



Academy for Business
& Technology

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School Annual Education Report (AER) Cover Letter

March 14, 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 the Academy for Business and Technology. 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. Carmen Willingham for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2H4hWXk>, 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 Targeted Support and Improvement school.

We are continuously working to eliminate any factors that lead to key challenges faced at our school. In an effort to attract and retain students, we have expanded our course and after school offerings to include vocal music, robotics, weight training, and more. We are continuing to provide academic support and enrichment to students daily based on individual needs determined through data analysis. Also, we have expanded the use of our instructional learning cycles to further assist in closing academic gaps. The staff firmly believes that through offering programs/courses of interest students, providing academic support, and expanding our PBIS program, we will successfully reduce our challenges.

State law requires that we also report additional information.

Process for Assigning Pupils to the School:

- The Academy for Business & Technology is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.
- The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- In the spring, the school holds an advertised open enrollment period, during which any Michigan secondary school resident may apply.





- In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.
- The academy identifies, evaluates and services all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school leader.

Status of the 3-5 Year School Improvement Plan:

The school improvement plan was developed by the school improvement team, which met to assess progress based on standards and objectives set forth by the state of Michigan and those outlined in the academy's charter contract. The plan is reviewed on an ongoing basis along with continuous review of the curriculum. Faculty, parents, students and staff members were encouraged to submit feedback to the school improvement team for formal discussion. Initiatives implemented as a result of this planning included:

- All of our high school students will be involved in activities relating to college and career readiness, such as college visits, hosting career-specific guest speakers, and participating in volunteer work.
- We have an instructional coach to assist, monitor and guide teachers with improving daily instructional strategies.
- NWEA has been implemented for grades 6-12 as a universal screener. The MTSS team will meet once a month to review and discuss data, develop rosters, and implement instructional strategies for Tier II and III students.
- The departmental team members will meet once a month to discuss data from pre & post assessment during Instructional Learning Cycles (ILC) and to develop/adjust instructional for student growth.





- We will continue to implement frequent formative assessments to determine the number of students who mastered the skills. Formative assessment implementations include exit slips, clickers, an electronic assessment item bank and teacher-created pre-tests. This process has shown success in individual classes for teachers and has significantly helped with immediate feedback to guide instruction.
- Results from formative assessments are used to develop differentiated instruction in all subject areas to assist with additional practice and re-teaching. The differentiated instructional strategies are skill-based and includes technology, teacher-directed, independent notebook work, fluency, educational games, hands-on activities, manipulatives and peer-partner work.
- PBIS team came up with various incentives to encourage positive behavior and is developing alternatives to suspension.
- By increasing our elective offerings to include programs such as vocal music and drama, we hope to improve student attendance and engagement in their educational progress.

Description of the School

The Academy for Business and Technology High School is a public charter school located in Melvindale, MI. We are chartered by Eastern Michigan University and serve students in grades six through twelve. Our curriculum and class offerings meet the State of Michigan requirements and strive to prepare students for success after graduation.

Core Curriculum

We continued our use of the MAISA curriculum through Atlas Rubicon for English language arts, social studies, and science which we adopted in 2014. We also have embedded the EngageNY curriculum within our math department. Both curriculums follow the Michigan State Standards (Common Core State Standards) that are





reflected on the state assessments. The curriculum is available for review in the school's office. The academy continues to offer instruction in STEM, Spanish language, physical education, health and art as well as a full range of elective and core academic offerings. A full-time instructional coach will be working closely with teachers and the administration to plan, pace and assess curriculum to ensure its quality and alignment with state standards. The school also assesses its curriculum through state and standardized tests.

Aggregate Student Achievement Results for Local Competency Testing

NWEA Average Score Comparison
Spring 2017 – Spring 2018

| Grade | Reading | | | Mathematics | | |
|------------------|-------------|-------------|--------|-------------|-------------|--------|
| | Spring 2017 | Spring 2018 | Growth | Spring 2017 | Spring 2018 | Growth |
| 6 th | 197.9 | 199.7 | 1.8 | 199.9 | 204.7 | 4.8 |
| 7 th | 204.9 | 201.0 | -3.9 | 204.9 | 205.5 | 0.6 |
| 8 th | 208.6 | 211.3 | 2.7 | 209.9 | 213.8 | 3.9 |
| 9 th | 204.6 | 208.1 | 3.5 | 210.5 | 210.8 | 0.3 |
| 10 th | 207.4 | 201.8 | -5.6 | 206.4 | 212.4 | 6 |





NWEA
2017-2018 Student Growth

| Grade | Reading % of Students Who Met Growth Target | Math % of Students Who Met Growth Target |
|------------------|---|--|
| 6 th | 31% | 42% |
| 7 th | 33% | 49% |
| 8 th | 35% | 47% |
| 9 th | 35% | 33% |
| 10 th | 18% | 58% |
| ABTHS | 32% | 44% |

NWEA
2016-2017 Student Growth

| Grade | Reading % of Students Who Met Growth Target | Math % of Students Who Met Growth Target |
|------------------|---|--|
| 6 th | 42% | 19% |
| 7 th | 33% | 34% |
| 8 th | 26% | 33% |
| 9 th | 25% | 40% |
| 10 th | 40% | 29% |
| ABTHS | 35% | 31% |





Parent-Teacher Conference Data:

2017-18: 95 students (34%) were represented by parents/guardians at parent-teacher conferences.

2016-17: 106 students (34%) were represented by parents/guardians at parent-teacher conferences.

High School Reporting Requirements:

2017-2018

- a. Postsecondary enrollments (dual enrollment grade 8-12): 0 (0%)
- b. College equivalent courses offered (AP/IB): 0 (0%)
- c. Students enrolled in college equivalent courses (AP/IB): 0 (0%)
- d. Students receiving a score leading to college credit: 0 (0%)

2016-2017

- a. Postsecondary enrollments (dual enrollment grade 8-12): 11 (4%)
- b. College equivalent courses offered (AP/IB): 0 (0%)
- c. Students enrolled in college equivalent courses (AP/IB): 0 (0%)
- d. Students receiving a score leading to college credit: 0 (0%)

I would like to personally congratulate the staff, students and families of the Academy for Business & Technology on a successful school year. Thank you for choosing The Academy for Business & Technology for your child's education. We look forward to continuing to provide a quality education to you and your family.

Sincerely,

Carmen Willingham

