



## School Annual Education Report (AER) Cover Letter

March 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2016-17 educational progress for The New Standard 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 Mrs. Jenna Badgley for assistance.

The AER is available for you to review electronically by visiting the following web <https://goo.gl/AM5G9J>, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. Our school was not identified using one of the labels above by the state of Michigan.

During The New Standard's first two years academic growth displayed improvement on the MEAP assessment in both Math and Reading. However, the M-Step presented new challenges such as knowledge of technology and test format that seemed to show differing results than the previous state tests as indicated in the scores on the combined report. The school improvement team is working diligently to decrease the achievement gap of all subgroups. Due to common barriers in math and reading, The New Standard has implemented a MTSS (Multi-Tiered Systems of Support) program that places an experienced educator in every grade level, by content area, to assist with the lowest achieving students in each classroom. A

reading specialist has been placed in grades K-4 to implement research-based strategies and individualized instruction to increase fluency and comprehension.

The students are also given 30-day assessment tests every thirty days to intervene standards not met immediately, progress monitor, and accelerate instruction in areas of need for each student. The information gathered from 30-day assessments is implemented daily in each intervention block. The process of addressing weak and/or strong areas (differentiation) allows the teachers to break the students into leveled activities and provide them with materials that are beneficial to each need.

The New Standard educators are provided with a multitude of opportunities for professional development with Genesee Intermediate School District, Saginaw Valley State University and The Romine Group. The hands on approach to increasing the knowledge of our educators allows for visits and observation to other schools in which teachers can observe, take notes and end with a question answer session on the newest and most statistically proven methods in teaching. "Daily Five", "Teach Like A Champion" and "Evidence Based Literacy Instruction (EBLI)", "Under-resourced Learners", are some of the more specific implementations that have been maintained within the last school year.

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

As a charter school in the state of Michigan, The New Standard Academy was open to all pupils in grades Pre-K-8 who were qualified for admission to a public school under the laws of the State of Michigan and who reside within the state of Michigan with the only limit being the number of available seats the school has to offer. Also in accordance with the law in the state of Michigan, The New Standard Academy may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired. The Academy will have an open enrollment period starting after March of each year with duration of 2 weeks (14 consecutive days). In the weeks prior to the open enrollment period, the school will conduct a reenrollment period where current students will have the opportunity to claim their continuation for the upcoming school year. If the number of applicants exceeds the number of spots available, there will be an open and public lottery on that date. There will be written notice of the open lottery stating its purpose and it shall be posted, published and advertised pursuant to required laws.

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

The New Standard Academy has placed a SIP (School Improvement Plan) team into effect to monitor and address areas of concern within the academy. The team consists of teachers, administrators, parents, volunteers and board members that have the best interest of the school, our students and families in mind.

#### **Current SIP Goals and Noted Progress:**

##### **Goal 1: All students will become proficient in Math.**

Our SIP objective for math reads: 100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth by at least 3% in Mathematics by 06/30/2017 as measured by

Northwest Evaluation Association (NWEA). Fall-winter growth data displayed students in all grades levels are progressing toward this goal. Currently, grades K-5 are on track and sixth and seventh are areas of need for math. In analyzing the 30-Day Common Assessments, K-4 and sixth show strength in math, while fifth, seventh and eighth present a need on core content, grade level material.

Our strategies include: 1) hands on activities and technology based learning (Macro Connect training, Khan Academy, IStation) and 2) Using NWEA data, Title I teachers implement instructional practices in small groups and or push-services to accelerate at risk students with grade level performance in Math. Title I Teachers grades 1-8 rotate math groups every 2 weeks working with groups based on needs, and continuously progress monitor. Based on the current MTSS data, 52% met their growth goal. If mastery is still not reached then they will be referred to the Child Study team for further interventions. Truancy has played a large role in the schools ability to ensure student mastery, as 60% of the students receiving intervention services are truant.

All teachers, kindergarten through sixth grade, are provided with manipulative kits based on the Envision Math resource that we implement into our curriculum. Seventh and eighth grade teachers are provided with online materials and subscriptions to aide in the implementation of technology into the Digits Math Curriculum. In addition, kindergarten through eighth grade utilizes IStation and Khan Academy to supplement math instruction.

