



School Annual Education Report (AER) Cover Letter

April 8, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for Universal Learning Academy (09827). 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 Ms. Yvonne Lewis (principal) or Mrs. Nawal Hamadeh (Founder, Superintendent, and CEO) for assistance.

The AER is available for you to review electronically by visiting the following website www.ulapsa.org. You may also review a copy in the main office at your child's school. The combined report from <https://goo.gl/ldkDiA> follows this cover letter.

ELL students continue to need additional interventions, especially those who have been identified as at-risk. Universal Learning Academy has implemented a Multi-Tiered Support System (MTSS), MTSS and has incorporated a Title III after school program design for ELL students. Universal Learning Academy's at risk students are provided services through the Multi-Tiered System of Support Process to ensure academic gaps are identified and an opportunity for success is established. Students receiving Tier 1 interventions continue to aim for 85% of the students receiving high quality instruction. The Academy's Tier 2 services (15% of students) receive support from paraprofessional and content area interventionists via small group instruction, and the Academy's Tier 3 Services (5% of students) receive one on one intensive interventions via paraprofessionals and interventionists which are supplemental. Students who qualify for 31a programming and are in need of academic and/or social and emotional support, based on teacher/team decision-making, the use of multiple data sources, as well as evaluating progress every 6-8 weeks in conjunction with when summative assessments. The Academy continues to utilize the Epstein model for Parent Involvement. School Improvement Teams have updated the school's parent involvement plan, and parent compact alignment with MTSS expectations. State law requires that we also report additional information.



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 in implementation need 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.

Our 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.ulapsa.org or in print at the school upon request.



3. Brief Description of Each Specialized School

Universal Learning Academy is a public school academy that is authorized by Bay Mills Community College and was founded in 2004 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 the Academy's founder. Through publication of this report, we are sharing that progress with others, along with our plans for continued growth and improvement into the future.

Universal Learning 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 Noor International 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.

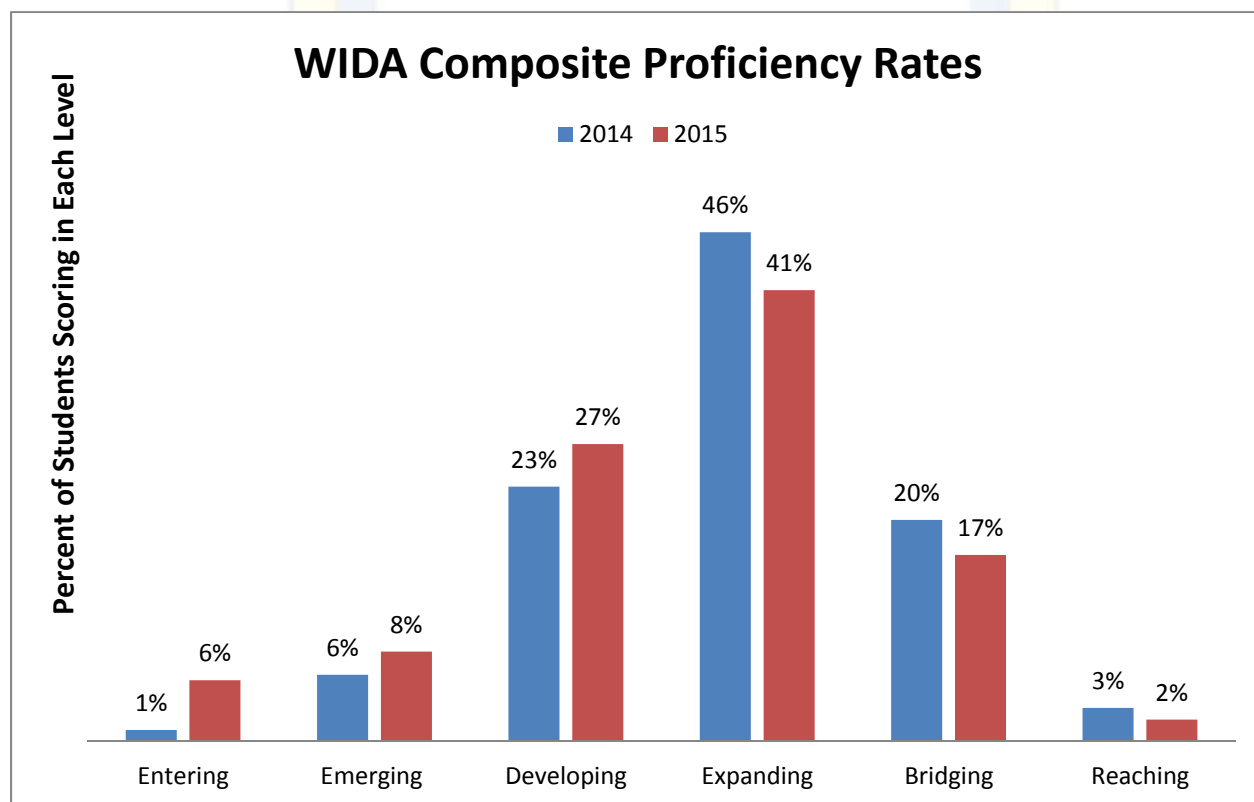
To get a copy of the district's core curriculum the parent and or perspective parent can come into the main office and request (in writing) a copy of the core curriculum they want. At that point, the curriculum coordinator and or principal will download the curriculum documents for the parent in paper 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. Aggregate Student Achievement Results for Local Competency Tests or Nationally Normed Achievement Tests

