

**Agendum  
Oakland University  
Board of Trustees Formal Session  
April 1, 2015**

**RENEWAL OF CHARTER FOR UNIVERSAL ACADEMY**

**A Recommendation**

1. **Division and Department:** Academic Affairs - Public School Academies and Urban Partnerships, School of Education and Human Services.
2. **Introduction:** The Oakland University ("University") Board of Trustees ("Board") authorized the charter of the following public school academy, Universal Academy ("Academy") in 2005.

Pursuant to that Board action, an academy must come before the Board every ten years for renewal of its charter contract (Agreement) to continue as a public school academy. The Academy will reach that threshold time allotment, if the requested renewal period is approved. The current Agreement is scheduled to expire on August 14, 2015.

During the term of its Agreement, the Academy has demonstrated academic and management proficiency and has experienced growth in student enrollment. Upon request by the University's Office of Public School Academies ("PSA Office"), the Academy submitted an application to renew its charter. The PSA Office reviewed the application, and found it to be consistent with the Michigan Department of Education ("MDE") requirements and the University's educational mission. The PSA Office is recommending and seeks the Board's approval to renew its charter, and allow the Academy charter be renewable for up to 10 years coterminous with the Academy's academic school year, or through June 30, 2025. While the requested term of charter authorization is 10 years, the PSA Office intends to issue charter agreements in shorter term increments, the first being a five year term due to the school's steady performance.

Public school academies in Michigan were created by statute in 1994. Since that time, the MDE has standardized the requirements for Agreements that incorporate the standardized MDE requirements. The Agreement for the Academy will be reviewed and approved by the Office of the Vice President for Legal Affairs and General Counsel prior to execution, and will be in compliance with the law and University policies and regulations and conform to the legal standards and policies of the Vice President for Legal Affairs and General Counsel. The University will be able to terminate those Agreements upon an Academy breach, or the Academy's failure to fulfill any of the statutory requirements applicable to public school academies, without any University liability to the Academy, to any pupil, parent, guardian or any other person.

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**3. Previous Board Action:** On October 5, 1995, the Board approved Oakland University's Policy on Public School Academies and Criteria for the Evaluation of Applications. On May 2, 2007, the Board approved the amendment of the Criteria for the Evaluation of Applications. On August 6, 2012, the Board approved a second amendment of the Criteria for the Evaluation of Applications. Previous Board Action for the Academy is as follows:

The Board passed a resolution approving the application of Universal Academy on August 3, 2005. The University and the Academy entered into an Agreement effective August 15, 2005 and continuing through August 14, 2010, which was amended on August 15, 2010 (Extend Term of Agreement), and October 10, 2014 (Relocation).

**4. Budget Implications:** Oakland University receives three percent (3%) of the state school funding received by the Academy as an administrative fee for oversight.

**5. Educational Implications:** The philosophy of the Academy is aligned with that of Oakland University's School of Education and Human Services ("School") and will be able to strengthen the mission of the School. Furthermore, the Academy will educate a well rounded and high achieving student body which in turn may become future Oakland University students.

**6. Personnel Implications:** There are no personnel implications associated with this resolution.

**7. University Reviews/Approvals:** The Academy's request for renewal of its Agreement was reviewed and recommended by the Public School Academy Office. The recommendation was approved by the Dean of the School of Education and Human Services and the Senior Vice President for Academic Affairs and Provost.

**8. Recommendation:**

WHEREAS, the Michigan Revised School Code of 1976, as amended permits the Board to authorize public school academies meeting the requirements of the Board and the requirements of applicable law; and

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WHEREAS, on October 5, 1995, the Board approved the Oakland University Policy on Public School Academies and Criteria for the Evaluation of Applications; and

WHEREAS, on August 3, 2005, the Board approved the application of the Academy; and

WHEREAS, on May 2, 2007, the Board approved an amendment of the Criteria for the Evaluation of Applications; and

WHEREAS, on August 6, 2012, the Board approved an amendment of the Criteria for the Evaluation of Applications; and

