

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 2022-23 educational progress for UPAD ES. 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 Cassandra Washington for assistance.

The AER is available for you to review electronically by visiting the following website <http://bit.ly/2IrcBdF> 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 was currently in year 3 of the Comprehensive Support and Improvement Review of our 2016-2017 and 2017-2018 student achievement data which shows challenges in the following areas: Math Achievement, English Language Arts achievement and progress of the lowest 30% of our students. ELA and Math were a challenge because in all three years there was a wide proficiency gap in both ELA and Math between UPAD (HFAES) students and MI students. As of 2023, I am proud to announce that we are no longer on the Partnership Agreement with the state.

We are pursuing the following strategies to strengthen performance in these areas:

1. To accelerate progress in Math, we will continue to implement the Engage NY math program. This program has been highly effective in other schools across the country. Our UPREP grade level coaches observe in every learning studio at least once every two weeks to support teachers in supplementary instruction to identify students, working to close learning gaps and accelerate the progress of our lowest 30% in Math. Six paraprofessionals, one math paraprofessionals and two certified math interventionists provide small group supplementary instruction to students who need re-teaching or additional practice of specific concepts that need to be strengthened. This takes place during our Intervention Time: Power Learning Time Block. Our students continue to receive extra support using the Moby Max program and Exact Path.

2. To accelerate progress in English Language Arts for all our students, our Instructional Coaches are providing professional development in Expeditionary Learning, observing learning studios and providing immediate and supportive feedback and resources. Over the summer, all instructional and administration staff received Project Based Learning professional development, new staff received Orton Gillingham

training to support the unfinished learning occurring in K-5 tier 1 instruction. We also implemented peer walkthroughs every month. Staff and coaches receive extra support from the Project Based Learning Coach and Expeditionary Learning Coach and the district's Literacy Coach. All students are engaged in small group lessons around skills. We are addressing the needs of our lowest 30% in English Language Arts by having certified Reading Interventionists to provide supplementary tier 3 instruction using the Orton Gillingham program. The Paraprofessionals also provide tier 2 small group supplementary instruction to students who need reteaching or practice on specific concepts that need to be strengthened. The Academic Achievement Specialists and Reading Coach provide feedback to our intervention team.

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

UPAD completed a comprehensive needs assessment and we reviewed data from M-STEP results, NWEA MAP results, demographics, perception data and attendance. We rewrote a new 3-5 year School Improvement Plan to center around MTSS. We used assessment data using microphases from Expeditionary Learning, M-STEP, end of the module math assessments, and NWEA assessments. As a staff, we worked to review the data, look for best practices, planned collaboratively and reviewed our MTSS system. This information helped to develop our multi-tiered system of support to support our unfinished learners. The plan now has a stronger focus on our highest needs in order to increase academic achievement.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- a. University Prep Art & Design is a college prep Art and Design focused school. We are located in the Boston Edison neighborhood in Detroit, Michigan. In addition to receiving comprehensive instruction in all core academic subjects, UPADES scholars engage in visual arts and design, music, and physical education. We have a strong culture and climate due to the practices of culturally relevant education, Responsive Classroom, Restorative Practices and opportunities for scholars to problem solve using the model centered around C.A.R.E.S. We have partnerships with Gleaners, Forgotten Harvest, Boys and Girls Club, Attendance Works, Central Detroit Christian, Detroit P.A.L., YMCA Boll, WC3 and Grand Valley State University. We offer after school enrichment programs such as drama, academic games, chess, tutoring Math Hoops. Sports include basketball, cheerleading, volleyball and soccer. As a school, we gather collaborative communities for restorative circles, school wide character traits, monthly morning crew meetings, floor wide level floor level birthdays, Black History exhibit and special celebrations. Our Assistant School Director of Culture hosts Parent University, where parents are there to learn about skills to help their child with reading or social emotional needs. Through our Parents as Partners, we engage our families in our monthly parent meetings and

events to discuss student achievement, goals, school initiatives, fundraisers and opportunities for our students to receive more support at home.

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.

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

University Prep Art & Design students in grades 3-5 take the M-STEP assessment. The assessment is designed to gauge how well students are mastering state standards.

The table below shows our students score:

M STEP Proficiency Results					
Content	Grade Levels	2018-19	2019-20	2020-21	2021-2022
Math	3rd	16.7%	NA	≤10%	8.8%
	4th	23.4%	NA	≤10%	≤5%
	5th	9.2%	NA	≤10%	5.8%
ELA	3rd	19.7%	NA	≤10%	16.2%
	4th	32.8%	NA	21.3%	19.4%
	5th	20.0%	NA	18.8%	23.2%

6. Parent participation is an integral part of what we do at UPAD Elementary. In addition to Parent groups and volunteer days, all parents are expected to participate in 2 parent teacher conferences. We highly recommend parents to bring their students to conferences.

Year	Session 1	Session 2
2018-2019	73%	75%
2019-2020	N/A	N/A
2020-2021	N/A	N/A
2021-2022	85%	80%

Congratulations to the staff, scholars and families of University Prep Art & Design Elementary School for all of your hard work thus far. While it's our goal to create the foundation for academic success, it is also our goal to instill hope and possibility for our children. It's important that we not only teach, but also inspire our scholars by empowering and engaging them through culturally relevant lessons. We are bringing the joy back into teaching and learning at UPADES. Our continued success wouldn't be possible without the dedication of our staff and academic needs of each and every child daily. Our staff embraces the whole child and we continue to encourage self-pride along with confidence. Studies show that when a child is given high expectations, and possesses positive self-confidence, our scholars can and will do their best, because we are a family that strives towards greatness, together. We look forward to the continued partnership to help our students reach their highest potential. We are working extremely hard to increase achievement for our students.

Sincerely,

Felicia Brimage