



School Annual Education Report (AER) Cover Letter

April 20, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 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 Mrs. Loyal Boussi (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 is located online at: https://www.mischooldata.org/AER2018/CombinedReport2.aspx?Common_Locations=1-S,11760,1614,119&Common_LocationIncludeComparison=False&Portal_InquiryDisplayType=None

For the 2016-17 school year, 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. *Our school has not been given one of these labels.*

Key Challenges and Initiatives

English Language Learners (ELL) continue to need additional interventions, especially those who have been identified as at-risk. Universal Learning Academy has implemented the Multi-Tier System of Supports (MTSS) process, and has incorporated a Title III after school program designed to further support ELLs in addition to two Title III Intervention teachers working with Limited English Proficient (LEP) students in grades K-12. Universal Learning Academy's at risk students are provided services through the MTSS process to ensure academic gaps are identified and an opportunity for success is established. Tier 1 interventions are designed to ensure 85% of the students receive high quality instruction. The Academy's Tier 2 services (15% of students) provide students with support from paraprofessional and content area interventionists via small group instruction. The Academy's Tier 3 Services (5% of students) provide students with one on one intensive interventions via paraprofessionals and interventionists which are supplemental. Students who qualify for 31a services 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 the use of summative assessment data. The Academy continues to utilize the Epstein model for Parent Involvement. School Improvement Teams (SITs) have updated the school's parent involvement plan, and parent compact in alignment with the MTSS process and 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 Learning 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 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 is operating in a single building that is located at 28015 Joy Road, Westland, Wayne County, Michigan Street that served students in grades Pre-k through 12 with approximately 582 students in 2017-18. All students are equitably assigned to their building and have equal access to the full facility, programs, resources, technology, highly qualified staff and curriculum. The Academy was founded in 2004 by Mrs. Nawal Hamadeh, President and Superintendent and is managed by Hamadeh Educational Services, Inc. The Academy prides itself on promoting diversity, culture of other's and culture of one's one. Teachers work on incorporating a global perspective into the classroom, in order to prepare students for real world careers and jobs in the 21st century. Since the inception, the Academy continues to make progress in achieving the mission and goals envisioned by the Founder. Through publication of this report, the aim is to share progress, along with plans for continued growth and improvement into the future, with all stakeholders.

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 Universal Learning 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

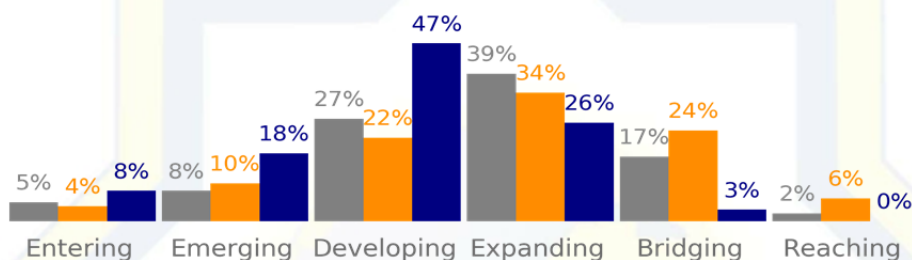
Data driven curriculum decisions are made as a part of the continuous improvement process updating curriculum materials to ensure alignment with the Michigan Core Curriculum Framework, the Grade Level Content Expectations, and Michigan Merit Curriculum in addition to thorough planning and completion of curriculum/unit maps per grade level across all subject areas taught. Such curriculum alignment activities are scheduled on a continuous basis, and formally on an annual basis. Instructional staff is provided with in-service time, in which substitutes are assigned to cover teachers in the classroom, and allow for vertical and horizontal planning. Additionally, teacher work days are scheduled on the school calendar to allow for such collaboration and curriculum alignment as well. Analysis of formative and summative assessments are desegregated and analyzed to impact current programs in place, and plan for improvement measures to address high priority items identified from such assessment results. Best research practices are reviewed and actions are put in place to allow for improved upon instruction and practices in the classrooms to address specific sub group needs at each grade level.