WHEREAS, the University has received the Academy's application requesting that the Board renew its Agreement and continue to authorize the Academy to continue as a public school academy; and

WHEREAS, the University has determined it is in the best interest of the University and the State of Michigan to continue to authorize the Academy as a public school academy; now, therefore, be it further

RESOLVED, that the application submitted by Universal Academy meets the requirements of the Board and of applicable law; and, be it further

RESOLVED, that the Board approves the application of Universal Academy; and, be it further

RESOLVED, that the University administration shall negotiate and finalize an Agreement with Universal Academy in a form that incorporates the standardized requirements of the Michigan Department of Education and with such provisions as shall be required or authorized by the Revised School Code of 1976 as amended; and, be it further

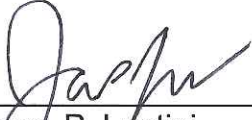
RESOLVED, that the term of the Agreement with Universal Academy shall expire no later than June 30, 2025; and, be it further

RESOLVED, that the Agreement shall be reviewed and approved by the Office of the Vice President for Legal Affairs and General Counsel prior to execution, and shall be in compliance with the law and University policies and regulations and shall conform to the legal standards and policies of the Vice President for Legal Affairs and General Counsel.

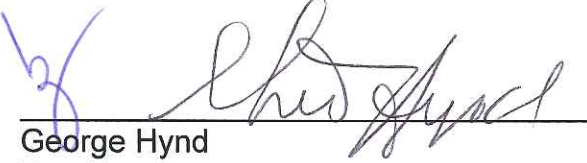
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9. Attachments: A. Universal Academy information.

Submitted to the President  
on 3/27, 2015 by

  
\_\_\_\_\_  
James P. Lentini  
Senior Vice President for  
Academic Affairs and Provost

Recommended on 3/27, 2015  
to the Board for Approval by

  
\_\_\_\_\_  
George Hynd  
President

**UNIVERSAL ACADEMY**

4833 Ogden Street, Detroit, MI 48210

(313) 581-5006

www.universalpsa.org

- **Grades:** PK-12
- **Year Opened:** 2005 *(with OU)*
- **Enrollment:** 651
- **School Leader:** Nawal Hamadeh, Supt/CEO. Uzma Anjum, Principal
- **Current Contract:** 2010-2015
- **ESP:** Hamadeh Educational Services, Inc.
- **Host District:** Detroit Public Schools

