



February 14, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-2022 educational progress for West Michigan Academy of Arts and Academics. 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 the office for assistance.

The AER is available for you to review electronically by visiting the following website <https://www.mischooldata.org/annual-education-report-1>, or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-19. 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 2017-18. 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 2017-18. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of those labels.

WMAAA continues to serve an academically and economically diverse population. The population is also more diverse than it was in the past. Given the diversity of needs in our district, WMAAA faculty continues to work in professional learning teams to meet the needs of all learners through a "multi-tiered systems of support". All students are given classroom support by the grade level teacher and when students demonstrate difficulty mastering the curriculum, support is put in place by interventionists, our speech and language pathologist, our Title I teacher or special education providers. State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL: WMAAA has implemented a systematic method of assigning students to classroom teachers. The classroom teachers meet and use both state level testing information and school testing results, special education individualized educational plans, behavior history and a consideration of learning styles to place students in an identified needs program.

1. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:** WMAAA is in the 2nd year of their School Improvement Plan. The plan includes focusing on behavior interventions to raise achievement for all students but especially for students of lower economic status and students who have an IEP. Additionally, we have made a plan based on current data to address math deficiencies. Progress is being made on the current goal and we are adding goals for ELA and Math goals for the school improvement team to continue to monitor progress monthly, make changes and create a "must-do" list.
2. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:** WMAAA is an arts integrated public charter school.
3. To access the Curriculum, please go to this link:
The full list of the state standards can be found here:
<https://www.michigan.gov/mde/services/academic-standards>
4. One of the assessment indicators utilized by West Michigan Academy of Arts and Academics is NWEA Map Assessments. MAP testing is done throughout the year to measure a student's growth as it relates to national norms. All students K-8 participate in Map testing 3 times a year. Our results are shown below for math and reading:

NWEA Content	Fall 2021	Spring 2022
Reading	Below Grade level 15.2% On Grade level 66.7% Above Grade level 17.4%	Below Grade level 12.8% On Grade level 69.6% Above Grade level 17.8%
Math	Below Grade level 21.2% On Grade level 49% Above Grade level 9.8%	Below Grade level 15.8% On Grade level 70.4% Above Grade level 13.8%

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All data is reviewed at data review meetings to determine interventions and enrichments that need to take place to meet the needs of all learners.

5. **IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:** WMAAA had

91.95% parent participation in conferences in the Fall of 2021 and 89% Spring of 2022. We are very proud of our relationship with our parents!

In closing, I would like to commend the WMAAA community and faculty for continuous improvement in teaching and learning during this year. Please call the school with any further questions you may have at 616.844.9961.

Sincerely,

Mrs. Joanna Bennink
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