**Goal 2: All students will become proficient in Reading.**

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will increase student growth by at least 3% in Reading by 06/30/2017 as measured by NWEA (Northwest Evaluation Association). NWEA winter testing showed growth across all grade levels. Kindergarten through third grade continues to have an area of need in reading, while fifth through eighth are making adequate progress.

Our strategies include: 1) Daily 5 Reading Blocks where teachers use their 90 minute ELA block to incorporate researched based Daily 5 strategies. Within those ELA blocks, teachers also use the web-based tiered learning system, IStation, to organize their instruction around their students needs, while providing intervention and enrichment opportunities. 2) Using NWEA data, Title I teachers implement instructional practices to accelerate at-risk students to grade level performance in reading. Title 1 teachers also use IStation and Pearson Realize as a resource for assessment, lesson delivery, and practice.

Grades K-8 intervention utilizes DRA (Developmental Reading Assessment) to help identify a child's grade level in reading. Title 1 teachers use DRA progress monitoring with their groups to help identify the student's strengths and weaknesses, as well as show progress to the next level. Fall- winter DRA testing showed that after 4 months of intervention and performing progress monitoring, most students displayed an increase in their DRA level. Data from

60-Day Assessments and NWEA indicates that our at-grade level rates are improving.

**Goal 3: All students will become proficient in Writing.**

100% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will complete a portfolio or performance showing growth in Writing by 06/30/2017 as measured by school wide writing rubrics and grade level evaluations of writing. Teachers are using the rubric designed for the writing portion of M-Step to guide classroom-writing performances. Grade levels have implemented writing projects and had students complete grade level appropriate performances and projects to demonstrate their growing knowledge of writing proficiency.

**Goal 4: Students in 5th and 8th Grades will show growth in Social Studies skills.**

A 13% increase of fifth and eighth grade students will demonstrate a proficiency of concepts in Social Studies by 06/30/2017 as measured by M-Step testing. 2015-2016 Social Studies M-Step testing displayed 8% growth for fifth grade. Fifth and eighth grade teachers continue to implement project-based learning within the classroom. An elective class based on fifth through eighth grade social studies standards has also been added in 2016-2017 to provide more focus and practice for the students.

**Goal 5: Students in 4th and 7th grades will show growth in Science skills.**

A 13% increase of Fourth and Seventh grade students will demonstrate a proficiency in the scientific process in Science by 06/30/2017 as measured by 30-day assessments and M-Step testing. According to Fall M-Step data, seventh grade reported a 2% increase in proficiency, while fourth grade remained at 0% proficient. To address this issue teachers have implemented resources such as new science kits and a new science curriculum for middle school students. Middle school is using the SEPUP curriculum, which is aligned with the Next Generation Science Standards. It includes hands on experiences for each module. In addition, administration is making frequent instructional rounds to ensure "Teach Like A Champion" strategies are being utilized and quality rigorous instruction is evident.