World-Class Instructional Design and Assessment (WIDA: K-10):

The WIDA replaced the English Language Proficiency Assessment (ELPA) for 2013-2014. Data tables below provide trend data related to WIDA proficiency levels overall. The data shows the first and second year of WIDA testing. The following results are from the spring 2013-2014 and 2014-2015 WIDA Access for ELL (English Language Learner) students. *“Reaching” or “Bridging” are considered proficient per the charts below.*

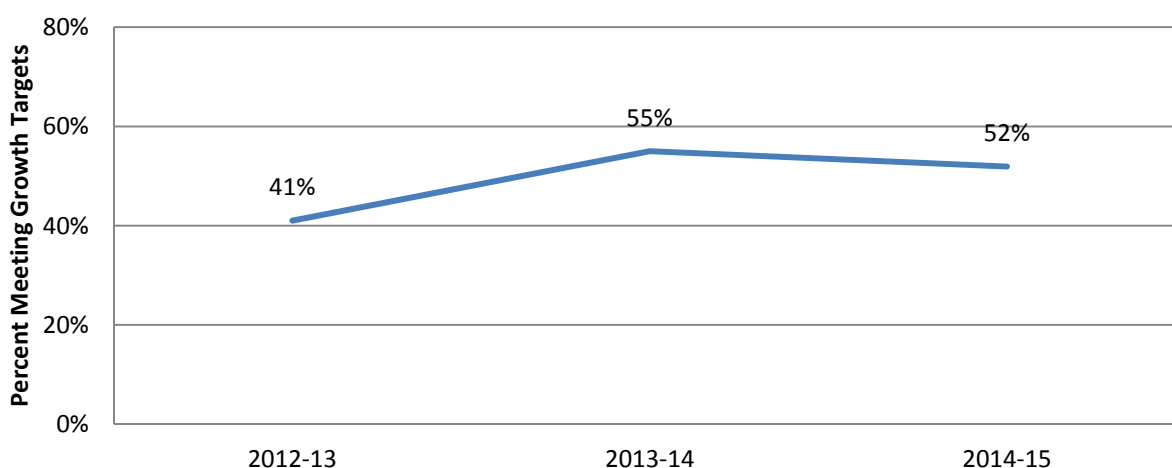




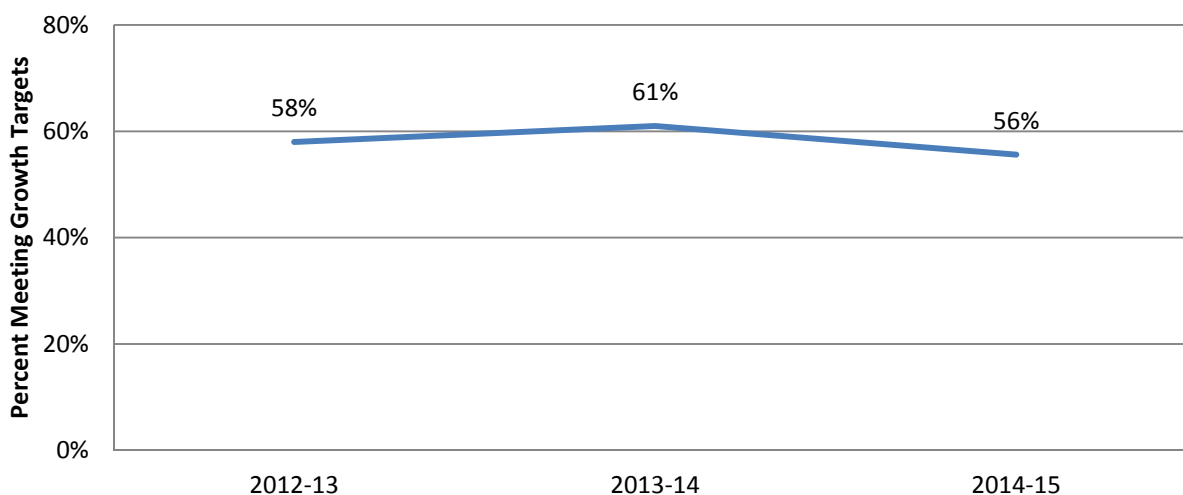
Scantron Performance Series: 2-8

The tables below represent the average percentage school-wide by subject compared to national growth ranges. The percentage indicates the rate of students whose actual growth was at least as much as their expected growth. Overall the data supports a steady increase with the set academic benchmarks.

