



Universal Academy

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Universal Academy

School Annual Education Report (AER) Cover Letter

Thursday, December 09, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-2021 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 Dr. Ali Bazzi, (Superintendent) for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://bit.ly/39Qk3wu> or you may review a copy in the main office at your child's school. A PDF copy of the data is also provided within the AER report

For the 2020-2021 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.

The Academy was 100% in remote learning for the first month of school (Aug 31 – September 30, 2020). This gave the Academy time for staff and students to ensure that the online platform was up and running, students were comfortable with the program, and the building was ready for students. The Academy continued to take all precautions per the CDC and State guidelines along with ensuring that ALL PPE equipment were delivered and stocked at the Academy.

The first month of school (Aug 31-September 30, 2020) was NOT a trial run, rather a normal school year start that focused on setting expectations and beginning unit 1 of the curriculum. The Academy continued to be 100% virtual through March 22, 2021.

Before the first month of school was over (September 30), the Academy and in collaboration with stakeholders and the Superintendent of Schools made a final decision with the Board's approval on whether to continue with virtual learning or move to a blended learning platform. In September 2020, parents had the option to choose from the following three platforms for instructional delivery:



- Option A: 100% Virtual/Remote Learning (M-F) (via Google Classroom)
- *Option B: Blended Learning (M-W in school/ Th-F virtual)*
- *Option C: Blended Learning 4 days (M-Th in-school/ F virtual)*

Based on data where the majority of students reside, the stakeholders' surveys, and incidents within the school community as well as the MDE's and the Governor's recommendations; the Superintendent and the Academy Board decided to shift into in-school instruction.

Students began the in-person learning on March 22, 2021 for students who selected to be in-person for grades K-12th grade. This was approximately 176 total students, a manageable number to work with while maintaining social distancing to the extent possible. All CDC guidelines were followed, particularly with masks worn by students and staff throughout the day except during their lunch and/or breakfast.

In-person learning started at 7:55 AM – 3:15 PM Monday through Thursdays, and Fridays were 100% remote for all students.

The spring break was on March 29 - April 2, 2021. As a precaution measure after Spring break, students and staff remained 100% virtual from April 5 to April 9, 2021. As an added precaution and per the Governor's press conference on Friday, April 9, recommending that schools move to a virtual platform for two weeks after spring break, and per the cases of COVID-19 and death numbers rising, the Academy maintained virtual learning through April 30, 2021. Universal Academy was 100% remote from April 12 till April 30, 2021. The Academy resumed in-person learning May 3rd, 2021 through the end of the school year 2020-2021.

With the obstacles presented as a result of remote virtual teaching and learning, like all other schools, UA had adopted and/or implemented the following resources and strategies to help counteract the challenges of remote learning and target deficit:

- The Academy provided pupils with equitable access to technology and the internet necessary to participate in instruction (Chromebooks for All students, Hotspots and Wi-Fi) Professional Development for Teachers to support Technology proficiency and Virtual Teaching Best Practices
- Technology Updates to Platforms to support Interactive best practices
- Tutorial videos and step by step guides to help parents/students adapt to virtual learning
- Paraprofessional Intervention Daily in Math & Reading ("At Risk" students)
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- Digital Online Interactive Core & Supplemental Curriculum (Teacher & Student Access)
- Leveled Reading Books Online (Raz-Kids & iLit-Pearson)
- Active Communication with Parents via Remind, Class Dojo, Email
- Weekly and Monthly student recognition, awards, announcements
- Virtual broadcasts and "Parent Workshops" to support areas of concern (Learning Virtually, Technology, Emotional Coping Skills) Parent Teacher Conferences completed Virtually with over 95% attendance
- MTSS (Ongoing currently in cycle three)
- IRIP's



MEASURE OF ACADEMIC PROGRESS:

In accordance with the Michigan Department of Education (MDE) and the COVID-19 Preparedness Plan, the Academy administered a benchmark assessment within the first nine weeks of school, a second in the winter and a third within the last nine weeks of the school year. The benchmark assessment that used was the Northwest Evaluation Association (NWEA) of Measure of Academic Progress (MAP). The NWEA is a nationally normed and computer-adaptive test that was administered to all grade K-8th grade students three times in the 2020-21 school year, in the fall, the winter, and in the spring to determine whether students were making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool.

The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades K through 8 on reading and math NWEA Growth tests was at or higher than 50.

The Academy made available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the education goals for fall-to-winter goal and for the winter-to-spring goal.

For 8th grade and high school students (8-12th grade), they have taken the College Board PSAT and the PSAT/NMSQT. These students have also taken the same assessment in the spring of 2021. The Academy ensured that students who were taking the PSAT/NMSQT assessment were meeting the College Readiness Benchmarks and increased their percentile ranks from the fall assessment to the spring assessment.

