



MARVIN L. WINANS ACADEMY OF PERFORMING ARTS

District Annual Education Report (AER) Cover Letter

December 17, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Marvin L. Winans Academy of Performing Arts. 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 Solid Rock Management Company at 313-873-7625 for help if you need assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/2K5QIn8> 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Marvin L. Winans District Schools are not identified with any of these labels.

The key challenge for Winans District schools is closing the learning gaps of students who have been greatly impacted by The Pandemic. Despite the unpredictable challenges students are working to overcome 29% of Fourth grade students were proficient and 7% were advanced proficient on the NAEP Math and 32% of 4th graders proficient on Reading and seven 7% Advanced Proficient. At the same time, 9% of eighth grade students were proficient on NAEP Math and 31% of 8th graders proficient and 3% advanced Proficient on NAEP Reading.

Key initiatives being undertaking in the school to accelerate student achievement and close persistent gaps in achievements is

- Strengthening the Multi-tiered System of Support Systems
- Data-driven instruction; vertical & across content collaboration

- Embedding intervention opportunities within the school schedule
- Supporting staff with job-embedded professional development and coaching

State law requires that we also report additional information.

1. Process for assigning pupils to the school:

The Academy shall comply with the application and enrollment requirements identified in this Schedule.

Enrollment Limits

The Academy will offer the grade configuration set forth in the charter. The maximum enrollment shall be the number of students as adopted by the Academy Board and reported to the University. The Academy Board will annually adopt maximum enrollment figures prior to its application and enrollment period.

Requirements

- Enrollment shall be open to all pupils who reside in this state who meet the admission policy.
- The Academy shall allow any pupil who was enrolled in the Academy in the immediately preceding school year to enroll in the Academy unless the appropriate grades are 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, pupils shall be selected for enrollment through a random selection drawing, as described below.

A public-school academy shall not charge tuition and shall not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, or any other basis that would be illegal if used by a Michigan school district. However, a public-school academy may limit admission to pupils who are within a particular range of age or grade level or on any other basis that would be legal if used by a school district and may give enrollment priority to one (1) or more of the following:

- A sibling of a pupil enrolled in the Academy.
- Pursuant to a matriculation agreement undertaken in accordance with this schedule.
- A child of a person who is employed by or at the public-school academy or who is on the board of directors of the public-school academy. As used in this schedule, "child" includes an adopted child or a legal ward.

2. The status of the 3–5-year school improvement plan has not been met: school year 2019-2020 no student data was provided due to The Pandemic and state testing waiver. 2020-2021 achievement goals were met at the elementary but not at the middle school.
3. Marvin L. Winans Academy is a premiere Performing Arts school with historical significance in the community and Metro-Detroit. The arts have opened doors for students to have full scholarships in the arts at some of the most prestigious universities in the country.
4. You may access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state’s model by contacting the Curriculum Instruction and Assessment Department 313-640-4610 or visiting [Curriculum | Winans Academy \(spfs.k12.mi.us\)](https://www.spfs.k12.mi.us/curriculum)
5. The links are provided to the aggregate student achievement results for any local competency tests or nationally normed achievement tests:
[School Grades \(mischooldata.org\)](https://www.mischooldata.org/) and [School Grades \(mischooldata.org\)](https://www.mischooldata.org/)
6. The number and percent of students represented by parents at parent-teacher conferences:
 - a. October 2020: 15% (51 families of 340 students)
 - b. March 2021: 14% (46 families of 340 students)

We congratulate and acknowledge the efforts of Dr. James Spruill, our school Principal who continues to lead and encourage turnaround efforts in Winans District Schools. We also acknowledge and congratulate his incredible staff and systems of support from teachers, clerical, interventionists, MTSS, Curriculum, and Intervention teams who work collaboratively to give our children the very best of the best. We acknowledge and give Kudos to our Authorizer, Saginaw Valley State University, for their commitment to our children. Lastly, we applaud the efforts, and commitment of our families who remain steadfast in navigating through challenging times to be not only parents and guardians but in most cases the teacher. Parents, you are the best and we thank you for us giving us your child, so we may give you a scholar.

Sincerely,

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