Performance Series: Reading

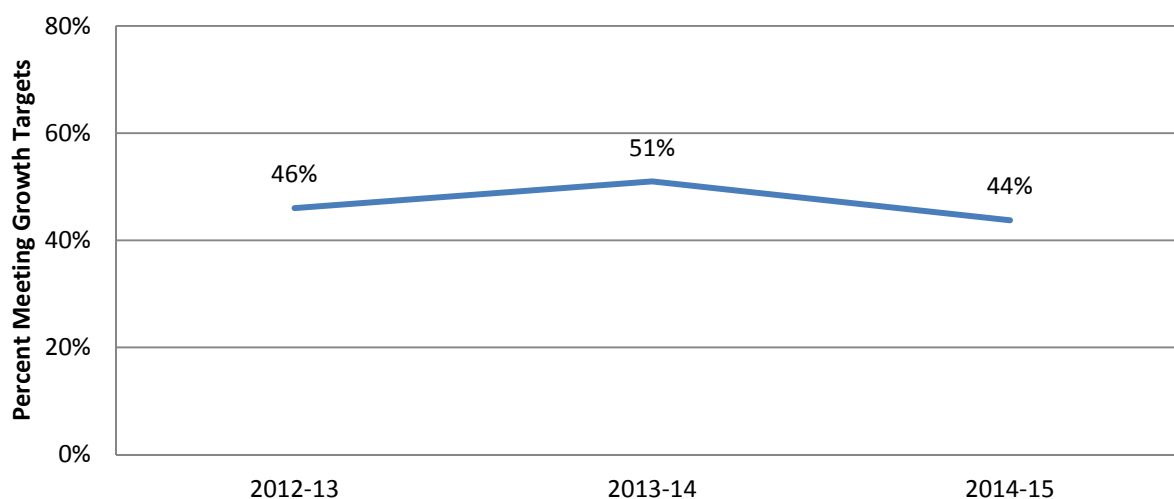


Performance Series: ELA

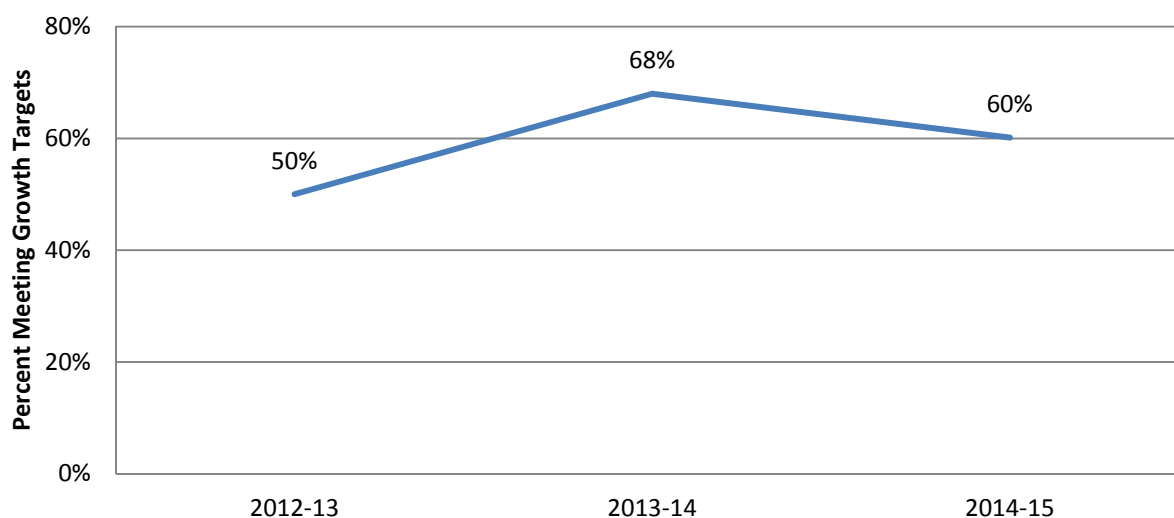




Performance Series: Math



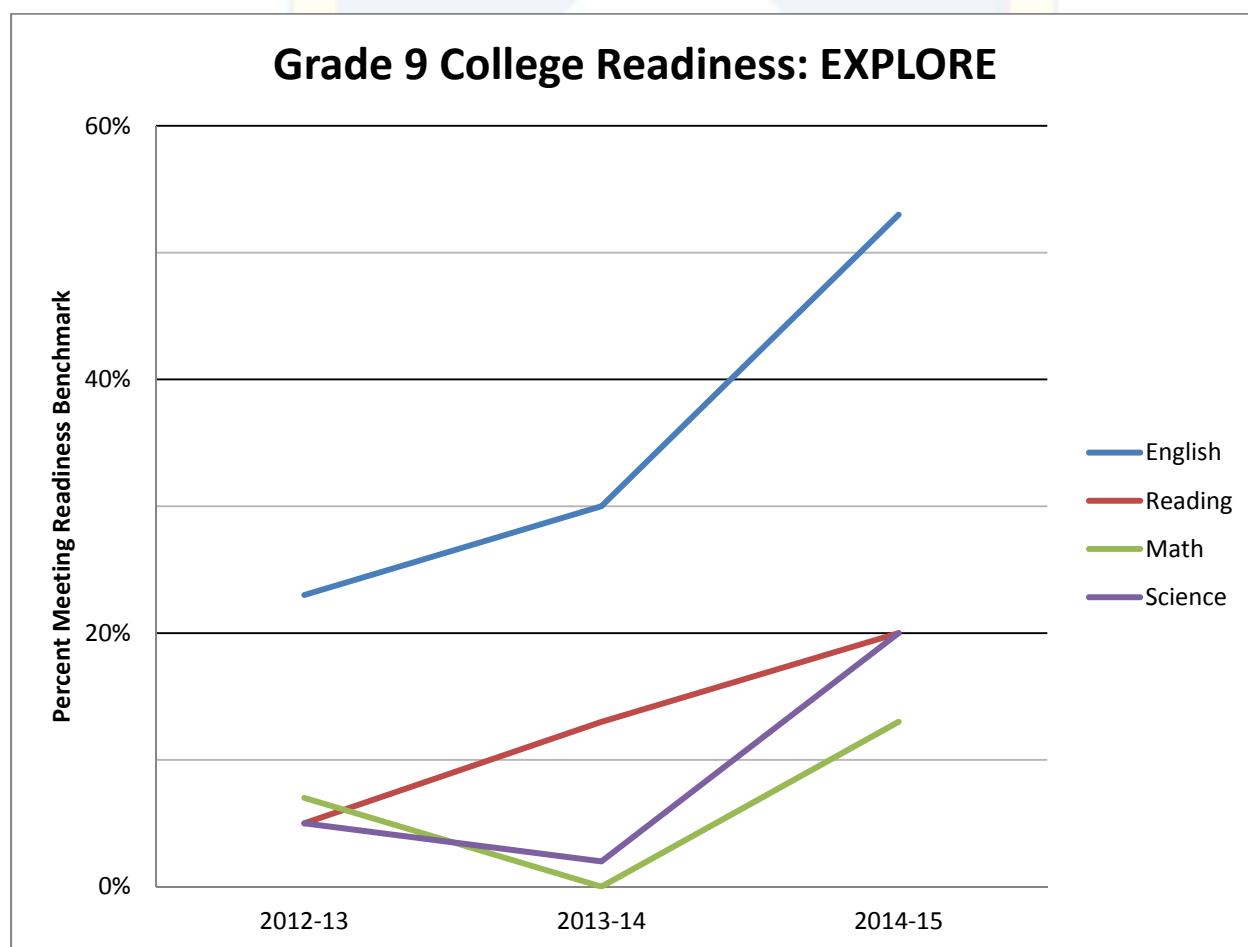
Performance Series: Science





EXPLORE: Grade 9

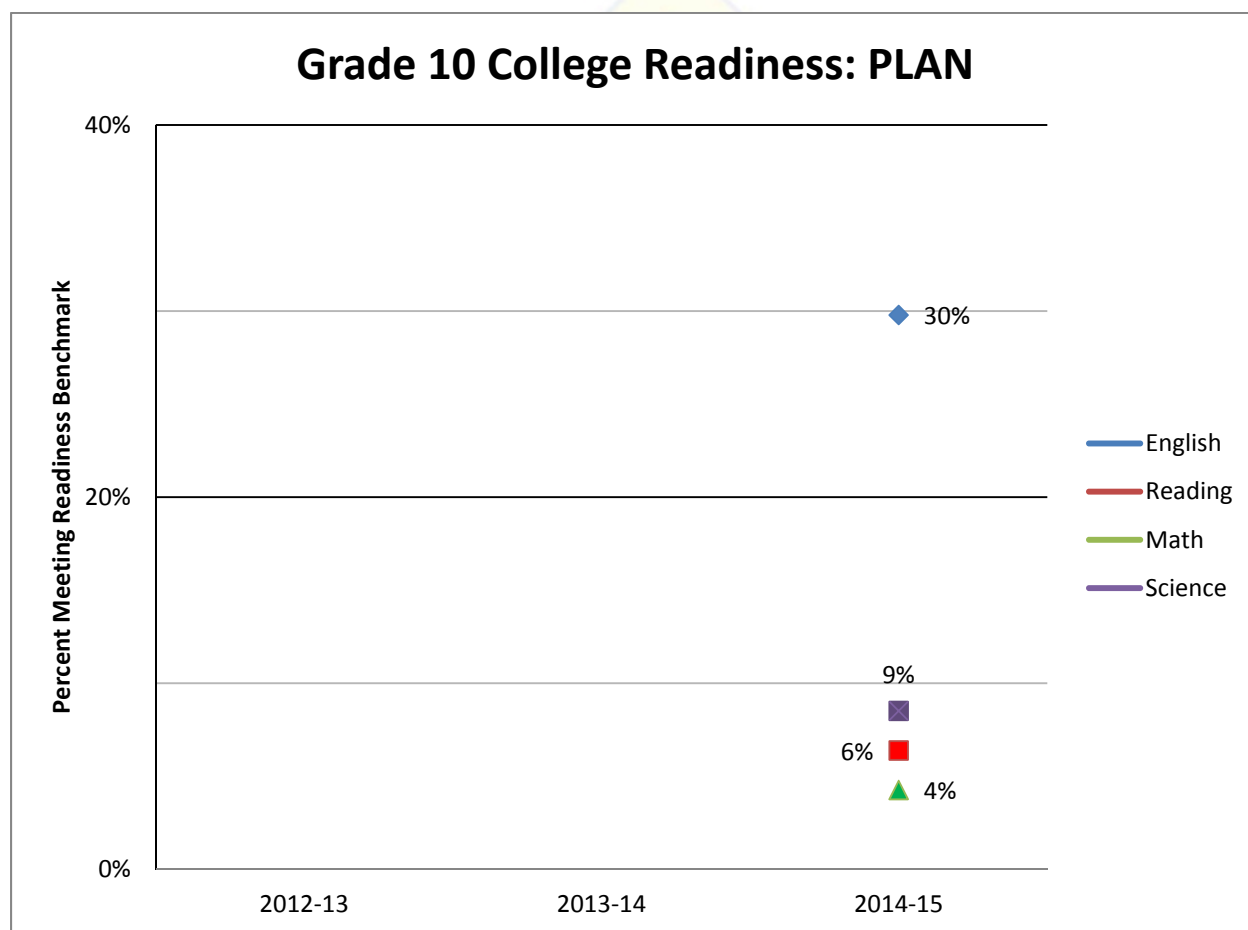
The following graph shows the percentage of 9th grade students considered to be on track for college readiness on the ACT exam over the most recent three-year period. The Academy has focused on increasing literacy and language proficiency, with the support of prescriptive support for students in the lower 30% percentile of ELA proficiency the trajectory identified in the data is in alignment with the school's goals for proficiency. In the 2015-2016 academic school year the Academy has transitioned to a new math curriculum to address the math gaps reflected in the data, math and science interventions are also provided to the lowest 30% percentile via paraprofessionals and interventionist and classroom differentiation.





PLAN: Grade 10

The following graph shows the percentage of 10th grade students considered to be on track for college readiness on the ACT exam for the first year of our school having a 10th grade class. The chart represents baseline data as it was the first year the Academy administered the exam. It is expected the 2015-2016 will provide trend data needed for identifying gaps, growths and areas of proficiency.