ADVANCEMENT PLACEMENT AND DUAL ENROLLMENT:

All advanced placement courses ran for the 2020-2021 School Year. All high school students (9-12th) had the opportunity to sign up to take advanced placement courses. For Dual Enrollment, the Academy's partnership with Community Colleges and Universities continued for semester a and 2 for the 2020-2021 school year. Instructions and/or materials were virtually provided via blackboard and/or Canvas platform. The district continued to pay for these courses and resources for students who had elected this as their learning platforms. Additionally, students were given the opportunity to elect not to continue in these courses with no academic penalty.

SUMMER LEARNING PROGRAM:

Summer Learning Program (SLP) started on Monday, June 21 and ended on Friday, July 16, 2021 from 9 AM to 12 PM, Mondays through Fridays and was open to ALL students in grades K-8. Attendance was in-person Mondays through Wednesdays and virtual on Thursdays and Fridays each week. The SLP aimed at addressing any learning loss students felt (if any) during the virtual learning.

The SLP also included a Credit Recovery Program (CRP) for grades 9-12 to address the students learning loss in the courses that were not successfully completed.



The Superintendent of Schools continued to monitor COVID-19 cases and deaths on a month to month and quarterly basis to drive the final decision for the district in terms of instructional delivery during the summer learning program.

State law requires that we also report additional information.

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.

UA's application period was a whole month (required minimum of two weeks) in duration, with weekend times available. The application period started March 1st and ended March 31st, 2021 from 8:00 AM – 3:30 PM; Friday, March 12, 2020 from 9:00 AM – 6:00 PM; and Saturday, March 13, 2021 from 9:30 AM – 12:00 PM.

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 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. MICIP will 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. School goals are comprehensively written to cover all programs and services in keeping with accountability, transparency & reporting requirements. 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 MICIP District/School

Improvement Plan Goals 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 student 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 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 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, Founder and Chairman Emeritus Executive and is managed by Hamadeh Educational Services, Inc., the Academy's educational service provider. Dr. Ali Bazzi is the current Superintendent of the Academy.

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.

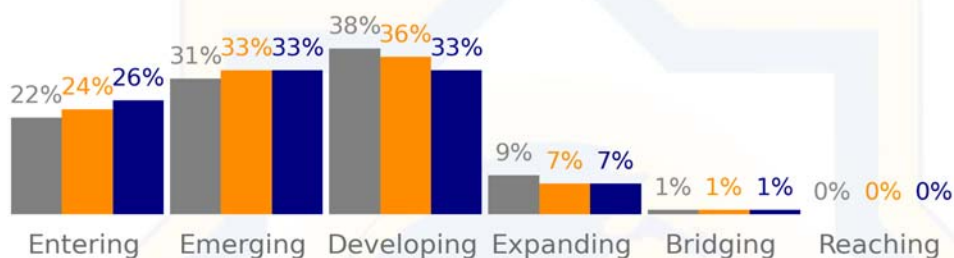
The district is in full implementation with the curriculum as Universal Academy is in direct alignment with the MDE and Common Core Standards. All units are designed with the required learning standards. There is little to no variation with the state mandated learning standards. Teachers meet on a weekly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

