

February 12, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-2022 education progress for the University Preparatory Academy Middle School. 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 School Director Melissa Lloyd at 313-831-0100 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2lq4JZw> or you may review a copy in the main office at the University Preparatory Academy Middle School office.

For the 2021-2022 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 a label as one of these schools.

Key Challenges

Our dedicated staff remains steadfast in our commitment to do whatever it takes to ensure all students succeed. Math and ELA M-STEP proficiency scores indicated a need for continuous support in these areas and additional support for our students with disabilities. We have revised key components of the Multi-Tiered System of Support (MTSS) plan which outlines our use of academic data to identify students who would most benefit from interventions within the core curriculum and additional learning opportunities to reflect intensified support and implemented measures to ensure strict adherence to the plan.

Tier 1 and Tier 2 student math and ELA needs are primarily met with the implementation of Eureka Math and EL Education's ELA core curricula and classroom interventions that include scaffolded learning, differentiated activities, small group instruction, and support from paraprofessionals. Teachers work closely with instructional coaches to analyze student performance data and employ adaptive teaching practices to address unfinished learning. Additional supports include a scheduled school-wide intervention hour focused on targeted math and ELA skills, supplemental reading and math courses taught by reading and math specialists, after-school tutoring, and IXL Learning Program, an online personalized learning program designed to bolster student success in math and ELA specifically. Tier 3 students participate in the aforementioned activities as well as Evidence-Based Literacy Intervention, IXL personalized learning, and school programming facilitated by certified special education teachers, or our Student Development Team (SDT).

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School administrators and various school level teams regularly meet to analyze and progress monitor data related to the academic performance of students in all learning tiers. Focusing inherently on the specific needs of our students ensures the entire University Preparatory Academy Middle School staff remains vigilant in our efforts to increase learning opportunities that are authentic, provide real-world context, and close existing gaps in achievement.

Process for Assigning Pupils to the School

As a charter school, we follow a structured process for enrolling students into our schools. Consistently since 2013, our policy for enrollment requires new students to be assigned to our school by the Assistant Director of Enrollment. The process allows for siblings of currently enrolled students and children of district employees to receive priority in the enrollment process, but only if those students apply during our open enrollment period. Otherwise, all students are admitted on a first-come, first-served basis.

Status of the 3-5 Year School Improvement Plan (SIP)

The University Preparatory Academy Middle School's School Improvement Plan was revised in 2020 - 2021 after careful analysis of demographic data, perception data, school process data and student achievement data. University Preparatory Middle School is in the third year of our 3 - 5 year plan, which is revised annually after careful consideration of available data. The School Improvement Team meets regularly to monitor, analyze, and develop aspects of school improvement that are directly related to the goal areas: Science, Social Studies, Mathematics, and English Language Arts. Our plan is aligned with the District Improvement Plan as members of our SIT team also work with the District Improvement Team. Frequent discussions and actions in senior leadership, instructional leadership, content area, grade-level, and MTSS teams ensure progress monitoring and effective implementation of the strategies that are crafted to support each goal.

Specialized Schools

The University Preparatory Academy District does not have specialized schools.

Core Curriculum Access

The core curriculum of our school is tightly aligned to Common Core State Standards. Teachers analyze grade-level standards to determine the level at which students need to demonstrate mastery of content and work individually and in teams to carefully plan units and daily lessons. School administrators and instructional coaches assist teacher teams in internalizing and adapting curriculum to meet the needs of all students. Consistent, collaborative analysis of student data informs next instructional steps and

enables close monitoring of the impact of our instructional program and practices on student achievement. Electronic copies of our curriculum are available by contacting the main office. Arrangements for printed copies can be made at the school's main office.

Aggregate Student Achievement Results for Local Competency Tests or Nationally Normed Achievement Tests

The state assessment students take is the M-STEP and the PSAT. The following table documents student progress over the last three years:

M-STEP Proficiency				
Content	Grade	2019-2020	2020-2021	2021-2022
ELA	6	N/A	10%	9%
	7	N/A	21%	15%
Math	6	N/A	0%	2%
	7	N/A	8%	7%

PSAT Proficiency				
Content	Grade	2019-2020	2020-2021	2021-2022
English	8	N/A	32.3%	43%
Math	8	N/A	4.8%	10%

Parent Involvement

Parent involvement is a key feature of all University Preparatory Schools. In addition to various volunteer opportunities and numerous engagement activities, all UPA parents are expected to participate in annual Learning Team Meetings (parent, teacher, and child) opportunities for their students(s) each year: the initial Learning Team Meeting, one Student-Led Conference, and Parent Teacher Conferences. The following table documents parent participation in one or more Learning Team Meetings for the past three years:

Year	Number of Students Represented	Percent of Parent Participation
2019-2020	406	81%
2020-2021	391	79%
2021-2022	359	83%

A hallmark of our school community is an unwavering pursuit of continuous improvement and academic excellence. The collaborative efforts of students, staff, parents, and educational partners demonstrate the strong teaching and learning ethic that embraces a robust and cognitively challenging academic experience. Our goals are ambitious and we boldly commit to growing together to reach them.

Sincerely,



Melissa Lloyd
School Director
University Preparatory Academy Middle School