**A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

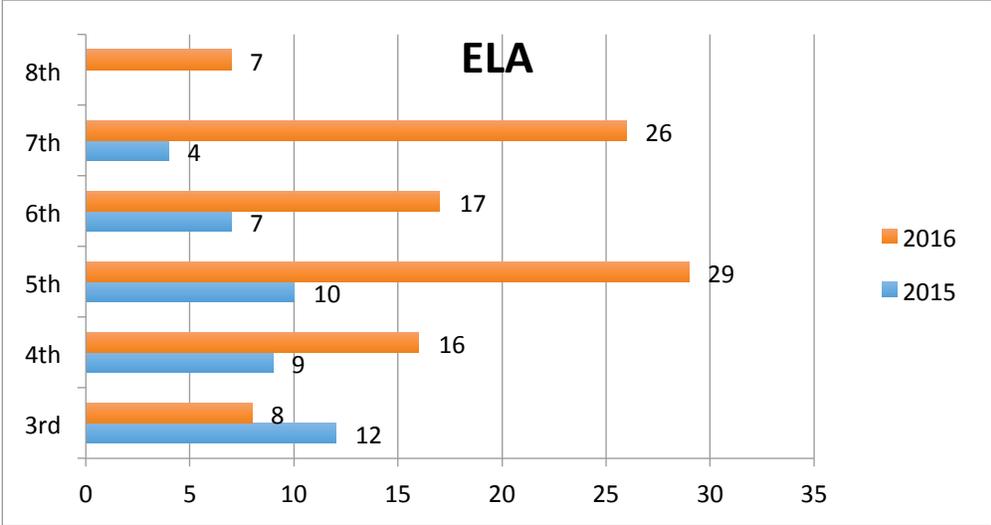
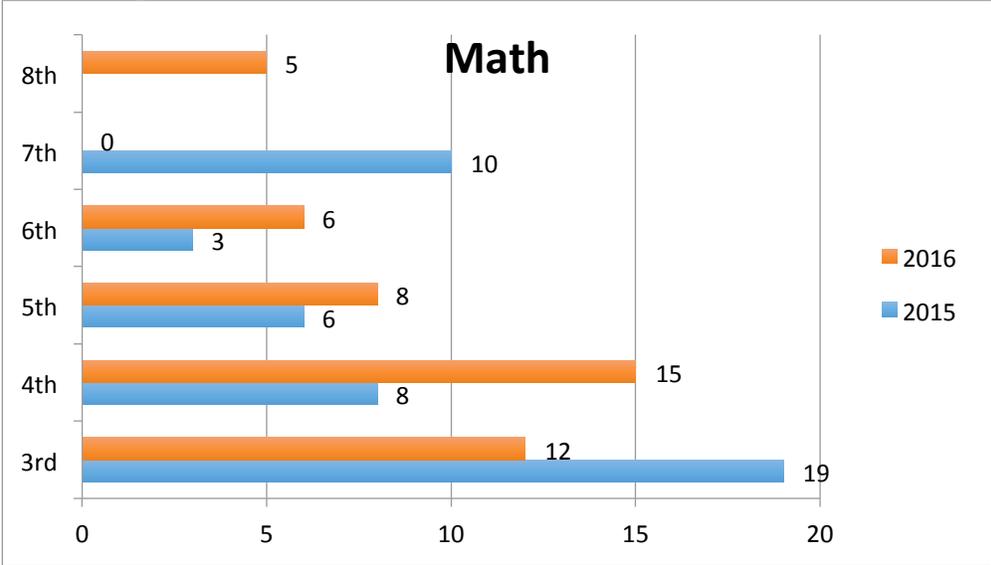
The New Standard Academy provides the Flint area with alternatives to a traditional education. We offer an extended school day with hours of 7:30am until 4:00pm, and an extended school year of 190 days to meet the educational needs of our students and community. We also provide an after school program complete with tutoring, mentoring, civic responsibilities, introduction to the arts, fitness, snacks and free transportation.

