of involving all stakeholders in these efforts- parents, teachers, students, staff, and the surrounding community – as we realize 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