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

Data table below provide trend data related to overall WIDA proficiency levels. The data shows the last three years of WIDA testing. The following results are from the spring of 2014-2015, 2015-2016 and 2016-2017 WIDA Access for ELL (English Language Learner) students. *“Reaching” or “Bridging” are considered proficient per the charts below.*

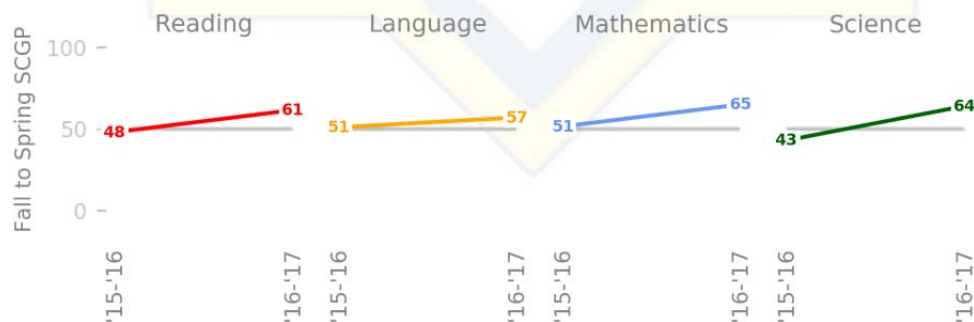
2015, 2016, and 2017
WIDA Composite Levels



NWEA Measures of Academic Progress: K-8

The student conditional growth percentiles, shown below, represent the quantity of growth made 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.

