

## School Annual Education Report (AER) Cover Letter

February 15, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for UPA Ellen Thompson. 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 Kyra White for assistance.

The AER is available for you to review electronically by visiting the following website <http://bit.ly/2In4Wgb> or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. 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 those labels.

The data in our Annual Education Report shows that we have challenges in the areas of Reading and Math for all grade levels. Our first initiative to provide students an equitable education with access to a highly rated and proven curriculum delivered by well-trained educators. We will use evidence-based data driven processes and protocols to analyze assessment data. We will continue to use data to drive our day-to-day instruction and implement interim assessments across grades levels. We have increased our professional development to build teacher capacity around identifying the skills that students need in order to successfully master common core standards.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- a. As a public school academy, we follow a structured process for enrolling students into our schools. Our policy for enrollment has remained consistent since 2013 that new students are 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.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

3. These are the updates of that plan:

4. In the areas of writing, math and reading, teachers are collaborating in structured and planned PLCs designed to deeply engross them in the data and plan scaffolded lessons for student mastery. Our staff systematically assessed student performance using grade level exit tickets, unit assessments, and benchmark assessments in reading and district interim assessments. Staff

independently and collaboratively interpreted data points and action planned for review of standards that have yet to be mastered as a grade level and individual classes to adjust teaching for improved results. In math and reading, supplementary instruction was provided to students who needed intervention during the school day and through an after-school tutoring program. Our instructional coach worked with teachers to implement both teacher-centered and student-centered approaches to improve instruction.

- a.
5. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL
  - a. Does not Apply
6. 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
  - a. The core curriculum of our school is fully aligned with the Michigan Department of Education’s Academic Standards. The curriculum is implemented from a standards-based perspective, meaning that teachers analyze grade-level standards to determine the level at which students need to demonstrate mastery of content. Teachers work individually and as collaborative teams to plan daily instruction and units. School administrators and instructional coaches also assist teams in unpacking curriculum, and they analyze student data to monitor the effectiveness of the instructional program.

Electronic copies of our curriculum are available by contacting the main office.

Arrangements for printed copies can be made at the office as well.

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

MSTEP Proficiency Results (%)				
Content	Grade	2019-2020	2020-2021	2021-2022
ELA	3 <sup>rd</sup>	N/A	<10	23
	4 <sup>th</sup>	N/A	<10	22
	5 <sup>th</sup>	N/A	<10	12
MATH	3 <sup>rd</sup>	N/A	<10	25
	4 <sup>th</sup>	N/A	<10	15
	5 <sup>th</sup>	N/A	<10	11

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

Year	Number of Students Represented	Percent of Students Represented
2019-2020	N/A	N/A
2020-2021	N/A	N/A
2021-2022	286	70%

I am pleased with the work that University Prep Academy Ellen Thompson is doing this year to increase academic achievement in our schools and I know that with our data plan that includes, identifying gaps, creating plans to address the gaps coupled with complete and aligned systems, we will see great growth.

Sincerely,

Kyra White