



**César Chávez Academy
Upper Elementary School**
4100 Martin St.
Detroit, MI 48210
Tel: 313.361.1083
Fax: 313.361.1095

May 1, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the César Chávez Academy Intermediate. 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 school leader, Thomas Goodley for assistance.

The AER is available for you to review electronically by visiting the following web site <https://tinyurl.com/ccauaer201617>, 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 new 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.

Some schools are not identified with any of these labels. In these cases, no label is given.

Our school hasn't been given one of these labels.

According to our current Accountability Report from the Michigan Department of Education, our overall score is 60.96 out of 100.

Contributing to this score is our overall growth data of 62.34 out of 100. This indicates that approximately 62% of our students were proficient in both their Annual Growth Percentile and Student Growth Percentile compared to other students in their grade and at their level around the state of Michigan. Our overall proficiency on all state assessments was approximately 44% and this number includes; English Language Arts, Math, Science, Social Studies and English Language Proficiency. More data specific to each of these percentages can be found in graphs in this letter title "M-Step Results".

At CCA Intermediate we continue to strive and reach all students at all levels of instruction. Our school employs a well-established Multi-Tiered System of Supports where we examine the progress of each child in both



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academic progress and behavioral progress. Approximately 35% of our current students are served in either math or reading intervention programs at a tier 2 or 3 level. Behavior tiers are small due to the low number of office referrals we continue to experience due to our strong School-Wide Positive Behavior Supports Program. Students in tier 2 behavior interventions is currently at 7%, while tier 3 students is approximately 2% of the students currently enrolled.

State law requires that we also report additional information for the two most recent years:

Annual process for assigning pupils to the school, 2015-16 and 2016-17:

- César Chávez Academy 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 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.

The status of the 3-5 year school improvement plan:

2016-17: The School Improvement Plan (SIP) for Cesar Chavez Academy Intermediate is reviewed and recreated each year by a team of stakeholders. Currently, we are looking over the areas in the AdvancED standards that need improving through survey data. The SIP team reviews the areas that need improving and comes up with a plan on how to improve on existing systems. Team members include: school administrators, teachers, staff, parents, and at least one board member (based on availability). Input is also provided from district staff as needed. The SIP is revised annually based on student growth and



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achievement data, in addition to trends in performance. The SIP for Cesar Chavez Academy Intermediate meets all Michigan Department of Education requirements and is submitted online through AdvancED.

Our school was nominated to apply for the title of Title I Distinguished Schools Award for the data from our 2014-15, 2015-16 and 2016-17 school year growth data CCAI was in the top 5% of schools with significant growth in the state of Michigan. Only 10 schools in the entire state of Michigan were eligible to apply. Although the school did not win the award, the nomination was something which shows our success with our students. We attribute a great deal of this growth to Tier 1 instruction and our MTSS program.

Attendance continues to be a concern and a Truancy Liaison position was created at the school last year to focus on increasing attendance throughout the school year. For the 2016-17 school year, 75% of students were present 90% of the school year or more. Efforts continue to reduce this number and letters addressing truancy are sent out

Practices in place in support of the SIP goal of 60% proficiency for all students include Common Assessment development and analysis, Common Core Training, Common planning meetings and Response to Intervention. The most significant professional development activities in support of SIP goals included: Technology use, Unpacking Common Core, SIOP Instructional Strategy Training, Writing Across the Curriculum, Differentiate Instruction, Best Practices, & Pacing Guides.

The School Improvement Plan (SIP) for Cesar Chavez Academy Intermediate included a focus on high-quality, rigorous questions found in the INSPECT BANK for students to show proficiency towards the College and Career Readiness. Using the results of proficiency towards these questions, CCAI conducts Instructional Learning Cycles for helping students show more proficiency towards the rigorous questions. In addition, the school continues with its strong MTSS program.

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needed. The SIP is revised annually based on student growth and achievement data, in addition to trends in performance. The SIP for Cesar Chavez Academy Intermediate meets all Michigan Department of Education requirements and is submitted online through AdvancED.

Practices in place in support of the SIP goal of 80% proficiency for all students include Common Assessment development and analysis, Common Core Training, Common planning meetings and Response to Intervention. The most significant professional development activities in support of SIP goals included: Technology use, Unpacking Common Core, SIOP Instructional Strategy Training, Writing Across the Curriculum, Differentiate Instruction, Best Practices, & Pacing Guides.

In the spring of 2015, the AdvancED Accreditation Commission visited the school and rated the school in the areas of Teaching and Learning Impact, Leadership Capacity and Resource Utilization. In all areas CCA Intermediate scored above the national average. Our overall score was 301.10 which is 5% above the national average. Our school was re-accredited for 5 years.