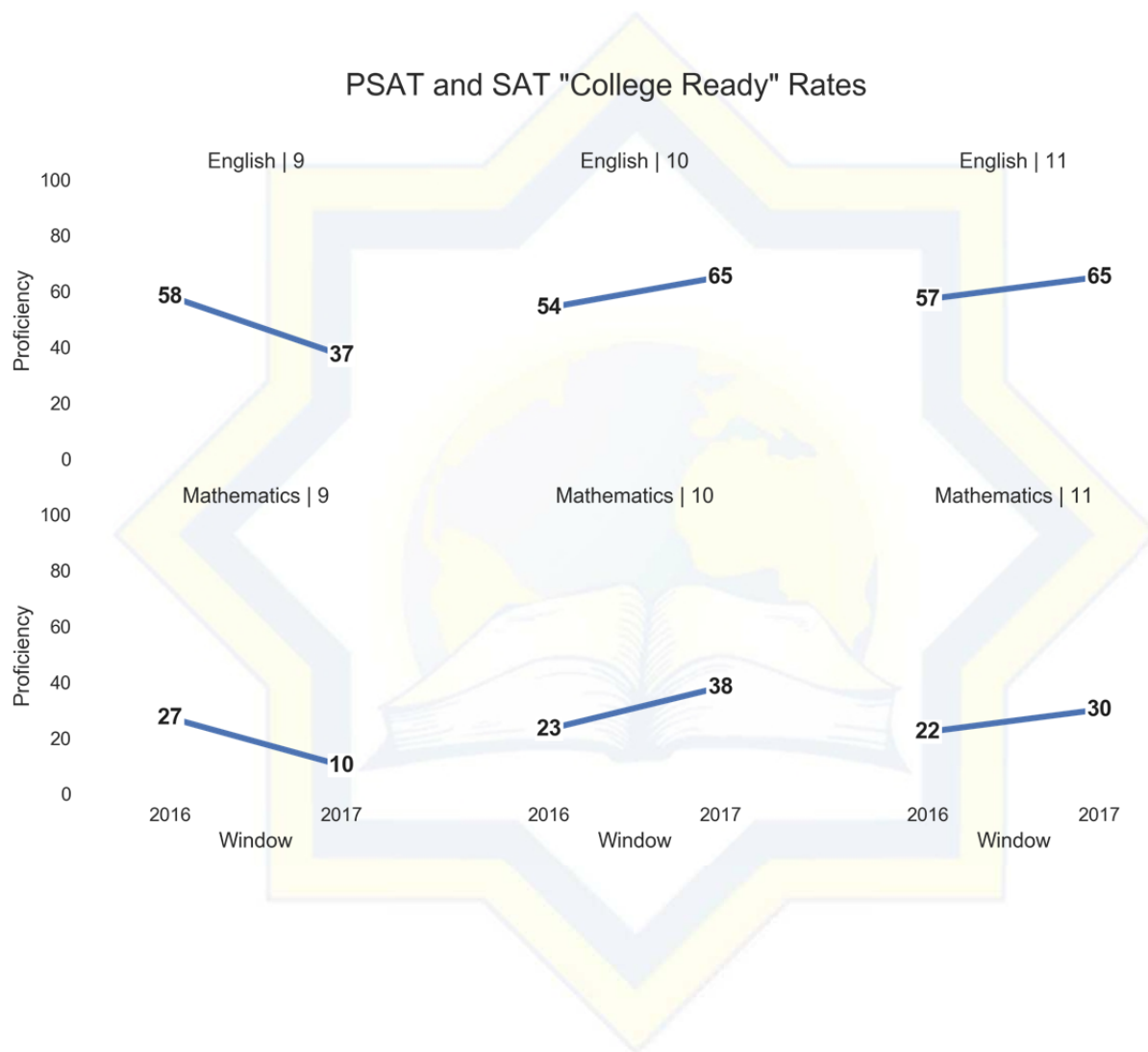
Fall to Spring SCGP Trends





PSAT Grades: 9th & 10th
SAT Grade: 11th

The following graph shows the percentage of 9th and 10th grade students considered to be on track for college readiness on the PSAT exam and the percentage of 11th grade students considered to be on track for college readiness on the SAT exam.



**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 (virtually, electronically, Skype and or via telephone) which brings the total parent participation in the conferences to 100%. 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.

Year	Student Count	Percentage
2014-15	713	100%
2015-16	672	100%
2016-17	686	100%

7. For High Schools, Only Also Report:**a. The Number and Percentage of Postsecondary (Dual) Enrollments**

Dual enrollment classes are offered to qualifying students in grades 10-12.

Year	Fall	Winter	Total Percentage
2014-15	N/A	N/A	N/A
2015-16	7	11	18/50=36%
2016-17	9	16	25/69=36%

b. The Number of College Equivalent Courses Offered

Year	No. of AP Course
2014-15	0
2015-16	0
2016-17	1



Universal Learning Academy

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

At Universal Learning Academy, AP courses are offered to qualifying students in grades 11 and 12.

Year	No. of Students in AP US History (offered to 11 th Grade)	Total Percentage of 11 th Grade Enrollment	No. of Students in AP Lang & Comp (offered to 12 th Grade)	Total Percentage of 12 th Grade Enrollment
2015-16	N/A	N/A	N/A	N/A
2016-17	10	47%	N/A	47%
2017-18	8	38%	9	45%

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

Students are scheduled to take the AP exam in May of 2018. The data is not available at this time.

CONCLUSION & STAKEHOLDER APPRECIATION

Universal Learning Academy has undergone many challenges as other charter schools have, yet the Academy continues to achieve its mission, goals and objectives. Further, the Academy continues to attract students and parents that are impressed with the progress and programs. Universal Learning Academy continues to remain financially sound during times of economic crisis, educationally oriented to success, and prepared to exceed expectations of all stakeholders and customers.

Universal Learning 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 realize 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 spirit. The ultimate goal for Universal Learning Academy is to become a Reward School and rank in the 90th percentile in the state of Michigan.

Sincerely,



Mrs. Nawal Hamadeh
Superintendent and CEO