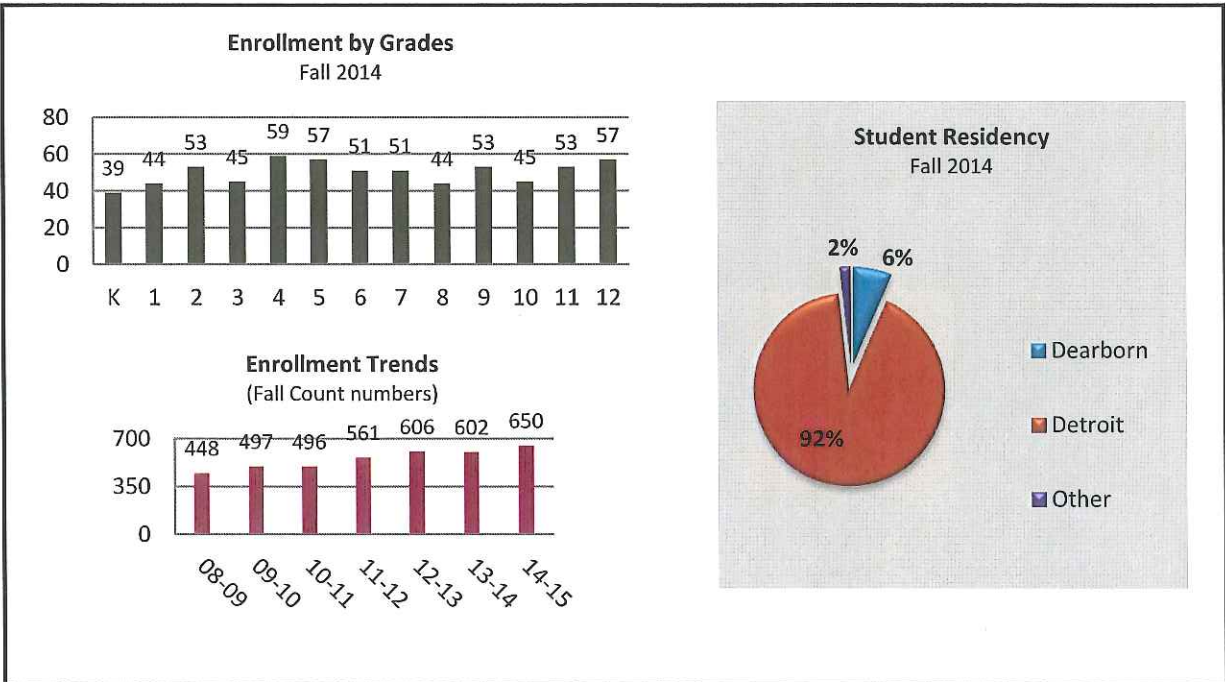
**HIGHLIGHTS**

- 100% of seniors graduate and are accepted to college
- Scholarship awards for seniors topped \$1.7 million dollars in 2013 and \$2 million dollars in 2014
- New school building built and in operation as of Fall 2014
- Enrollment increase of 30% from 500 students in Fall 2010 to over 650 in Fall 2014
- Earned a National Title 1 Distinguished School Award for exceptional student performance in 2011 – the only school in Michigan to receive this award
- Ranked third among Michigan high schools by the Mackinac Center for Public Policy in its performance ranking based on data from 2008-2011
- Recognized by Bridge Magazine as an “Academic State Champ”, ranked in the top ten charter schools in the state based on 2013 performance – second year in a row received this ranking
- Dual enrollment – 46% of juniors and 50% of seniors were dual enrolled at Henry Ford Community College in 2013-14
- Opened Great Start Readiness Program (GSRP) preschool in Fall 2014
- Diverse student population with children from over two dozen countries, speaking up to eight different native languages

UNIVERSAL ACADEMY

Student Demographics<sup>1</sup>

School Year	2011-12		2012-13		2013-14	
	Total Enrollment: 560	Percent	Total Enrollment: 595	Percent	Total Enrollment: 602	Percent
<b>Race/Ethnicity</b>						
American Indian or Alaska Native	--	--	--	--	--	--
Black or African American	23	4.11	19	3.19	18	2.99
Hispanic	32	5.71	37	6.22	21	3.49
Asian, Native Hawaiian, or Pacific Islander	--	--	--	--	--	--
White	504	90	548	92.1	562	93.36
Multiracial	1	.18	2	.34	1	.17
<b>Special Populations</b>						
Students with Disabilities	14	2.5	13	2.18	9	4.6
* State Average	--	13.6	--	13.2	--	13.2
English Language Learners	345	61.61	322	54.12	323	53.65
* State Average	--	3.9	--	4.4	--	4.4
<b>Free/Reduced Lunch</b>						
Eligible for Free or Reduced-Priced Lunch	560	100	550	92.44	602	100
* State Average	--	49	--	48	--	48