Status of the curriculum

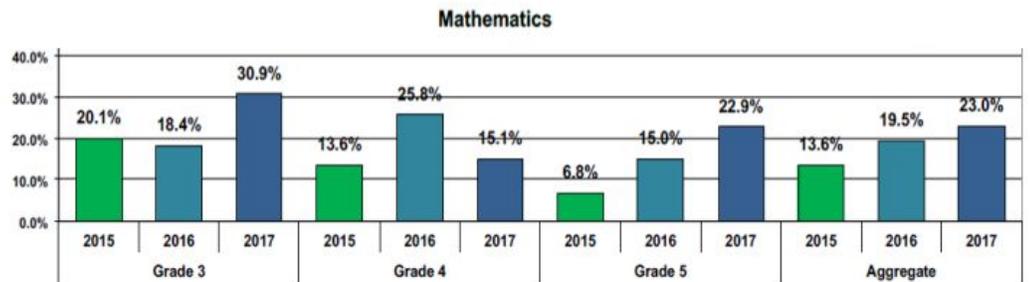
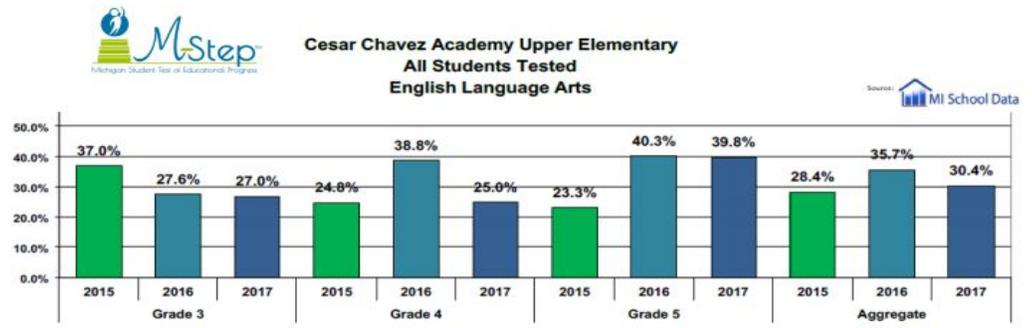
2016-17: Similar to the school year 2015-16, CCA Intermediate utilizes many resources to teach the College and Career Readiness Standards and Claims and Targets. Teachers continue to meet with the instructional coach to review curriculum and make changes as needed after reviewing data. This school year, CCA Intermediate has implemented additional data collection on standards-based achievement with the Naiku testing platform using items from the INSPECT bank of questions. Through the use of the INSPECT bank, staff at CCA Intermediate make changes to instruction and reteach to students who are lacking in achieving standards assessed. Some programs used to support the CCRS including the claims and targets from the Michigan Department of Education include: Readworks.org, NewsELA, Khan Academy, Learnzillion, Study Island, Naiku, Making Meaning Reading, Reader's Workshop, Write Steps, MyMath, Atlas Rubicon of Oakland County, MC3 Social studies curriculum, FOSS Kits, Hands-on Science experiments and teacher-made student centered activities.

