

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 - 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 https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,11768,1616,119, 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 across all grade levels. To address these, our primary initiative is to ensure that every student receives an equitable education through access to a high-quality, research-backed curriculum delivered by highly trained educators. We are committed to using evidence-based, data-driven processes to analyze assessment results, allowing us to refine instruction and implement interim assessments across all grade levels. Additionally, we have expanded professional development opportunities to strengthen teacher capacity in identifying and addressing the key skills students need to exhibit academic success.

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

- The School's Improvement Plan was updated following an in-depth analysis of demographic trends, stakeholder perceptions, school processes, and student achievement data. We conduct annual reviews to ensure our school improvement plan remains responsive to evolving data and student needs. Our School Improvement Team meets regularly to evaluate progress, refine strategies, and support key academic areas, including Science, Social Studies, Mathematics, and English Language Arts. This plan is intentionally aligned with the District Improvement Plan, with team members actively collaborating with the District Improvement Team to maintain consistency and effectiveness. To support continuous improvement, our senior leadership, instructional leadership, content area teams, grade-level teams, and MTSS teams engage in ongoing discussions and targeted interventions. These collective efforts ensure strong progress monitoring and the successful implementation of strategies designed to enhance student achievement.

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

MSTEP Proficiency Results (%)			
Content	Grade	2022-2023	2023-2024
ELA	3rd	8.8	8.7
	4th	25	12.5
	5th	21.7	19.5
Math	3rd	10.3	7.2
	4th	25	11.3
	5th	7.2	15.9

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

Students Represented by Parents at Parent-Teacher Conferences		
	2022-2023	2023-2024
Number of Students Represented	286	310
Percent of Students Presented	70%	73%

I am proud of the ongoing efforts at University Prep Academy Ellen Thompson to enhance academic achievement. Through our comprehensive data-driven approach - identifying gaps, developing targeted strategies, and implementing fully aligned systems to support student growth - we are confident that we will continue to see growth in student learning and success.

Sincerely,

Kyra White
Principal