

January 30, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-2021 educational progress for the Woodley Leadership 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 main office/and School Principal for assistance.

The AER is available for you to review electronically by visiting the following web <https://www.mischooldata.org/DistrictSchoolProfiles2/AssessmentResults/AssessmentGradesProficiency2.aspx>, or you may review a copy in the main office at your child's school.

For the 2020-2021 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. Woodley Leadership Academy was not given a school improvement label for 2020-2021 school year.

Woodley Leadership Academy assessment data, including that which is included in the AER Combined Report, is used with fidelity to identify areas of learning in which students are accelerating, as well as areas where we see significant gaps in learning that need to be addressed. Based on our data, our School Improvement Plan has several goals in place to address identified areas of concern. Some major strategies are implementation of small group guided reading and math instruction in all grades, interventionists to work with students identified as needing extra support, and a family liaison to provide families with strategies to support engagement and early literacy practices.

The Academy will employ the following strategies in the school-wide plan which will focus on helping ALL students reach the State's standards: Teachers will:

- employ best practices for whole group and small group instruction that focuses on both math and reading
- reinforce basic skills through differentiation instruction using strategies that include small group and one-on-one
- use technology and extended learning opportunities for all students (at-risk, average, and advanced) in order to deepen their understanding of concepts.
- The Academy believes that parents and teachers share many roles. The Academy provides developmental activities during curriculum nights to support all parents in their ability to assist in the education of their students to improve their child's skills in all core content areas.
- The Academy Staff will provide additional learning opportunities for students remotest from the goals of the state and local assessments to improve skill levels in core content areas.
- Teachers will continue to review data at the end of each testing cycle to identify students who may need supplementary assistance in a smaller group setting
- The Behavior Interventionist will help resolve conflicts that arise between all students regarding academic requirements and behavior/attendance/health policies and/or expectations to improve academic achievement.

While we celebrate the growth of the students, the Academy continues to strive for greater student achievement in all academic areas for all students. The following initiatives will continue to assist the students in reaching their highest level of performance:

- Through in-school tutoring and enrichment programs
- Reading and Mathematics Intervention during the school day
- Individual Education Plans for All students in English & Mathematics
- Online Intervention Support (iReady)
- Leader In Me /Positive Behavior Instructional Support (PBIS)

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- The Academy shall make reasonable effort to advertise its enrollment openings.
- The Academy's open enrollment period shall be a minimum of two weeks (14 calendar days) in duration and shall include evening and weekend times.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the Academy's next open enrollment period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the Authorizer.

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

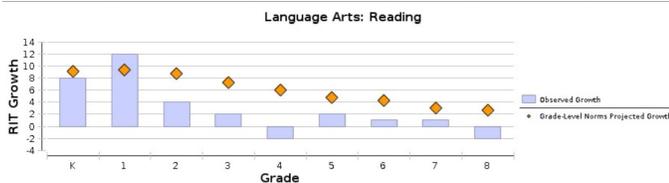
- The Academy's School Improvement Team meets during weekly staff meetings and during weekly data meetings to update the 3-5 year School Improvement Plan. For the 2020-21 school year, Woodley Leadership Academy kept the focus on English Language Arts and Math achievement. Staff continues to use NWEA testing to help determine grade level placement, student struggle, strong points, and growth. Our focus on student's achievement is utterly data driven using data from the following: Math and ELA scores from NWEA, I-Ready Diagnostics, M-Step, and individual student performance in the classroom. Students that need more intense support in Math and ELA are placed in the After School Learn for Success classes to receive supplementary support. Students are taught strategies to help them learn to answer questions employing difficult and higher level answers. Students learn to use keywords, cite evidence, and explain their thoughts to support answering questions. Math teachers continues to engage students in critical thinking practices and help them better understand the math concepts and ideas at each grade level.
- Our School Improvement Plan goals and strategies have been consistent over the last few years to help determine the effectiveness of each strategy. Each year, we evaluate, tweak, and resume the strategies deemed effective. Our School Improvement plan continues to guide our actions. We utilize student achievement data to guide our instructional strategies.
- The goals and objectives of the school improvement plan are as follows:
 - a. At least 50% of students who have been with the academy for 3 years or more will be proficient in English Language Arts, mathematics, social studies, science, and writing.
 - b. The median growth of all students will be at or above 50% as measured by MAP/NWEA.
 - c. The Academy has incorporated extended instructional time for English Language Arts and mathematics across all grade levels to ensure students are becoming competent in these areas at each grade level.
 - d. In addition, rigor intervention plans are developed and improve upon as an ongoing method for all grade levels to meet the needs of ALL students.

