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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 2022-23 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 student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Oronde Kearney 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-D,875,95,0, or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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 was identified as a Comprehensive Support and Improvement (CSI) school.

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 not shown significant improvement. While the data from 2022 to 2023 appear to be

inconsistent between subject and grade level, there is some consistency in improvement in kindergarten from year to year. The remainder of the grades reflect stagnation in both reading and math from 2022 to 2023.

The inconsistencies in 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. This problem was exacerbated by the pandemic where we saw an increase in our chronically absent students by 24% from 2019 to 2023. We have utilized counselors, social workers, and hired a truancy officer to address this challenge.

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 specialists pull students from the classroom and offer additional support by working with them in small groups on individualized growth goals. Students seeking additional support are offered the same opportunities during after school tutoring and throughout the summer.

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 under the guaranteed and viable instruction goal. 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.
- 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 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). 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 2022	Spring 2023	Spring 2022	Spring 2023
Kindergarten	1 st	8 th	1 st	15 th
First Grade	3 rd	2 nd	5 th	4 th
Second Grade	1 st	4 th	1 st	2 nd
Third Grade	1 st	1 st	1 st	1 st
Fourth Grade	1 st	1 st	1 st	1 st
Fifth Grade	1 st	1 st	1 st	1 st
Sixth Grade	7 th	1 st	1 st	1 st
Seventh Grade	4 th	2 nd	1 st	1 st
Eighth Grade	1 st	4 th	3 rd	2 nd

Grade	Reading % Met Projection		Math % Met Projection	
	Spring 2022	Spring 2023	Spring 2022	Spring 2023
Kindergarten	11%	30%	21%	42%
First Grade	40%	38%	58%	56%
Second Grade	38%	29%	39%	25%
Third Grade	24%	39%	18%	39%
Fourth Grade	36%	31%	23%	20%
Fifth Grade	27%	37%	17%	37%
Sixth Grade	67%	22%	45%	28%
Seventh Grade	44%	36%	44%	35%
Eighth Grade	15%	41%	61%	29%

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

In 2021-2022, 200 students (29%) were represented at parent-teacher conferences.

In 2022-2023, 140 students (18%) were represented at parent-teacher conferences.

In closing, to better serve the needs of our students and Academy of Warren families, we are continuing to make courageous changes. With leadership at the forefront, the addition of new teachers, and support staff coupled with an involved management team, we will see effective change as evidenced by increased student achievement. With the implementation of Professional Learning Communities, Data Teams, Project/Centered Based Learning and research-based curriculum, our children are ensured of an education that captures the pride and purpose that is an Academy of Warren tradition.

Sincerely,

Oronde Kearney, Chief Academic Officer

Nichole McAfee, K-4 Vice Principal

Marlon Glenn, Director of Students