



## School Annual Education Report (AER) Cover Letter

March 8, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for William C. Abney Academy. 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 Paul Adams, School Leader, for assistance.

The AER is available for you to review electronically by visiting the following web site **<http://www.thewcaa.org/annual-education-report>**, or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

\*Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI—The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS—The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school was identified as a Comprehensive Support and Improvement (CSI) School for the 2016-17 school year. Some factors that led to our school becoming a CSI school were as follows: inconsistency in staffing, vacancies in a variety of full-time positions, challenges with teacher retention, multiple changes in school leadership staff, updates in core curriculum taught at all grade levels, building-wide

climate and culture challenges and a lack of support personnel. Once a school is identified as a CSI school, the school has an opportunity to enter into a three year partnership agreement with the Michigan Department of Education to work collaboratively to navigate the factors that led to the designation.

Since the designation a few years ago, Abney has worked very closely with the Michigan Department of Education to effectively address the challenges mentioned above. We are extremely excited about the progress we have made in reducing and/or eliminating the challenges/barriers to academic success. We hired and recruited highly qualified teachers to fill all vacant positions, hired certified Title I teachers to provide literacy intervention and implemented a Multi-Tiered System of Support (MTSS). Our core curriculum has now been consistent for 2 years causing Tier I instruction to be much more focused and consistent because teachers are much more comfortable with using the new curriculum materials. We also implemented a new Positive Behavioral Interventions and Supports (PBIS) system—in which we have seen positive outcomes. We believe that we will retain a significant percentage of teachers for the 2019-2020 school year and beyond due to the significant change in the climate and culture amongst students and staff.

State law requires that we also report additional information.

### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

William C. Abney Academy is the only school in the district. In addition, our school is a charter school. Therefore, students are assigned based on parents submitting an application to attend our school. All students, Grades K-5, who apply are assigned to our school.

### **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Our school has been a Title I Schoolwide school for the past few years. We wrote our plan three years ago, and it has been revised over the past two years to continue to meet the needs of our students according to the annual Comprehensive Needs Assessment. We have focused our goals on reading, writing, math, social studies and science because we have not yet met the state proficiency targets in the above areas. In addition, we are focusing on improving the climate and culture of the school to continue to make it conducive to learning.

### **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

We believe that students should have a well-rounded education and curriculum that develops each child's character. Therefore, we are establishing a hands-on, innovative approach to education for the primary grades. We incorporate activities for each student so that our students can practice teamwork, collaboration, support and character building skills.

**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**

Our curriculum is located at

(Reading-MAISA

<https://oaklandk12public.rubiconatlas.org/Atlas/Browse/View/Calendars?>)

(Math- Eureka Math <https://greatminds.org> )

(Writing – WriteWell [http://www.sccresa.org/f o r s c h o o l s/write\\_wel](http://www.sccresa.org/f o r s c h o o l s/write_wel) ); and

(Science - Mystery Science <https://mysteryscience.com> ) or a copy of the core

curriculum can be obtained by parents via written request submitted to the school administration. The curriculum’s objectives are aligned to those identified by the

Michigan Academic Standards: the Common Core State Standards (CCSS) and the

Grade Level Content Expectations (GLCEs). All of our teachers use monthly pacing

guides to deliver their instruction as well as pre and post assessments. We are

aligned with the state model of Common Core and Grade-Level Content

Expectations. One variance in our curriculum is our science curriculum.

Kindergarten through sixth grade are aligned to the Michigan Grade Level Content

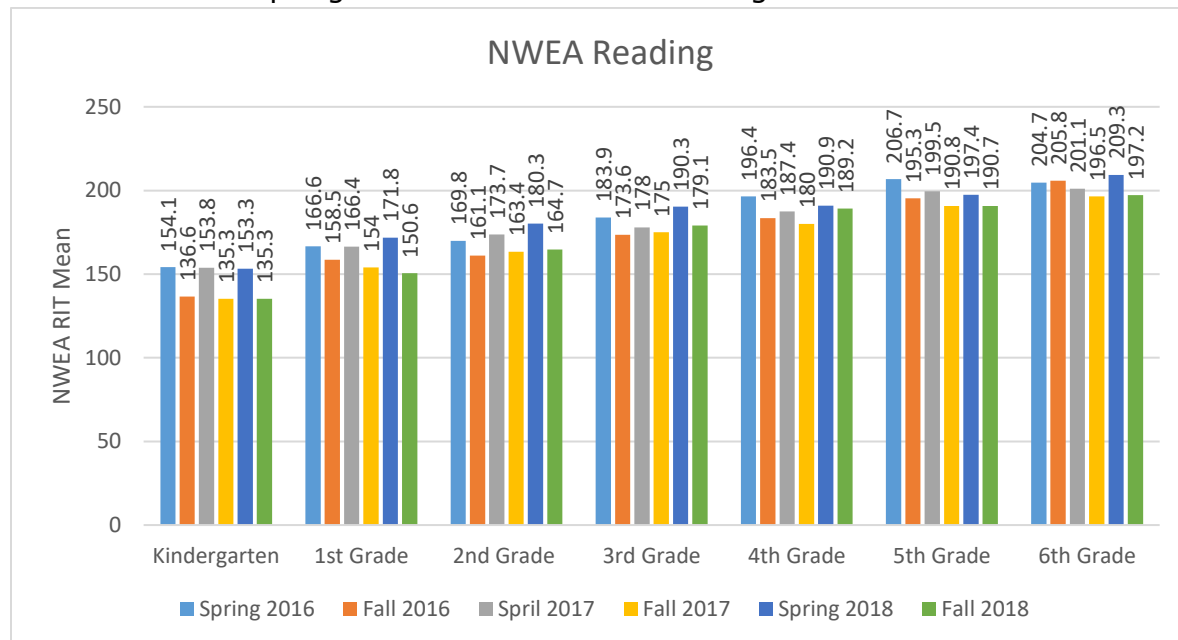
Expectations and Next Generation Science Standards (NGSS). The curriculum’s

