



December 9, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Weston Preparatory 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 Farrah Adams for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/37NubDv>, or you may review a copy in the main office at your child's school.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Our school has not been given any of these labels.

Due to the national COVID- 19 Pandemic that forced schools to close face to face instruction and begin teaching 100% virtual imposed some key challenges. One challenge in particular will be to see how the pandemic has affected learning in the immediate future. Also, the closure in March directly affected standardized testing. Students were not able to complete state standardized tests as well as district testing leaving a gap in data trends.

Despite the school closure to face to face instruction, Weston used Compass Learning as a way to continue targeted intervention and instruction. Compass Learning is an online platform that is linked to each student's NWEA test scores and it provides a targeted learning path to help develop individual student needs. 4

State law requires that we also report additional information.

**1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

The Board of Directors will allow students who reside in Michigan to enroll in the Academy in accordance with limits established by the Board of Directors. Because space is limited, each student must enroll each year. Preferences will be given to currently-enrolled students and siblings of enrolled students. When maximum enrollment for a grade has been reached, applicants shall be placed on a waiting list and admitted on the basis of a lottery system.

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

The Board of Directors supports the concept of school improvement as established by the State Board of Education. School Improvement Plans are developed and implemented by Academy-based teams that work collaboratively so that building level goals for students can be identified and then achieved through effective planning, problem-solving, and assessment. The School Improvement Team has representation of all Academy stakeholders. Each academic year, the School Improvement Plan is reviewed and modified based upon data collection that determines the level of accomplishment of performance objectives and program goals.

Weston School Improvement Goals are listed below:

- All students at Weston Preparatory Academy will increase writing proficiency in order to be successful in college, work and life.
- All students at Weston Preparatory Academy will increase reading proficiency in order to be successful in college, work, and life.
- All students at Weston Preparatory Academy will increase math proficiency in order to be successful in college, work, and life.
- All students will increase their use of technology.
- Weston Preparatory Academy will cultivate a positive working and learning environment based on a foundation of collaboration, communication and engagement.
- All students at Weston Preparatory Academy will increase math proficiency in order to be successful in college, work and life.
- All students at Weston Preparatory Academy will increase their use of technology.
- Weston Preparatory Academy will cultivate a positive working and learning environment based on a foundation of collaboration, communication and engagement.

**3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

At this time, Weston Preparatory Academy 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**

Weston Preparatory Academy provides a challenging and rigorous curriculum that is aligned to MI state standards and prepares students for the 21st century. Standards-based units of study have been designed to ensure that every student will achieve at high levels. Teachers are supported in their instructional responsibilities by way of professional development, use of best teaching practices, technology and assessment information. Classroom instruction is delivered through a variety of technological means and a variety of online programs. Weston Preparatory Academy uses data to drive instruction and create focused and targeted small group instruction to meet the needs of all learners. A copy of the Educational Program is available in the school's front office and also on the school website.

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

Grade	Average Reading Percentile		Average Math Percentile	
	2019	2020	2019	2020
K	39 <sup>th</sup>	2 <sup>nd</sup>	41 <sup>st</sup>	1 <sup>st</sup>
1	77 <sup>th</sup>	38 <sup>th</sup>	69 <sup>th</sup>	28 <sup>th</sup>
2	42 <sup>nd</sup>	82 <sup>nd</sup>	30 <sup>th</sup>	46 <sup>th</sup>
3	8 <sup>th</sup>	17 <sup>th</sup>	7 <sup>th</sup>	16 <sup>th</sup>
4	7 <sup>th</sup>	11 <sup>th</sup>	11 <sup>th</sup>	7 <sup>th</sup>
5	8 <sup>th</sup>	14 <sup>th</sup>	3 <sup>rd</sup>	2 <sup>nd</sup>
6	14 <sup>th</sup>	29 <sup>th</sup>	2 <sup>nd</sup>	9 <sup>th</sup>
7	19 <sup>th</sup>	27 <sup>th</sup>	12 <sup>th</sup>	6 <sup>th</sup>
8	35 <sup>th</sup>	34 <sup>th</sup>	20 <sup>th</sup>	17 <sup>th</sup>

Grade	Reading - % Met Projection		Math - % Met Projection	
	2019	2020	2019	2020
K	65%	38%	70%	13%
1	100%	75%	75%	78%
2	56%	84%	80%	60%
3	46%	48%	65%	56%
4	43%	67%	71%	64%
5	48%	53%	21%	20%
6	59%	50%	56%	57%
7	51%	60%	61%	60%
8	53%	57%	68%	51%

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

<b>2018-2019</b>	<b>2019-2020</b>
November 2018- 36%	November 2019-41%
April 2019- 28%	April 2020-N/A

Staff and parent commitment to school improvement through best practices, classroom instructional strategies and increased parental involvement continue to be the driving forces to decrease the Weston student achievement gap. All stakeholders of the Academy are to be congratulated for the progress made and ask for your continued support to achieve or surpass the State of Michigan targeted goals for the 2019-2020 academic year.

Sincerely,

Farrah Adams  
Weston Preparatory Academy Principal