

## 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 UPSM 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 the school for assistance.

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

For the 2022-23 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 did not receive a designation for the 22-23 school year.

One challenge as represented in the data was 4th-5th grade math achievement. To address these concerns we implemented Eureka Math curriculum modules for grades K-5. We continue to observe teachers on an observation and feedback cycle with support from our full-time math instructional coach and our Math instructional aide. We also continue to provide rich math tasks, school wide weekly math problems and progress monitor quarterly MAP assessments for ELA and Math to better determine student performance..

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

UPSM ES completed a needs assessment and wrote a new 3-5 year School Improvement Plan. Students were assessed using Benchmark running records, end of the module math assessments, and NWEA Measures of Academic Progress (MAP). As a staff we worked to review the data, looked at best practices across the network, planned collaboratively, implemented the support of instructional coaches and

developed our multi-tiered system of support to provide additional support for struggling scholars both in school and after school. We use M-Step and MAP data to measure growth and progress in both math and ELA. K-2 scholars are given the EL Benchmark assessment and a MAP math assessment.

### 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

a. University Prep Science & Math Elementary school is located in the Lafayette Park area in Detroit, MI. We are a Science, Technology, Engineering, Arts, and Math (STEAM) focused school. We use the EL Education model, which includes strong school culture and academic rigor. We have partnerships with Mosaic Youth Theatre of Detroit, Gleaners, Ascension St. John Providence, Center for Success and numerous community groups. Our scholars engage in visual arts, music, both theory and applied, technology and physical education. We offer after school enrichment programs such as band, dance, technology, chess, math and Lego robotics. The sports we offer to our scholars include soccer, basketball, cheer are seasonal activities. Our scholars are also able to participate in after school tutoring, musicals, and band. Our teachers and staff work to build and cultivate positive relationships with our scholars throughout the school and within collaborative communities in the classrooms. As a school we gather weekly for our community circle based on a rotation (grades K-2 and grades 3-5). We hold a whole school assembly to celebrate scholar achievements, school-wide character traits, birthdays and victories. Through our parent university program, we engage our families in parent-led meetings to discuss scholar achievement, goals, school initiatives, fundraising and opportunities for our scholars. This year, 2022-23, launched our work on Project-based Learning. Providing our scholars with opportunities to plan and work through meaningful projects to help start a conversation and/or solve concerns in our community makes learning more authentic and personal. Our teachers use the PBL Gold Standard Design Elements during the project experience with our scholars:

- i. CHALLENGING PROBLEM OR QUESTION
- ii. SUSTAINED INQUIRY
- iii. AUTHENTICITY
- iv. STUDENT VOICE & CHOICE
- v. REFLECTION
- vi. CRITIQUE & REVISION
- vii. PUBLIC PRODUCT

### 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

MSTEP Proficiency Results					
Content	Grade	18-19	19-20	20-21	21-22
ELA	3	42.5	N/A	33.3	28.6
	4	36.5	N/A	22.4	33.8
	5	40.4	N/A	19.0	22.2
Math	3	50.5	N/A	16.9	24.1
	4	32.9	N/A	9.9	22.4
	5	14.8	N/A	<10	<10

6. Parent participation is an integral part of what we do at UPSM Elementary. In addition to volunteering, all parents are expected to participate in two scholar-led conferences with their scholar, and attend parent meetings. Parent participation at scholar led conferences are as follows:

Year	Number of Students	Percent of Students
18-19	470	93%
19-20	N/A	N/A
20-21	N/A	N/A
21-22	480	87.5%

Congratulations to the University Preparatory Science & Math Elementary School Crew for our conviction and dedication to push our scholars to grow and develop academically, socially, morally, and spiritually and behaviorally. As an accountable Crew of educators, we will continue to work to be culturally responsive and increase our scholar’s performance so they experience excellence. We are CREW, and spiritually never passengers...

Sincerely,

Walter Reese