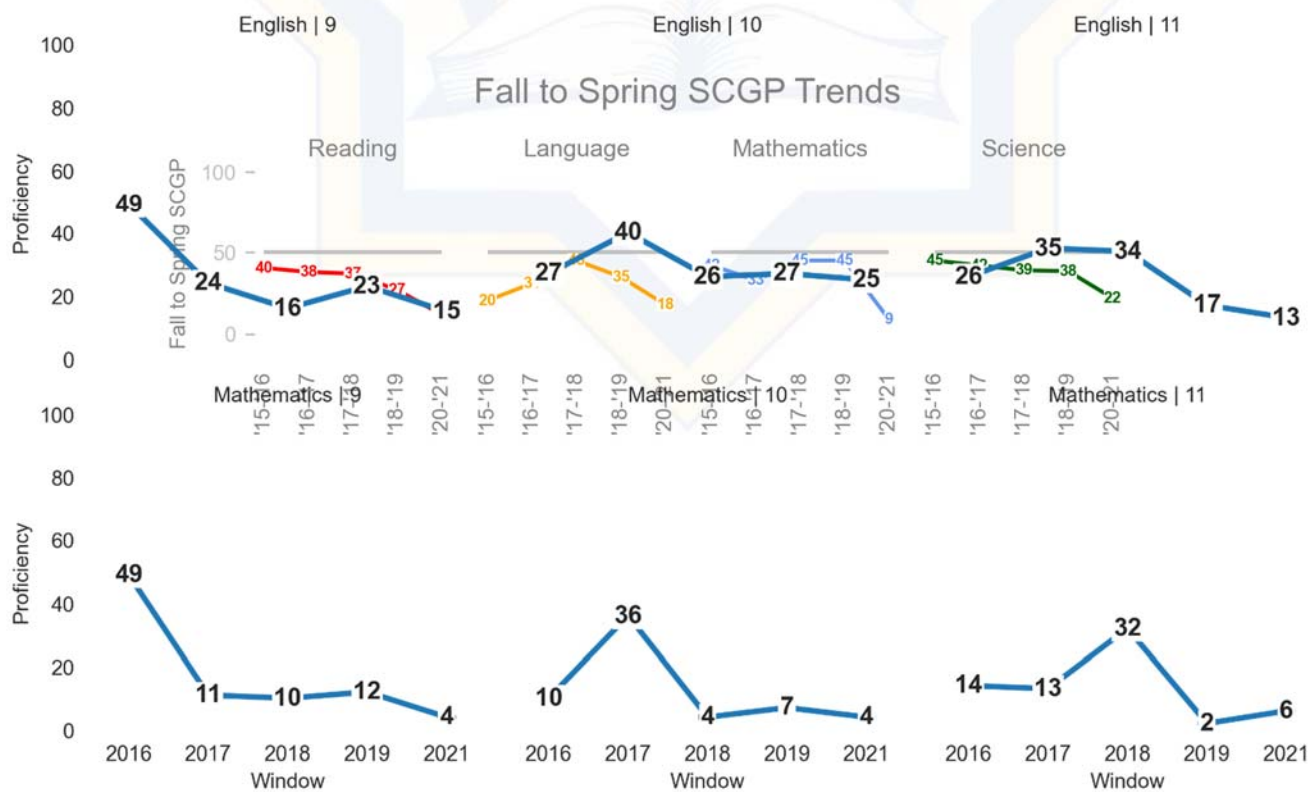


5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2019, 2020, and 2021
WIDA Composite Levels

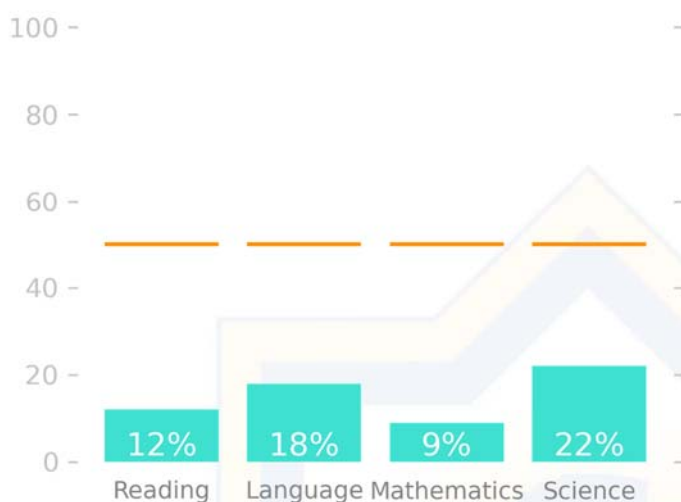


PSAT and SAT "College Ready" Rates





Median Student Conditional
Growth Percentiles - Spring 2021



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

Year	Student Count	Percentage	Follow-Up
2016-17	716	100%	n/a
2017-18	730	100%	n/a
2018-19	702	75%	25%
2019-20	702	85%*virtually	15%*virtually
2020-21	700	80%*virtually	20%*virtually

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)



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Number of students 2019-20: 32

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

Number of students 2020-21: 15

Percent from total population: 2% (of all HS students)

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP)

2016-17: N/A

2017-18: 2

2018-19: 2

2019-20: 2

2020-21: 2

THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP)

2016-17: N/A

2017-18: 20 (9%)

2018-19: 17 (7%)

2019-20: 15 (7%)

2020-21: 8 (1%)

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%)

2019-20: 0 (0%)

2020-21: 0 (0%)

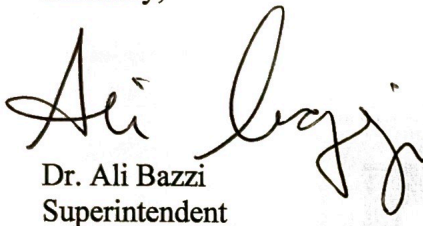


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Universal Academy intends to continue improving the services for students and families well into the future. The Academy is committed to the practice of involving all stakeholders in these efforts: parents, teachers, students, staff and the surrounding community. All stakeholders recognize that through the collaborative process, the Academy has been able to achieve the progress outlined in this report. We would like to express our gratitude and appreciation to all stakeholders for this collaborative effort.

Sincerely,



Dr. Ali Bazzi
Superintendent