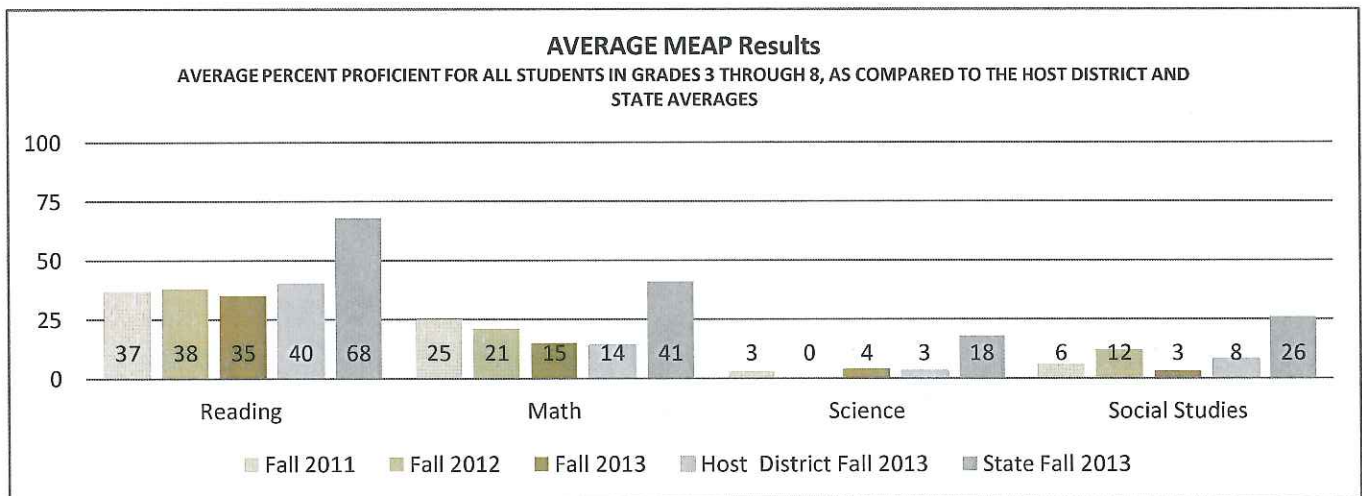
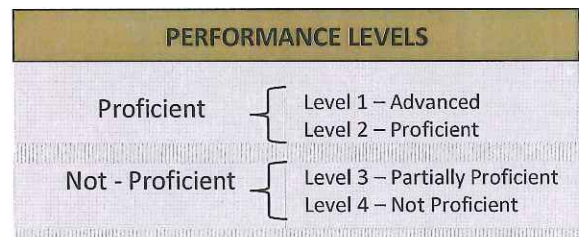
<sup>1</sup> Source: 2010-2013 Center for Educational Performance and Information – State of Michigan

## Measuring Student Achievement and Growth

### MEAP Test Results

Percent Proficient in MEAP for Grades 3 through 8 <sup>1</sup>						
Subject	Grade	Fall 2011	Fall 2012	UA Fall 2013	Detroit City 2013	State 2013
Reading	3	16	30	25	35	61
	4	41	30	36	43	70
	5	57	28	39	44	72
	6	31	57	32	45	72
	7	42	30	31	29	60
	8	32	53	49	47	73
Math	3	10	18	19	15	40
	4	15	17	19	17	45
	5	43	17	11	15	45
	6	29	30	25	15	42
	7	33	36	31	12	39
	8	21	<10	17	12	35
Science	5	<10	<10	<10	<10	17
	8	<10	<10	<10	<10	20
Social Studies	6	11	14	<10	<10	27
	9	<10	12	<10	<10	26

The purpose of the Michigan Educational Assessment Program (MEAP) is to provide a standardized way to measure all Michigan students in the same subject, at the same time. The testing program was created to evaluate what Michigan educators believe students should know and be able to do in the core academic areas of: math, reading, writing, science and social studies. The MEAP tests reveal how Michigan's students and individual schools are doing based on a set of standards established by the Michigan Department of Education. Currently, the MEAP is the only common assessment given to Michigan public school students and serves as a measure for school accountability under the No Child Left Behind (NCLB) and the State Accountability accreditation system. The 2013-14 school year was the last year the test was administered in the fall, and based on the previous year's grade level content expectations. Starting with the 2014-15 school year, a redesigned State assessment will be administered in the Spring, and will be based on the common core state standards for each grade level.



<sup>1</sup>The Family Rights and Privacy Act (FERPA) – is a Federal law that prohibits student identifiable data from being publicly disseminated. Since a group of 10 or less students is considered to contain student identifiable data; <10=4.5 for purpose of averaging.