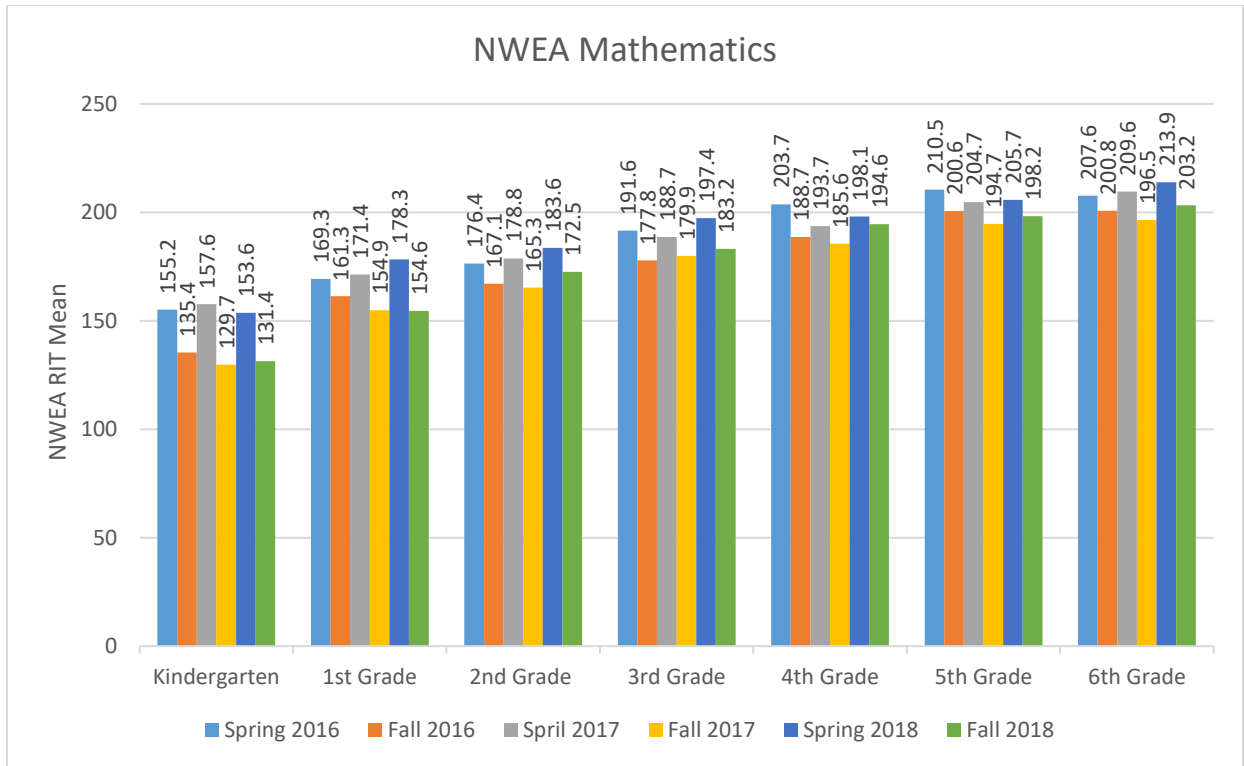
objectives are aligned to Michigan State Standards and the Common Core State

Standards (CCSS).

**THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

Detailed below are two graphs illustrating the NWEA Mean RIT scores for students at William C. Abney Academy. We used math and reading graphs that showed trend data from spring 2016 to fall 2018 for each grade level.





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

William C. Abney Academy conducts formal parent-teacher conferences (including phone) two times per school year; one in the fall and one in the spring.

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2013	K-5	420	100
Spring 2014	K-5	420	100
Fall 2014	K-5	391	80
Spring 2015	K-5	389	78
Fall 2015	K-5	360	83
Spring 2016	K-5	352	81
Fall 2016	K-5	336	82
Spring 2017	K-5	317	78
Fall 2017	K-6	338	75
Spring 2018	K-6	318	65
Fall 2018	K-6	286	82
Spring 2019	K-6	187	55

William C. Abney Academy is very encouraged by all the changes we have undergone this year. Initial data indicates amazing academic growth for Abney students. We are excited about the reform efforts that are taking place with our staff and external educational service providers. Together, we know we can live out our mission of creating a positive learning environment that fosters independence and inspires students to be self-motivated, life-long learners. We have partnered with many external partners to improve student achievement through staff development, innovative approaches to meeting student needs and providing a climate and culture conducive to learning. We have great new initiatives for engaging parents in the educational process.

Sincerely,

*Paul Adams*

Paul Adams  
School Leader  
William C. Abney Academy