



Universal Academy

School Annual Education Report (AER) Cover Letter

January 4, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 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, (Assistant 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 2019-20 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.

Some key challenges that the Academy faced in 2019-2020 school year was the switch to remote learning. The most significant challenge was with the number of students and parents who lacked technology skills. Various step by step YouTube videos were created that helped students and parents with basic navigating skills: logging in, using online applications, turning camera and microphone on and submitting assignment. We also offered technical support via in-person (following CDC and State guidelines) to help troubleshoot Chromebooks, online support, and over the phone. Many of our families did not have access to the internet and were given Wi-Fi hotspots that the Academy purchased to ensure they received a quality education.

Switching to virtual learning required the Academy to pursue many online curriculum resources for students. The Academy also provided comprehensive training to all staff which included but not limited to; online security, building a virtual classroom, online curriculum resources, communication, email, and online safety.



Since March, a series of step by step instructional videos has been created for students and parents on many different applications. Links to the videos are available in the Google classroom for easy access by both students and parents.

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.

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 (for 2020-2021 will be in MICIP) 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, Superintendent and is managed by Hamadeh Educational Services, Inc., the Academy's educational service provider.



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.

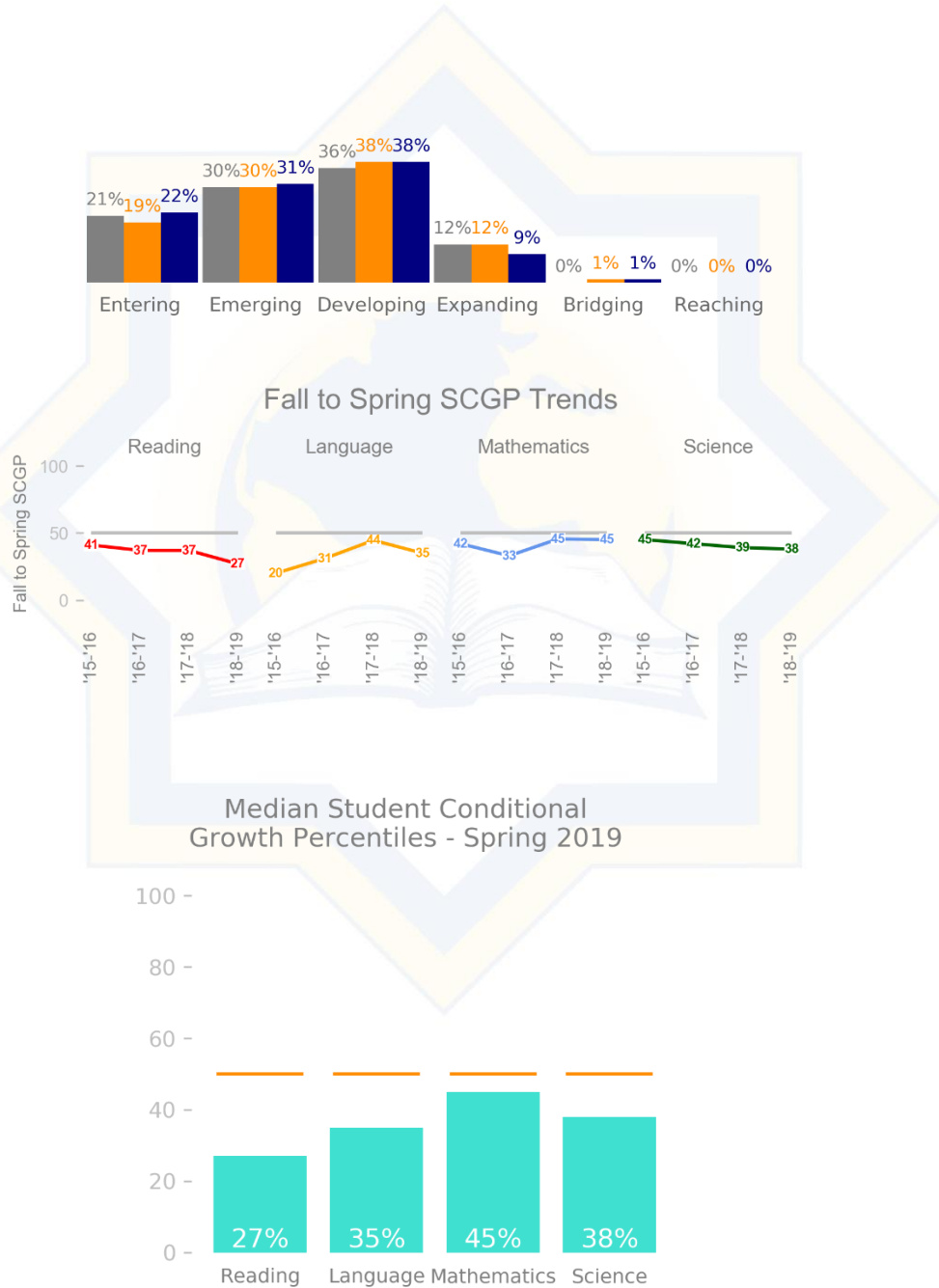
The district is in full implementation with the curriculum as Universal Academy is in direct alignment with the MDE and Common Core Standards. All units are designed with the required learning standards. There is little to no variation with the state mandated learning standards. Teachers meet on a weekly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



