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Mr. Oronde Kearney, Chief Academic Officer
Mr. Marlon Glenn, Principal · Mrs. Nekishia Woods-Green, K-8 Vice Principal

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Academy of Warren. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Mr. Oronde Kearney for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4sse9HM>, or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

Low proficiency scores have continued to be a challenge for the district for the past two years. The results from the NWEA examination indicate that students have shown significant improvement. In reading, the percentage of students who met Fall to Spring projected growth increased from 34.2% in 2022 to 44.1% in 2025. In math,

there was an increase in the projected growth percentage from 35.0% in 2022 to 40.02% in 2025.

The academy has seen gains in both ELA and Mathematics proficiency as measured by the Michigan Student Test of Educational Progress (M-Step). M-Step ELA proficiency increased from 5.73% in 2022 to 15.63% in 2025. Additionally, M-Step Mathematics proficiency increased from 1.69% in 2022 to 5.61% in 2025.

While there has been an increase in the scores, the proficiency level is not at the targeted goal for the academy. The data can be attributed to the transient student population. The number of cohort students currently enrolled for three or more years generates only one fourth of the student population. This is coupled with the number of students that are in violation of the attendance policy. Chronic absenteeism has long been a struggle for the district. We are making gains to improve this metric. Our chronic absenteeism percentage in 2022 was 82%. Our current percentage is 65%. This is a marked improvement. We continue to use counselors, social workers, and our Attendance Officer to address this challenge.

The Attendance Officer tracks and monitors the attendance using a new data analytic system named Proliftic. Necessary communication occurs to parents or guardians when there is an influx of absences. Letters are sent home to arrange parent meetings to offer resources and discuss preventions.

The Academy of Warren is striving to meet the state's proficiency targets based on state assessment data. The school is implementing strategies that meet the needs of all levels of learners, and developing teachers who are prepared to serve students who are significantly behind their statewide average peers in opportunities to learn.

The Academy of Warren implemented a Multi-tiered Support System (MTSS) program in an effort to increase test scores. The program entails identifying students who are not proficient in the areas of reading and math and targeting those deficiencies. Interventions by trained professionals take place on 3 levels.

In the first tier classroom teachers use the Waggle program from HMH to support students with deficiencies in both reading and math. The second tier of the program has paraprofessionals who work with teachers to provide more tailored instruction that meet the direct needs of the students. In Tier 3, reading and math interventionists work closely with struggling students in small groups, focusing on individualized growth goals to enhance their skills and promote progress. Students who require additional support are provided with the same opportunities through after-school tutoring and extended day summer programs.

The MTSS program currently implemented for academics will be utilized for behavior as well. Students who have multiple referrals will meet weekly with the student support specialist. The specialist is trained to work with students to improve social

skills and prevent future occurrences. The specialist will conduct monthly assemblies, social story time and restorative circles. These strategic implementations resulted in a decline in the number of out-of-school suspensions from 639 in 2021-2022 to 310 in 2024-2025.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- Academy of Warren is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.
- The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- In the spring, the school holds an advertised open enrollment period, during which any Michigan resident may apply.
- In the event that any grade is over-subscribed, the student will be placed on a waiting list.
- The academy identifies, evaluates and services all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school leader.

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

The Academy has developed strategies for improvement in both reading and math utilizing the guaranteed and viable curriculum framework and MTSS goals. Measurement will be based on M-STEP results for students in grades 3-8 and Northwest Evaluation Association (NWEA) for students in K-8.

- All assessment scores are analyzed and used to drive classroom instruction and facilitate professional development.
- The Academy requires that all assessments are monitored continually and evaluated by administration.
- Student achievement is assessed by the state assessment (M-STEP) and Northwest Evaluation Association (NWEA). This assessment data drives strategies and instructional development decisions. The data is reviewed and shared with all stakeholders.
- The school schedule of student instructional days exceeds that required by the state. Additionally, a faculty schedule that includes two weeks of professional development is in place.
- The Academy of Warren ensures continuous improvement through our

School Improvement Team, which includes various stakeholders. The school improvement process facilitates the achievement of the academy's goals. Academic performance is monitored through continuous reviewing of assessment data.

- The effort for continuous school improvement is enhanced with the support of Bay Mills, Quality Schools Initiative, Macomb ISD, MDE and CS Partners, our management company. This effort provides mentorship for new teachers in their first three years, planned professional development during the school year, and an annual comprehensive school review that is based on clearly defined objectives.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At this time, Academy of Warren does not offer any specialized schools.

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 Academy continues to use Houghton Mifflin Harcourt curriculum(HMH) for English Language Arts/ Math, Science & Social Studies, which are fully aligned with Common Core State Standards (CCSS) and national science standards. We have completed thorough research, and feel that the students will thrive with a more technology-based curriculum, as well as incorporated intervention within each of the curricula. All students have access to differentiated curriculum online, through our school website.

The Academy of Warren administrators are instructional leaders who will work in concert with Title I and 31A team leaders to provide quality feedback, meta-analysis, mentorship, and assess the impact of instruction on student learning. The school also assessed its curriculum through standardized assessments. Additional methods of ensuring compliance with outlined curriculum standards included lesson plan monitoring, classroom observation, common assessments, a robust curriculum in reading and math for grades K-8, and submission of classroom goals to academy leaders.

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

In addition to M-STEP testing on our upper campus, the Academy uses the NWEA assessment to assess student achievement in Kindergarten-8th grade. Students also receive formal classroom assessments, such as a comprehensive math assessment and spelling inventories, as well as Developmental Reading Assessment (DRA)in Kindergarten 4-th grade. The following data is related to the percent of students meeting our NWEA measurements in grades Kindergarten-8th.

Grade	Reading Average Percentile		Math Average Percentile	
	Spring 2024	Spring 2025	Spring 2024	Spring 2025
Kindergarten	10th	27th	16th	16th
1st Grade	10th	40th	24th	41st
2nd Grade	2nd	15th	2nd	14th
3rd Grade	5th	19th	2nd	14th
4th Grade	3rd	14th	2nd	5th
5th Grade	4th	6th	1st	5th
6th Grade	4th	25th	1st	8th
7th Grade	9th	33rd	2nd	11th
8th Grade	7th	32nd	2nd	8th

Grade	Reading % Met Projection		Math % Met Projection	
	Spring 2024	Spring 2025	Spring 2024	Spring 2025
Kindergarten	24%	57%	40%	43%
1st Grade	51%	68%	60%	67%
2nd Grade	37%	44%	19%	32%
3rd Grade	50%	56%	38%	39%
4th Grade	39%	65%	44%	29%
5th Grade	47%	34%	45%	31%
6th Grade	32%	36%	43%	17%
7th Grade	38%	53%	48%	51%
8th Grade	42%	68%	36%	35%

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

In 2023-2024, 160 students (21%) were represented at parent-teacher conferences.

In 2024-2025, 229 students (28%) were represented at parent-teacher conferences.

In closing, while we have made significant progress in being removed from the Michigan Department of Education's Comprehensive Support and Improvement (CSI) list. We remain committed to continuously implementing bold and impactful changes to better serve the needs of our students. With strong leadership, the addition of new teachers and support staff, and an engaged management team we are poised to drive meaningful progress that will be reflected in increased student achievement. Through the implementation of Professional Learning Communities, the Instructional Leadership Team, Project-Based Learning, and research driven curriculum, we are ensuring that our students receive an education that reflects the pride and purpose that have long been hallmarks of the Academy of Warren. As a testament to our

continuous improvement, we were recognized by Google as the Best School in Macomb County.

Sincerely,
Mr. Oronde Kearney, Superintendent