## Measuring Student Achievement and Growth

### MEAP Test Results

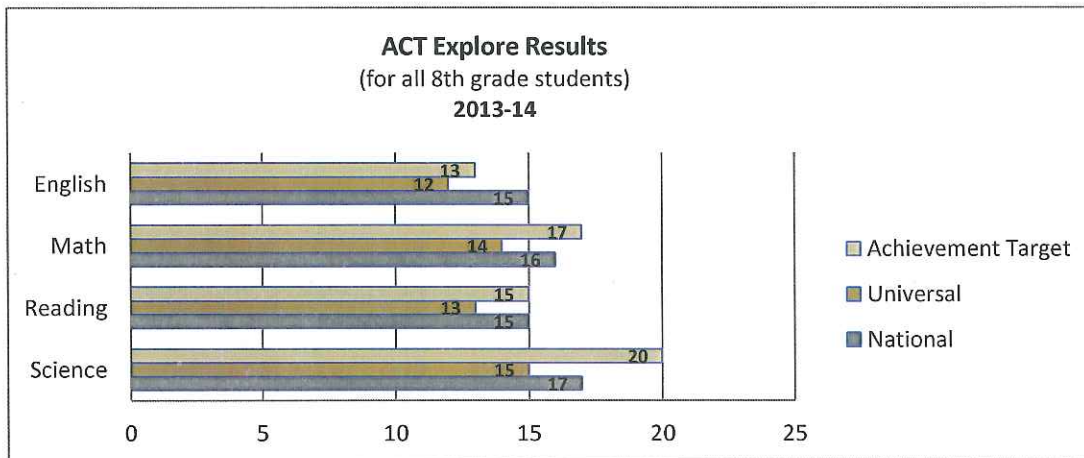
The charts below show the MEAP results listed by main sub-groups<sup>12</sup>.

READING			
Academy Percent Proficient			
	2011-2012	2012-2013	2013-2014
All Students	37	38	35
Ethnic/Racial Minorities	36	37	35
Students with Disabilities	<10	<10	<10
Limited English Proficient	27	28	9
Economically Disadvantaged	37	37	35
Male	36	30	29
Female	38	46	41

MATH			
Academy Percent Proficient			
	2011-2012	2012-2013	2013-2014
All Students	25	21	20
Ethnic/Racial Minorities	26	22	19
Students with Disabilities	<10	<10	<10
Limited English Proficient	22	14	8
Economically Disadvantaged	25	22	20
Male	21	12	15
Female	30	30	26

### ACT Explore Test Results

The **ACT Explore** assessment is the first in a three part series of ACT tests administered in grades 8-11 that provide information regarding students' progress toward college readiness. The Achievement Target is the benchmark for students who are enrolled three or more years at the Academy, and is thus only included for reference, not comparison. The national results are an average of all students in the country who took the test. Beginning in 2014-15, the Explore and Plan tests are no longer available and have been phased out and replaced with a new testing system (Aspire).



<sup>1</sup>Some percentages may not add to 100% due to rounding. <sup>2</sup>The Family Rights and Privacy Act (FERPA) – is a Federal law that prohibits student identifiable data from being publicly disseminated. Since a group of 10 or less students is considered to contain student identifiable data; <10=4.5 for purpose of averaging.



