

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 UPAD Middle/High 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 the school directors, Mr. Anton Horton (Middle School) and/or Mrs. Jada Frank (High School) for assistance.

The AER is available for you to review electronically by visiting the following website <http://bit.ly/2lj2xTS> 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 we were identified as a CSI school.

Our school was identified as a comprehensive support and intervention school based upon the performance of the Special Education Subgroup. The Leadership Team of the school, along with the School Improvement Team and the Student Development Team, are developing and implementing interventions to provide stronger support for this group of students. One of the key challenges in this regard is retaining a highly qualified and consistent group of teachers to provide supplementary instruction to our students. We are working with experts from the Michigan Department of Education to address this issue, as it is a challenge for schools across the state of Michigan.

The key challenge for our school is the full implementation and sustainability of an intervention system that supports the acceleration of student achievement for all students. Over 50% of our middle and high school students perform below college readiness levels in English Language Arts and Mathematics on state and national tests. We are addressing this gap in achievement by focusing on the development of high quality teaching in those areas. Our literacy and math coaches continue to work with teachers to provide ongoing professional development in state standards and research-based best practices and to support teachers in the implementation of those strategies. In addition, we have implemented a data collection and analysis system to track student progress and plan for instructional interventions. This current year we have introduced a system of nationally normed interim tests to provide teachers quarterly information regarding student achievement that is at the same level of rigor as required state and national tests. We have held quarterly data analysis meetings of those interim assessments and teachers have worked with coaches to adjust instruction according to the data. Further, at the middle school level, we have added both math and literacy intervention instructional teachers to support our students within our Tier III level of intervention

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

The UPAD MS & HS School Improvement Plan is designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method and process for UPAD MS & HS to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable. UPAD MS & HS completed a comprehensive needs assessment and created a new School Improvement Plan during the 2014-15 school year. School year, 2019 -20, we were in the 5th year of that plan, and our School Improvement team worked to revise the plan to include goals, strategies, and action steps as aligned and informed by the most current interim and summative data, using a multi-tiered system of supports as the framework to create the plan.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- a. UPAD MS & HS is a college prep Visual Art and Design focused school. In addition to receiving instruction in all core academic areas, as required by the Michigan Department of Education, UPAD MS & HS students receive comprehensive instruction in Visual Art and Design. They are also systematically exposed to the concepts of Design Thinking and Deeper Learning through embedded learning experiences and design challenges. There are no special entrance requirements.

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

- 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.

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

UPAD MS students in grades six through eight take the Michigan Step for Education Progress (M-STEP) test, a 21st Century online test designed to gauge how well students are mastering state standards. These standards, developed for educators by educators, broadly outline what students should know and be able to do in order to be prepared to enter the workplace, career education training, and college. The M-Step has a modern test design, with fewer multiple choice questions and more problem solving and critical thinking. computer adaptive testing (CAT) for English language arts (ELA) and mathematics assessments, which provides a more individualized test experience for students and more precise measurements of student learning.

In 2021-2022 our students had an overall proficiency of 14.07% as measured by the State of Michigan Assessments (M-Step, SAT, Mi-Access).

M-STEP Proficiency Results					
Content	Grade	2018-2019	2019-2020	2020-2021	2021-2022
EBRW	6	14%	n/a	23.2%	14%
	7	18%	n/a	15.6%	21%
	8	28%	n/a	29.2%	28%
Math	6	8%	3%	<5%	<5%
	7	8%	6%	<10%	<10%
	8	5%	7%	6.9	6.8

UPAD-HS students in grades 9-11 took PSAT/SAT benchmark tests in the Spring of 2017, 2018, 2019, and 2021 to measure their achievement in Evidence-Based Reading and Writing (EBRW), Mathematics, Science and Social Studies. The charts below show the median national percentile scores for UPAD HS students on those two tests.