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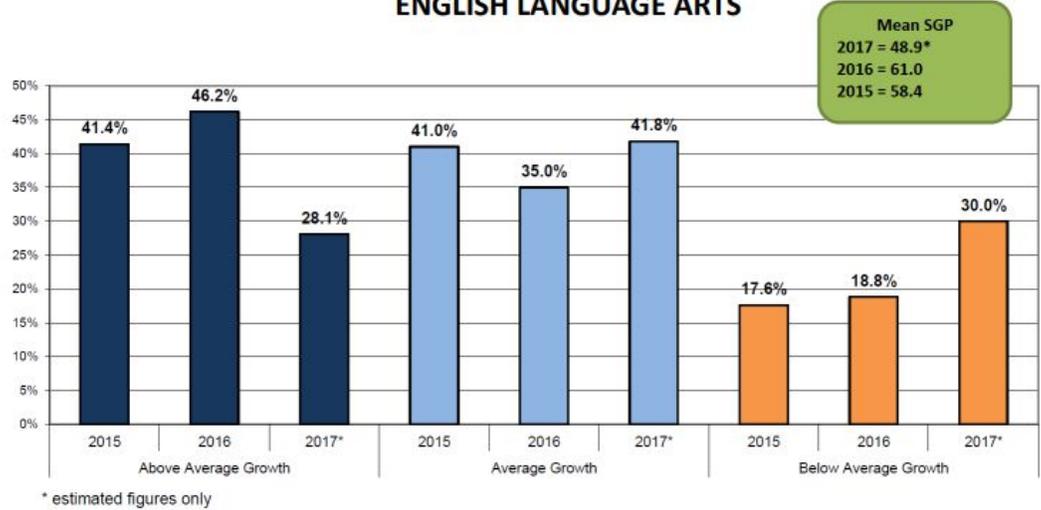
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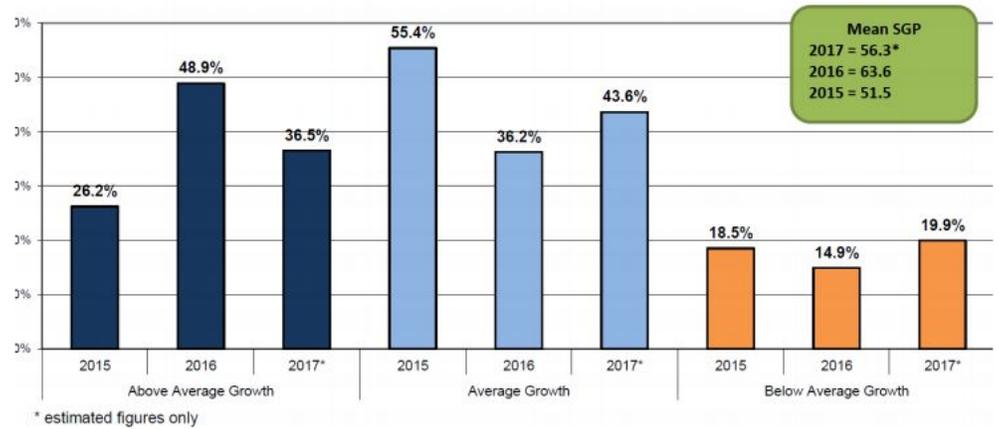


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M-STEP TREND ENGLISH LANGUAGE ARTS



MATHEMATICS





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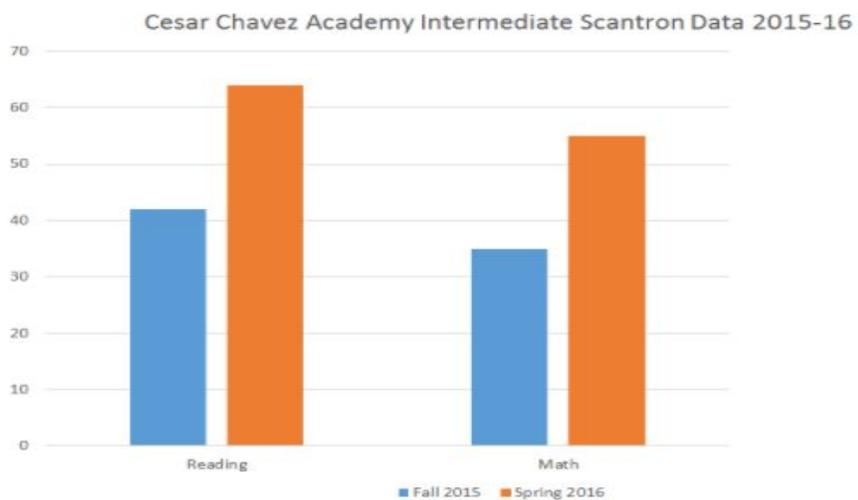
NWEA MAP: Growth

NWEA Growth Analysis (2016-17)

School: Cesar Chavez Academy Upper Elementary

READING (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Grade 3	142	181.2	194.2	13.0	11.9	0.50	55%	69
Grade 4	138	188.7	199.8	11.1	9.0	1.19	65%	88
Grade 5	131	199.2	206.8	7.6	7.0	0.32	49%	62
Aggregate	411	189.7	200.3	10.6	9.3	0.7	56.3%	

MATH (2016-17)								
Grade Level	Student Count	Fall 2016 Mean RIT	Spring 2017 Mean RIT	Observed Growth	Projected Growth	Growth Index	Percentage Meeting Projection	School Conditional Growth Percentile
Grade 3	145	180.0	196.3	16.3	16.3	1.06	54%	86
Grade 4	139	189.0	202.7	13.7	13.7	1.00	55%	84
Grade 5	133	199.1	211.7	12.6	12.6	1.11	59%	87
Aggregate	417	189.4	203.6	14.2	14.2	1.06	56.0%	



Parent-Teacher Conference Attendance

Number and percent of students represented by parents at parent-teacher conferences:

- 2016-17 419 (95%)
- 2015-16: 413 (96%)
- 2014-15: 357 (95%)

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

Sincerely,



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