## Measuring Student Achievement and Growth

### Michigan Merit Examination, ACT® and WorkKeys® High School Assessments

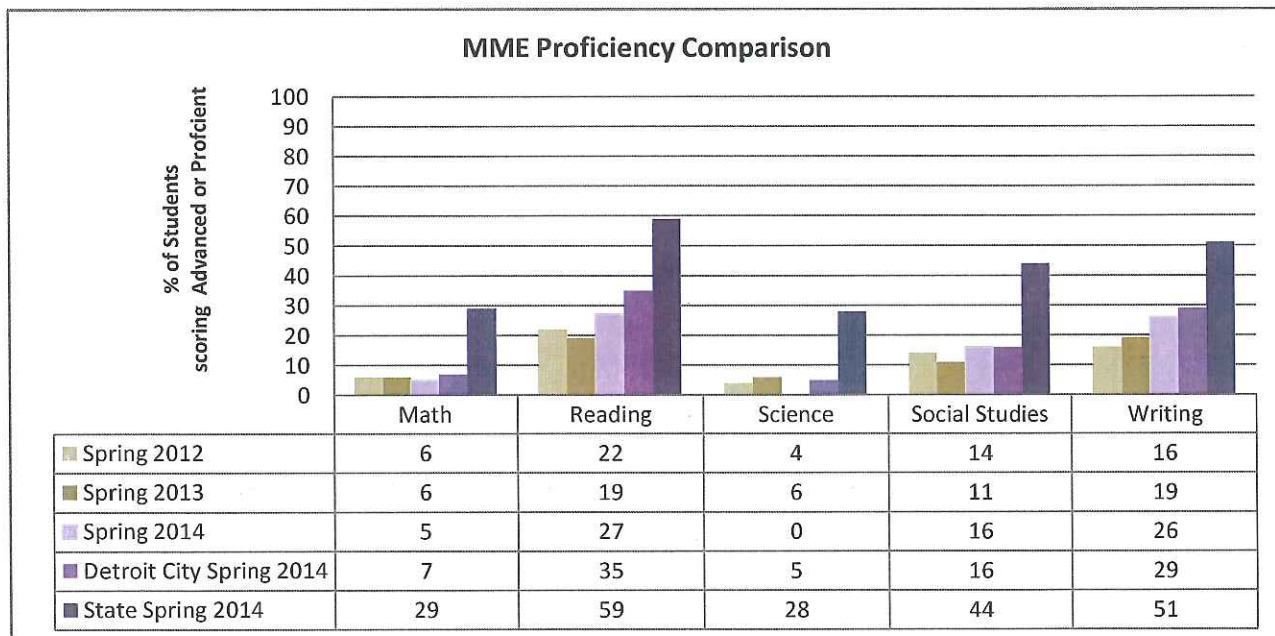
The Michigan Merit Exam (MME) was created to evaluate what Michigan educators believe all high school students should know in the core academic areas of: reading, writing, mathematics, science and social studies. Administered in the spring of the students' 11<sup>th</sup> grade year, the MME measures how Michigan students are performing on standards established by the Michigan State School Board of Education. The MME is the only common academic measure given to all Michigan High School students and it serves as a measure of accountability under No Child Left Behind and Education YES! for all Michigan public schools.

The MME combines three components into the one assessment. One component of the MME is the ACT® which is a nationally administered college exam. Through the administration of the MME, the ACT is offered free to all students, and students can use their ACT score when applying to college. The second component is the WorkKeys® assessment. This assessment connects work skills, training and testing to improve a student's education and job opportunities. The third component is the Michigan Assessment, which measures what parents, educators and employers believe is important in core subject areas not already covered in the ACT and WorkKeys.

A student's MME score is based upon his or her performance on the three components. Scores range on a scale from 950-1250. In all subjects, the score for a student to be considered proficient is 1100. Performance levels correspond to scaled scores and are defined as a range of the student's achievement level.

Those levels are defined as follows:

- LEVEL 1 - ADVANCED
- LEVEL 2 - PROFICIENT
- LEVEL 3 - PARTIALLY PROFICIENT
- LEVEL 4 - NOT PROFICIENT



## Measuring Student Achievement and Growth

### Performance Series Test Results

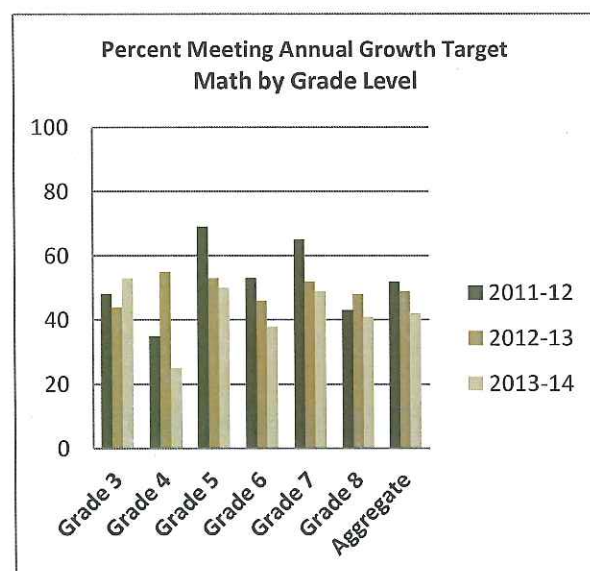
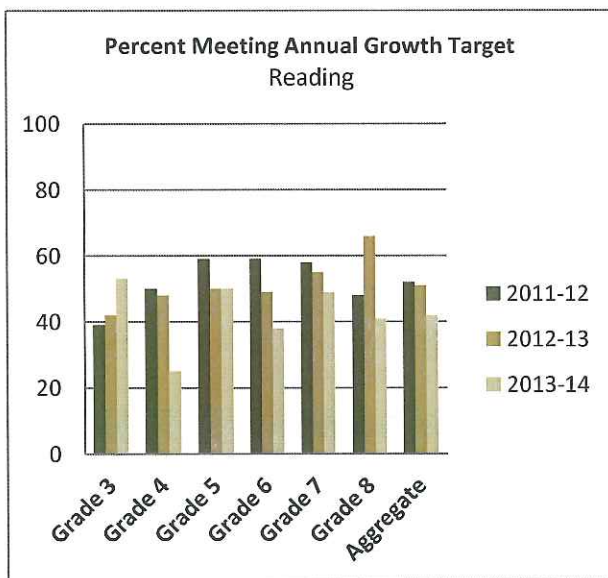
The educational goal as stated in the charter contract for each Academy is to prepare students academically for success in college, work, and life. The Performance Series Test (PST) is an on-line computer adaptive testing system given at least twice annually to all Oakland University public school academy students in grades 3-8. The PST test is the metric used to measure student achievement and growth. Grade level achievement targets have been established for reading and math.

The PSA Office uses PST test results, along with other assessments such as the MEAP, to determine if an Academy is demonstrating measurable progress toward the achievement of the above educational goal. Analysis of PST test results show achievement from fall to spring in any given year, along with providing longitudinal data on how students perform over time. Because the PST is used in schools throughout the country, comparisons can be made to similar students nationally as well as locally.

### Annual Growth Targets

One measure used by the PSA Office to determine individual student progress is the percent of students in each grade level that meet or exceed the annual growth target. The individual growth targets are set by comparing a student's Scaled Score to the *observed average growth* achieved nationally by students who performed similarly within the same grade level and during the same test period. Nationally, a minimum of 50% of students in each grade level will meet their growth targets by the end of the school year. This does not mean that a student improved beyond other similarly performing students; both high and low students could either meet or miss their targets. But it does provide a minimum performance benchmark when looked at for grade level performance.

*The charts below show grade level and aggregate percentages of Universal students meeting growth targets from 2011-12 through 2013-14.*