3. We are a Single District and School is not specialized.

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- The Academy has a curriculum for the core content areas (English Language Arts- includes reading, listening, writing, and vocabulary, mathematics, social studies, and science). A copy of the curriculum is available in the main office of the school, upon request and on the school's website.
- The state requires each district to administer district-selected tests in English Language Arts and Mathematics in first through eighth grades. WLA uses assessments closely tied to its curriculum. The school district assesses students in grades K-8th Fall, Winter & Spring with the NWEA/MAP and I-Ready Assessments. The following NWEA data represent the percentages of students that scored at or above standard in 2020 and 2021.

The school district administers the NWEA Reading and Math Assessments in Grades K-8th. Below are winter 2020-2021 mean RIT (Rasch uNIT) scores, compared to national norm RIT scores.



map Student Growth Summary Report
 Aggregate by School Term: Winter 2020-2021
 District: The Woodley Leadership Academy

Woodley Leadership Academy

Language Arts: Reading

Grade (Winter 2021)	Total Number of Growth Events	Comparison Period: Fall 2020			Comparison Period: Winter 2021			Growth	
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE
K	23	145.5	13.4	95	153.3	20.4	91	8	3.2
1	23	145.5	8.4	3	157.7	17.2	8	12	3.4
2	19	165.9	20.3	15	170.7	17.7	5	4	2.9
3	25	185.9	20.6	48	188.1	19.4	21	2	2.9
4	16	197.7	15.1	29	192.8	19.4	5	-2	3.6
5	21	188.4	15.3	29	200.9	15.6	12	2	2.6
6	19	192.9	12.6	1	193.5	14.7	1	1	3.8
7	16	209.7	15.9	27	211.1	15.3	29	1	3.0
8	10	212.5	22.9	24	218.1	23.6	9	-2	4.6

Language Arts: Reading

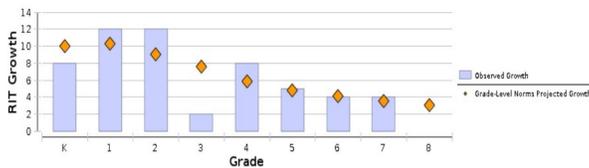
map Student Growth Summary Report
 Aggregate by School Term: Winter 2020-2021
 District: The Woodley Leadership Academy

Woodley Leadership Academy

Math: Math K-12

Grade (Winter 2021)	Total Number of Growth Events	Comparison Period: Fall 2020			Comparison Period: Winter 2021			Growth	
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE
K	23	146.3	10.8	89	164.4	17.7	89	8	3.2
1	23	156.9	9.1	5	162.3	19.1	8	12	4.1
2	19	164.4	17.2	3	176.7	23.0	11	12	4.8
3	25	182.9	18.7	17	185.3	17.9	4	2	2.6
4	16	191.3	11.7	1	198.8	10.9	1	8	3.2
5	21	194.4	18.2	2	199.0	14.2	2	5	1.3
6	19	193.2	10.8	1	197.2	8.2	1	4	1.7
7	16	209.6	19.2	11	213.3	19.1	13	4	2.6
8	10	213.7	18.6	12	213.3	15.3	7	0	3.2

Math: Math K-12



6. At Woodley Leadership Academy during the 2020-2021 school year 85 to 90% of parents attended Parent Teacher Conferences. Teachers made calls to parents to hold conferences opposed to parents coming into the building due to the pandemic.
7. The WL Academy Staff is proud to offer a variety of educational opportunities to a diverse population of varying needs. Our students continue to improve due to the parents, our staff, and a well-designed and thoughtful plan. It is truly a team effort! We will continue to work together and strive for academic excellence.

We thank the WLA community for their continued support of our innovative programs and activities. We are pleased to present this report for your review. To review all that WLA has to offer in our educational experience visit <https://www.woodleyacademy.org>.

Please feel free to contact the district at (989) 717-4390 or me for more information about our achievements.

Sincerely,

Helen-Dyson-Jiles,
Head of Schools