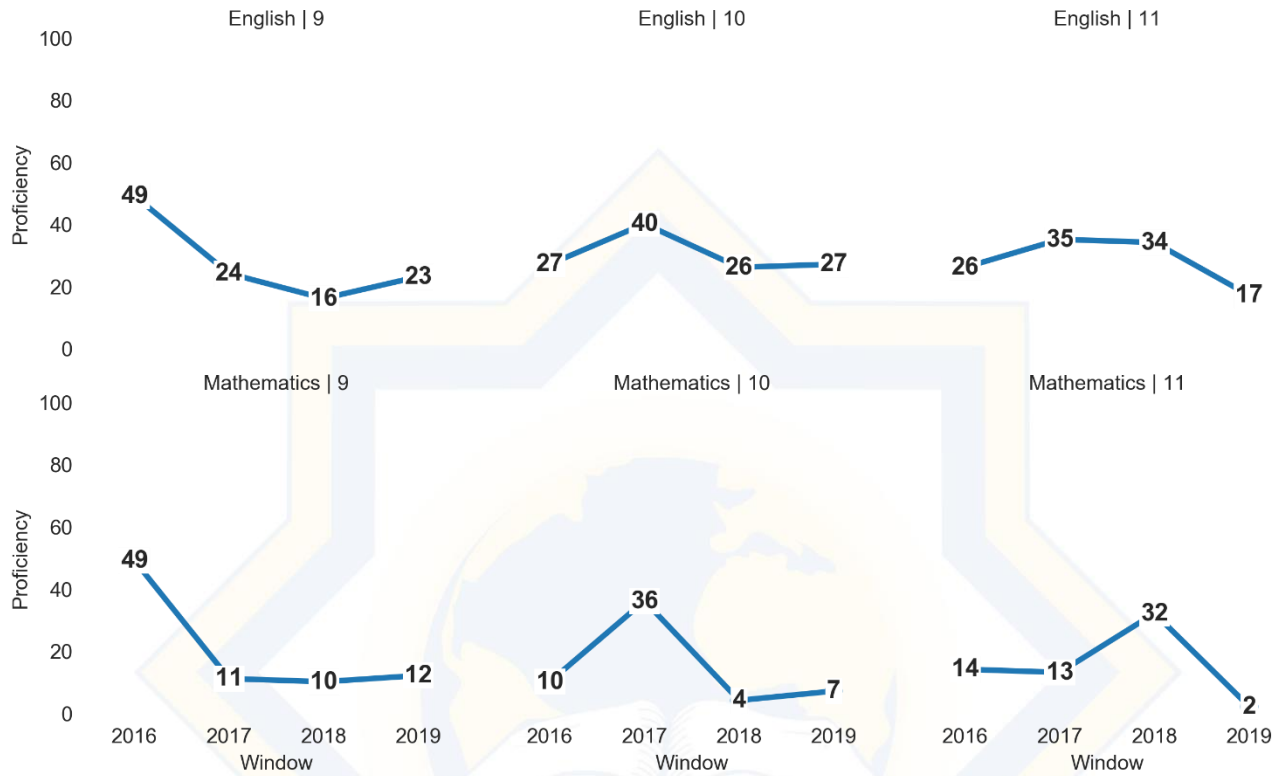
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2017, 2018, and 2019
 WIDA Composite Levels





PSAT and SAT "College Ready" Rates



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



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)

Number of students 2019-20: 32
Percent from total population: 13% (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

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%)

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%)



Universal Academy

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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,

Nawal Hamadeh
Superintendent