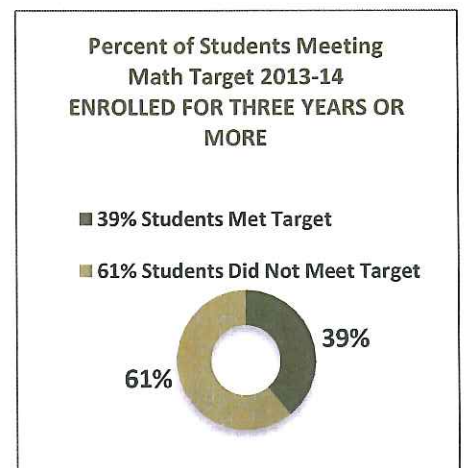
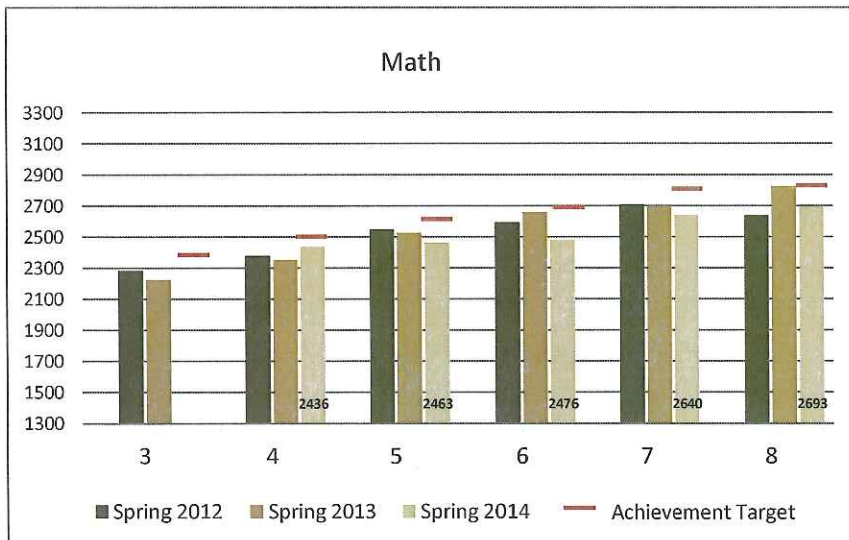
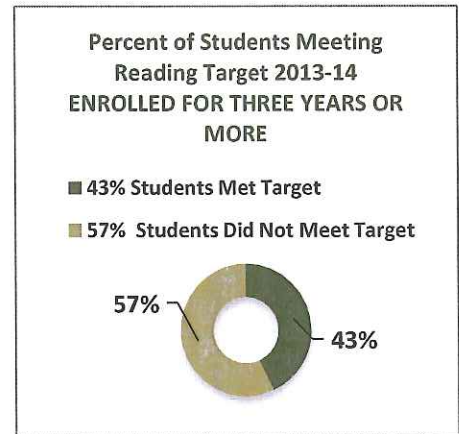
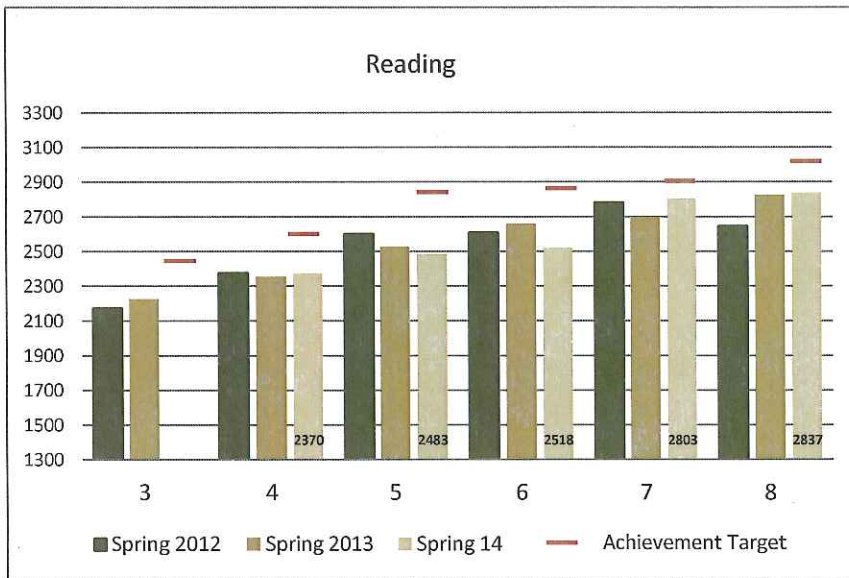


# Measuring Student Achievement and Growth

## Performance Series Test Results

### Scaled Scores – Three Years or more Enrollment

Test results shown below are for students who have been enrolled in the Academy for three years or more, compared to the grade level achievement targets.



# Measuring Student Achievement and Growth

## Performance Series Test Results

### Median Scaled Scores

Median, or the middle, scaled scores capture another performance data point. It can be a better representation of the gains and/or declines by a group because it is absent the influence of extreme high and low scores.

The charts below show spring reading and math gains using median scaled scores for all students and for those enrolled three years or more.

