



Building diversity & great minds

A Tuition-Free Charter Public School

**MULTICULTURAL
ACADEMY**

School Annual Education Report (AER) Cover Letter

March 5, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Multicultural 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 Ms. Elizabeth Parks for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/F6Yr3B> 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 identified as a Priority School.

The key challenges for Multicultural Academy are closing the achievement gap based on M-Step scores. Our students are making academic gains however, they are not gaining a proficiency status. We have implemented several initiatives to close the achievement gap in all content areas. Students are participating in Morning Meetings, receiving differentiated instruction, targeted and focused instruction, and data driven instruction. Multicultural Academy also uses a Multi-tiered system of supports (MTSS), and technology based interventions.

State law requires that we also report additional information.

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Multicultural Academy 5550 Platt Road, Ann Arbor, Michigan 48108
Phone: 734-677-0732 Fax: 734-677-0740



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Process for Assigning Pupils to the School

Section 504 of the Revised School Code states that the public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement aptitude, status as a handicap individual, or any other basis that would be illegal if used by a Michigan public school district. Details are outlined in our Board of approved Application and Enrollment Procedures assuring the following:

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for foreign exchange students who are not a United States citizen, a public academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to students within a particular range/grade level or on other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled students. However, the Academy may not provide a preference to children of Board members or Academy employees.
- The Academy shall allow any student who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, students shall be selected for enrollment through a random drawing:

The Status of the 3-5 Year School Improvement Plan

The School Improvement process is designed to identify needs and implement school – wide reform strategies to enable the Academy to meet their goals.

1. The school – wide curriculum is aligned to the Common Core State Standards, the Michigan Grade Level Content Expectations, and the Next Generation Science Standards.
2. Lesson plans for all grade levels require teachers to reference the standard or benchmark for each daily lesson taught.
3. Michigan Student Test of Educational Progress (M-Step), Northwest Evaluation Association (NWEA), and classroom assessments are evaluated and used to measure School Improvement Plan (SIP) goals, drive classroom instruction, and identify needs for professional development for staff.
4. The school schedule of student hours always exceeds that which is required by the State. In addition, the staff schedule provides two-week professional development at the beginning of each school year and ongoing throughout the year.

The School Improvement Team has developed goals for all four – core subject areas. Measurement will be based on M-Step results for students in grades 3 – 8 and the NWEA for students in grades K – 8.

- All assessment data is analyzed and used to identify deficiencies, strengths, and trends to use during academic interventions (MTSS).



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- The School Improvement Team is comprised of a member of instructional staff from each grade and subject level, an administrator, a parent, a student, and a member of the community to ensure that each stakeholder is represented.
- Our goals are derived from the Comprehensive Needs Assessment (CNA) which focus on assisting all students to meet their achievement goals.
- The strategies in our SIP are to focus on the needs of all students with a special emphasis on students represented in subgroups within our Title 1 and Title III programs. Individual learning plans are developed to use during Academic interventions to address skill deficits based on achievement data from M-Step and NWEA.
- The School Improvement Team strives for continuous improvement by reviewing, evaluating, and revising strategies throughout the school year.
- The Academy assesses students in grades 3 – 8 on the M-Step, grades K – 8 NWEA. Data from all assessments are shared with parents and other stakeholders.

Specialized School

Multicultural Academy is not classified as a specialized school. The Academy emphasizes small class sizes in a family oriented environment. The Curriculum Framework consists of 4 components: Standards-based Instruction, Morning Meeting, Center-based Instruction, and Targeted and Focused Instruction.

Core Curriculum

Multicultural Academy’s Curriculum is fully aligned with the Common Core State Standards (CCSS), Michigan Standards and Benchmarks, and Grade Level Content Expectations. Curriculum Maps have been developed to support Curriculum Crafter which is continually updated throughout the school year. The Common Core Curriculum Standards can be viewed on our website and hard copies can be viewed in the Academy’s office. The staff collaborates to align the curriculum both horizontally and vertically to ensure that there are no gaps in instruction. The Academy is completely aligned with the Common Core State Standards in both English Language Arts and Mathematics.

The Aggregate Student Achievement Results for Any Local Competency Tests of Nationally Normed Achievement Test

The aggregate student achievement results for our district Northwest Evaluation Association (NWEA) can be obtained from the main office at the Multicultural Academy. Student achievement from the M-Step is located in this report.

Number of Student Enrolled Number of Parents Attending Parent Teacher Conference
Percent of Students Represented at Parent – Teacher Conference

	Students Enrolled	Number of Parent Participating in Conferences	Percentage of Students Represented at Parent – Teacher Conferences
2013-2014	209	177	84%
2014-2015	185	134	72%
2015-2016	178	139	78%

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Multicultural Academy continues to make academic gains and we are encourage by all the hard work and efforts of all our stakeholders. We continue to partner with our parents and community stakeholders, and are continually looking for new ways to partner with community members. New programs and strategies are continually being implemented to ensure the academic achievement of our scholars. We continue to build culture through Morning Meetings, Character Education, and Restorative Practices. We appreciate and encourage your continual support of Multicultural Academy.
Sincerely,

Elizabeth Parks

Principal

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