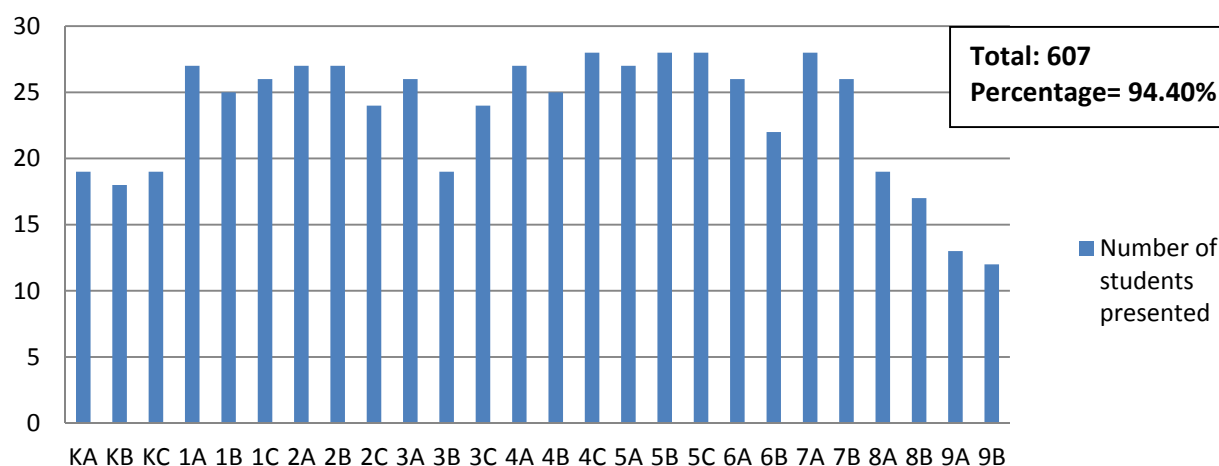




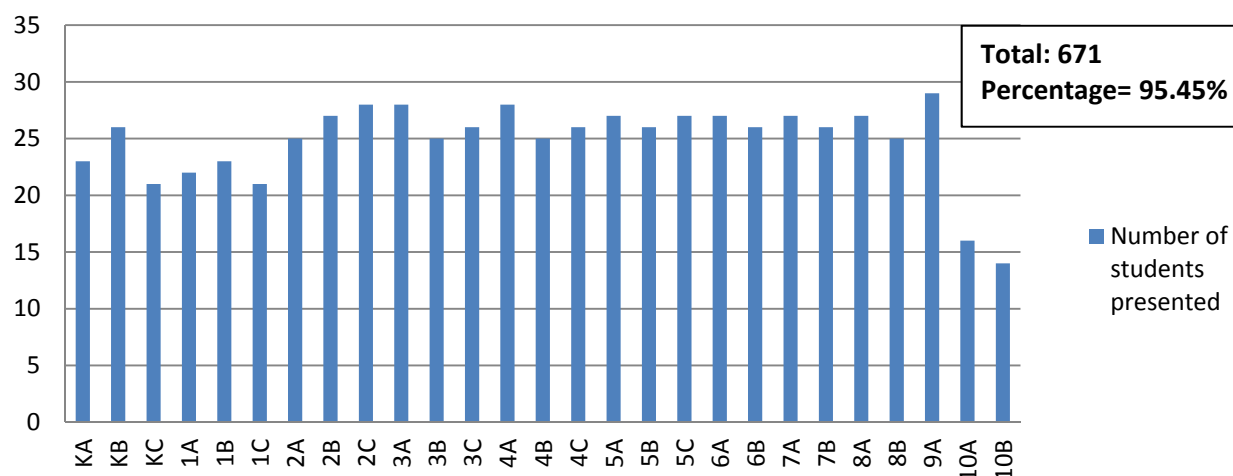
6. Identify the Number and Percentage of Students Represented by Parent at Parent-Teacher Conferences.

At Universal Learning Academy we request all parents to volunteer 20 hours annually. We continue to have 100% participation in parent-teacher conferences, 94% to 95% of the parents attend in person and 4% to 5% of parents participate via alternative means which brings the total parent participation in the conferences to 100%; they are able to participate virtually, electronically, Skype and or via telephone. Over the years the Academy has made amendments to its parental involvement policy effective 2009-10. Since the changes parental involvement has increased during parent teacher conferences as well as during other school activities National standards in our implementation plan.

Parent Teacher Conference Data 2013-2014



Parent Teacher Conference Data 2014-2015





7. For High Schools, Only Also Report:

a. The Number and Percentage of Postsecondary (Dual) Enrollments

Dual Enrollment not offered.

b. The Number of College Equivalent Courses Offered (AP/IB)

No college equivalent courses offered.

c. The Number and Percentage of Students Enrolled in College Equivalent Courses

N/A

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

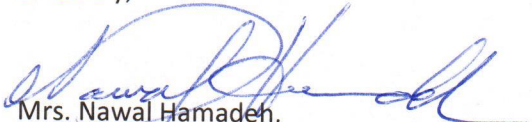
N/A

CONCLUSION & STAKEHOLDER APPRECIATION

We have undergone many challenges as a 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 Hamaden,
Superintendent and CEO