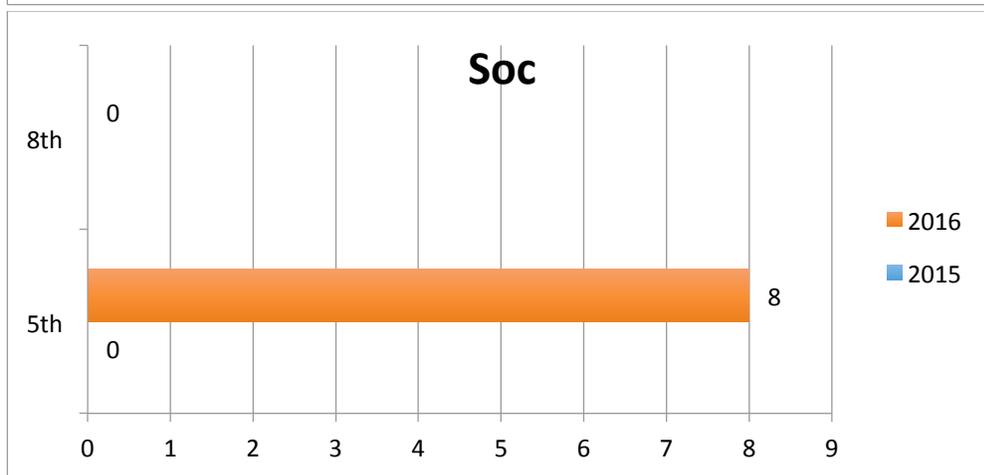
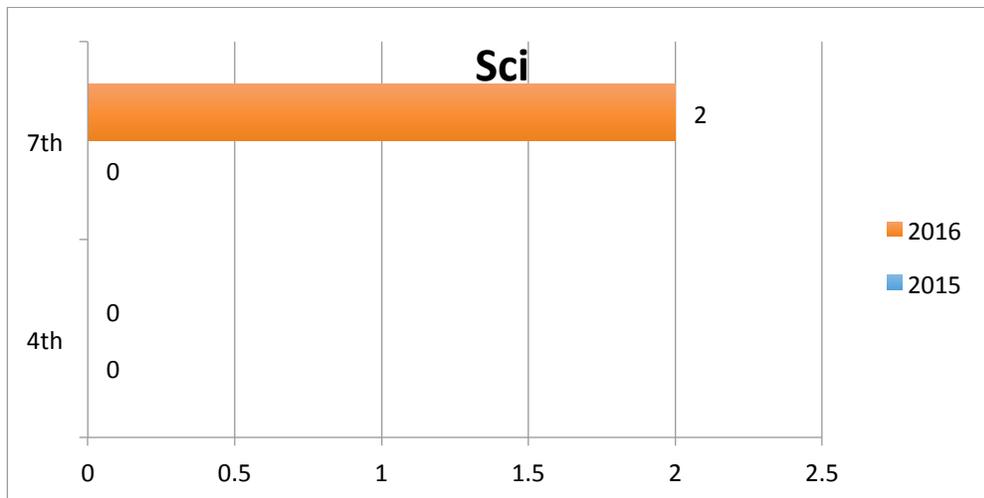
**CORE CURRICULUM ACCESS**

The New Standard remains in compliance with the Michigan Core Curriculum. A copy of the core curriculum can be accessed by visiting <http://michigan.gov/documents/MichiganCurriculumFramework> or requesting a

copy from The New Standard administrators. By using the core curriculum framework The New Standard has implemented pacing guides in which allows teachers to follow state requirements and cover all topics timely to provide the best education to our students throughout the year. The New Standard varies in ways to deliver the curriculum by basing the deliverance on individual student goals and implementing differentiation into the school day. The core curriculum is delivered in the vital subjects of ELA, Social Studies, Science and Math within separate blocks throughout the school day allowing for the introduction of new information, as well as remediation within Math and ELA as shown by the monthly assessments.

**AGGREGATE STUDENT ACHIEVEMENT RESULTS**  
**M-STEP growth data 2015-2016**





### **PARENT-TEACHER CONFERENCES**

During our parent-teacher conferences 75-80% of our students were supported with face-to-face contact between their teachers/administrators and parents/guardians. For our families lacking transportation, our teachers are never opposed to home visit conferences to maintain the very important home to school connection and relationships. Teachers often hold meetings outside of the regularly scheduled conference to ensure parents are involved and as knowledgeable about their child’s education as possible. In addition to the parent-teacher conference, the staff also holds Title I parent meetings with the themes of assessment, literacy and homework. TNS also provides resources during the conferences to aid with health and fitness for both adults and children.

### **HIGH SCHOOL**

The New Standard does not operate a high school at this time.

### **A MESSAGE FROM THE ASSISTANT SUPERINTENDENT**

*It is my pleasure to communicate the commendable things The New Standard Academy continues to accomplish with our stakeholders. We have witnessed growth*

*in both Reading and Math in all grade levels, however our expectations will not regress. Our students are improving daily as it relates to citizenship, punctuality and academic performance. Teachers and staff have built positive relationships with students, parents and all stakeholders alike. With that being said; there is still much more that needs to be accomplished. Although we are headed in the right direction, we are still a ways off from our goal, which is 80% proficiency in all grade levels and in all content area subjects. We cannot complete this task without you, the parents and family members. We want to thank you for the continued trust and support that you have shown us with your most valued possession; your child. As The New Standard strives to create a better school and a restored community, I want to leave you with our mission statement in hopes that it will become an inspiration to all stakeholders of Flint. Our mission is our common goal that we must achieve together: "Serving the city of Flint with a higher standard of educational excellence and community wellness."*

*Sincerely,*

*Mrs. Jenna Badgley  
Assistant Superintendent  
The New Standard Academy*