PSAT/SAT Proficiency Results				
Content		2019-2020	2020-2021	2021-2022
EBRW	9	n/a	n/a	n/a
	10	n/a	n/a	n/a
	11	n/a	36.8%	11.7%
Math	9	n/a	n/a	n/a
	10	n/a	n/a	n/a
	11	n/a	<10%	<10%

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

Year	Percent of Students Represented
2018-2019	61%
2019-2020	66%
2020-2021	N/A
2021-2022	60%

7. FOR HIGH SCHOOLS ONLY, ALSO REPORT ON THE FOLLOWINGS:

a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

In 2016-2017: 74% of the graduating class transitioned into postsecondary education.(Includes 2 year & 4-year institutions)

2017-2018: 70% of the graduating class transitioned into postsecondary education. (Includes 2 year & 4-year institutions)

2018-2019: 69% of the graduating class transitioned into postsecondary education(Includes 2 year & 4-year institutions)

2019-2020: 80 % of the graduating class transitioned into postsecondary education. (Includes 2 year & 4-year institutions)

2020-2021: 38% of the graduating class transitioned into postsecondary education (within 6 months)

2021-2022: 45% of the graduating class transitioned into postsecondary education (within 6 months)

2016-2017: 12 students participated in dual enrollment courses offered by the College for Creative Studies

2017-2018: 22 students participated in a dual enrollment course offer by the College for Creative Studies, the University of Detroit, or Wayne County Community College

2018-2019: 13 students participated in a dual enrollment course offer by the College for Creative Studies, the University of Detroit, or Wayne County Community College

2018-2019: 7 students participated in a dual enrollment course offered by the College for Creative Studies.

2020-2021: 12 students participated in dual enrollment offered by the College for Creative Studies.

2021-2022 : 39 students participated in dual enrollment offered by College for Creative Studies and Lawrence Tech University

b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

2016-2017: Two AP Courses: AP Literature and Composition and AP Government

2017-2018: One Course AP Literature and Composition

2018-2019: Two AP Courses: AP English Language and Composition and AP Studio Art

2019-2020: Two AP Courses: AP Language and Composition and AP Studio ART

2020-2021: Two AP Courses: AP Senior Art and AP Senior English

2021-2022: Two AP Courses: AP Studio Art and AP Language and Composition

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

2016-2017: 30 Students enrolled in AP courses 6.3% of HS students

2017-2018: 26 Students enrolled in AP courses 5.5% of HS students

2018-2019: 42 students enrolled in AP courses 8.4% of HS students

2019-2020: 41 students enrolled in AP courses 8.2% of HS students

2020-2021: We had 9 students enrolled in our AP Senior Art Class

2021-2022: 25 students enrolled in AP courses approximately 5% of HS students

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>

In 2016-2017 we had 0 (0.0%) of students who received a 3 or better on an AP exam.

In 2017-2018 we had 3 students (.06%) who received a 3 or better on the AP English Literature and Composition exam.

In 2018-2019 we had 17.6 % students (%) who received a 3 or better on the AP English Literature and COMposition exam

In 2019-2020 we had 3 students (17.6%) who received a 3 or better on the AP English Literature and Composition exam

In 2020-2021 we had 0 (0%) of students who received a 3 or better on AP English Language and Composition exam

In 2021-2022 we had 4 students (16%) of students who received a 3 or better on AP ENGLISH Language and Composition exam

In 2018-2019 AP we had 21 students (100%) who received a 3 or better on AP Studio Art.

In 2019-2020 AP we had 21 students (100%) who received a 3 or better on AP Studio Art.

In 2020-2021 we had 5 students receive a 3 or better on the AP Art Exam.

In 2021-2022: we had 3 students (50%) receive a 3 or better on the AP Art Exam.

The staff of University Prep Art and Design Middle & High School embraces continuous improvement and identifies goals to meet the achievement challenges of ALL students and sub-groups. UPAD MS & HS Staff members strive to create a school community of goal setting and team players who are kind to all. The expectation for students is to master district and state standards, develop social skills and demonstrate positive relationships. Student progress is monitored throughout ongoing formal and informal assessments of academic and social growth. The staff is committed to a comprehensive system of support with interventions to ensure social growth and academic success.

UPAD MS & HS students made some achievement gains in 2021-2022 in spite of the challenges and breaks in learning during the pandemic and the return back to in person learning. We still have significant work ahead to achieve our goals. We appreciate the hard work of students, staff, and families in achieving our current outcomes, as we continue on our path to becoming one of the highest performing school districts in Michigan. Families of UPAD MS & HS students and community members who have questions about the Annual Education Report should contact our office. We look forward to our continued partnership with families and the community to ensure academic success for all of our students. Thank you for your continued support.

Sincerely,

Anton Horton, MS School Director
Jada Frank,, HS School Director
University Prep Art and Design Middle & High School