

## School Annual Education Report (AER) Cover Letter

2/10/2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for University Preparatory Academy Elementary - Mark Murray. 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 Mayla Spruill for assistance.

The AER is available for you to review electronically by visiting the following website [https://www.mischooldata.org/annual-education-report-1?Common\\_Locations=1-S,11770,1616,119](https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,11770,1616,119), or you may review a copy in the main office at your child's school.

For the 2024-25 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 2023-24. 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, had a graduation rate at or below 67%, or failed to exit ATS status 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 these labels.

The data in our Annual Education Report highlights challenges in Reading and Math. Our top priority is to ensure that every student receives an equitable education by providing access to a high-quality, research-based curriculum delivered by highly trained educators. We are committed to using evidence-based, data-driven processes and protocols to analyze assessment results, allowing us to refine instructional strategies and better support student learning.

To strengthen our approach, we will continue to utilize data to guide daily instruction and implement interim assessments across all grade levels. Additionally, we have expanded professional development opportunities to enhance teacher capacity in identifying and addressing the specific skills students need to

successfully show proficiency in desired state standards. Through these targeted efforts, we aim to close achievement gaps and drive academic success for all students.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- As a public school academy, we follow a structured and transparent process for enrolling students in our schools to ensure fairness and consistency. Our policy is that new students are assigned to our schools by the Student Admissions team. The process prioritizes siblings of currently enrolled students, children of district employees, and students applying from non-U Prep partner schools. However, this priority is only available if those students apply during our open enrollment period, which concludes with the lottery held on the first Friday in May. After the open enrollment period, all students are admitted on a first-come, first-served basis, ensuring opportunities remain accessible for families throughout the year.

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

- In all core subject areas, teachers participated in structured and intentional Professional Learning Communities (PLCs). Each PLC was led by a designated grade-level lead teacher and supported by instructional coaches assigned to that grade. These PLCs focused on two key areas: guiding teachers through a structured data analysis process—examining exit tickets, mid- and end-of-module assessments, NWEA scores, and Reading Benchmarks—and developing scaffolded lesson plans to help students master grade-level standards.

Additionally, the school engaged in collaborative data analysis throughout the year to assess school-wide performance trends. To further support student learning in math and reading, supplementary instruction was provided during the school day, for students in need of additional academic support.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- Does not apply

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. The student-centered teaching method of project-based learning is also utilized in the teaching of academic standards, to support the learning of concepts through real-world problem solving. 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.

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

<b>MSTEP Proficiency Results (%)</b>			
<b>Content</b>	<b>Grade</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>ELA</b>	<b>3rd</b>	33.8	26.3
	<b>4th</b>	32.9	22.2
	<b>5th</b>	16.5	22
<b>Math</b>	<b>3rd</b>	31.1	23.8
	<b>4th</b>	14.9	22.8
	<b>5th</b>	7.6	7.3

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

<b>Students Represented by Parents at Parent-Teacher Conferences</b>		
	<b>2022-2023</b>	<b>2023-2024</b>

<b>Number of Students Represented</b>	390	373
<b>Percent of Students Presented</b>	83%	81%

University Preparatory Academy-Mark Murray is dedicated to excellence and fostering strong leadership among our students. Our staff remains committed to working collaboratively with families and the community to ensure that all scholars receive a high-quality education. We take great pride in this year's achievements and look forward to even greater success in the coming school years.

Sincerely,

Mayla Spruill  
Principal