



New Paradigm Glazer Academy **Annual Education Report (AER)**

February, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-2022 educational progress for the New Paradigm Glazer Academy. The AER addresses the complex reporting information required by federal and state laws. Our staff is available to help you understand this information. Please contact the Chief Academic Officer for the New Paradigm for Education (NPFEE) network, Dr. Kimberly Bland for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site, [AER.Glazer_DATA.2020-2021](#), or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8, and MI-Access science for grades 4 and 7, compared to state averages for all students as well as subgroups of students.

Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety

Review the table below listing our schools. 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 status label is given.

Our school HAS NOT BEEN GIVEN ONE OF THESE LABELS.

Current Challenges

- Glazer Academy is in its first year under new leadership and working to establish stronger relationships with parents and community stakeholders. At Glazer, we believe that parent involvement is paramount in the development of our students and are currently building strategies to increase parent involvement and communicate the vision for students developed by New Paradigm. Our goal is to continue to build parent and community investment in our school as an effective way to support the academic and social emotional development of our students.
- Our school has seen challenges with sustaining a strong math and literacy program for our students, including student support and intervention. Our goal is to bring stability to both programs so that we can lay a strong foundation to cultivate high student achievement. In addition, sustainability in terms of staffing continues to be a challenge, resulting in inconsistent performance outcomes.

Key Initiatives to Foster Student Achievement

We are currently focusing on the following initiatives to accelerate student achievement:

1. Glazer will focus on the **analysis of all data** inclusive of **NWEA, SFA data, quarterly assessments, exit tickets, student work, writing samples, etc.**, to guide instruction, planning and re-teaching.
2. Glazer Academy will increase **student engagement** through **high quality questioning via DOK research and check for understanding strategies**.
3. Glazer instructors, coach, and principal will use **Interventionist and Classroom Data** to support classroom and interventionist instruction. (Interventionist, teachers, coach and principal will work together to determine **focus standards** for the bottom 30% that can be supported in their **homeroom and interventionist classroom**.)
4. Glazer Academy will continue to focus on **high achievement** and a **strong culture of learning** in all classrooms. All teachers will implement classroom procedures, routines and transitions effectively.
5. Scaffold evidenced-based questions (responses) that translate into discussion and writing—all driving toward key understandings.
6. Integrate reading, writing, discussion...in all content areas...to provide cohesive instruction and opportunities for productive struggle.
7. Study and deeply understand coherence within and across grade-level standards to effectively connect new learning to students' prior skills and knowledge.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Glazer operates as an open enrollment charter school under New Paradigm for Education, our charter school management company. Students residing in the state of Michigan can apply to our school at any time during the school year. All interested families can contact the registrar's office to obtain an application for grades Kindergarten – 8th grade. Applications can also be downloaded from the district website using the following link: [Enrollment Application](#) When grades have reached enrollment capacity, students are placed on a waiting list.

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

Goals have been set for each core subject in our school improvement plan. The following outlines those goals:

- All NPG students will demonstrate reading proficiency by having a deep understanding of Common Core Standards
- All NPG students will demonstrate Math proficiency by having a deep understanding of Common Core Standards.
- All NPG students will demonstrate Science proficiency by integrating reading, writing, and discussion across all subject areas to provide cohesive instruction. All NPG students will demonstrate Writing proficiency by integrating reading, writing, and discussion across all subject areas to provide cohesive instruction.
- All NPG students will demonstrate Social Studies proficiency by integrating reading, writing, and discussion across all subject areas to provide cohesive instruction.

**Due to the state of education during the pandemic , a status update is not available.*

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At Glazer Academy, we believe that the true goal of education includes strong moral character as well as academics. Character traits, including responsibility, timeliness, integrity, perseverance, honesty, self-discipline, courage, and cooperation, are expected of each New Paradigm Glazer Academy student to be interwoven into our college going culture.

New Paradigm Glazer Academy believes in academic excellence to be demonstrated by every student performing at the proficient and advanced level. We are committed to identifying and eliminating barriers to educational achievement. New Paradigm Glazer Academy creates policies and practices that are fair and just and provide educational opportunities to ensure that every student meets our standards for achievement, participation, and growth.

Goals of our New Paradigm Glazer Academy Students:

- To create a culture of high expectations for behavior and academics through rigorous, research-based curricula and a focus on achievement.
- To attend a college preparatory high school.
- To gain acceptance to and graduate from a four-year college.
- 100% of our graduates positively affect change in their local communities while making a contribution to our global society.

New Paradigm Glazer Academy is a K – 8th grade elementary school. The full-day program, in self-contained homerooms K-5, and block scheduling in 6-8, provides a nurturing and stimulating environment in which reading, social studies, mathematics and science are presented through a variety of whole-group, partner, and independent activities. Every classroom provides numerous opportunities to develop core knowledge aligned to 21st Century Learning Skills. This will enhance the learning experience while enforcing a student's love for post-secondary education (Going to College).

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

The curricular programs chosen are aligned to the Common Core standards which are adopted by the state of Michigan. Websites containing information about the programs utilized by our school are listed below:

Literacy

In many ways, the achievement gap can be equated to a gap in vocabulary and literacy development. Students will receive 90 minutes of literacy instruction (in K-5) and 60 minutes of writing instruction every day. Grades 6-8 receive 60-minutes of both, reading and writing each day. This sacred time will ensure that students are given the opportunity to immerse themselves in all aspects of literacy and that educators have enough time to create various engagement opportunities for our scholars.

| Curricular Program | Resources in program used for: |
|--|---|
| Success for All www.successforall.org | Oral Language and Vocabulary Development, Phonics, Fluency, Comprehension Skill Development, Written Expression |
| Step Up to Writing www.voyagersopris.com | Foundational Writing Skills, Vocabulary Acquisition, Speaking and Listening, Development in Writing Purpose |
| Write Source www.hmhco.com | Grammar, Six Traits, Usage and Mechanics |

Math

We believe in creating a strong math foundation by building strong number sense with our students during a 90-minute math block for K-5 and 60-minutes of math instruction for grades 6-8. Rather than increasing the pace and covering standards from higher grade levels, we focus on the depth of our instruction rather than the breadth. This strong foundation will prevent future gaps and equip our students with the necessary tools to be critical thinkers and problem solvers.

| Curricular Program | Resources in program used for: |
|--|--|
| Eureka Math (K-5) http://greatminds.net | Measurement, Geometry, Numbers and Operations, Algebraic Thinking, Data Analysis and Probability, Problem Solving |
| Illustrative Math (6-8) https://www.illustrativemathematics.org/ | The IM 6–8 Math certified curriculum is built on research-based principles to ensure teachers have the tools needed to facilitate student success. |

Science and Social Studies

We offer an interdisciplinary study of literacy and math skills through science and social studies. Our goal is for students to study the world through a focus on world events, research, and experimentation. Each block will occur daily for 60 minutes.

| Subject and Curricular Program | Resources in program used for: |
|---|---|
| Social Studies – MC3 Rubicon https://wayneresa-public.rubiconatlas.org/Atlas/Public/View/Default | Civics and Government, Economics, US History and Geography, World History and Geography |
| Science – STEMscopes www.acceleratelearning.com | Biology, Chemistry, Earth and Space, Force, Matter & Energy, Motion & Energy, Organisms and Environments, Physics |

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Our overall student achievement data for the past three school terms is listed below with a focus on reporting from the Student Growth Summary Report for the NWEA MAP Test:

**Results from the 2019-2020 school year are not available due to the COVID school shutdown*

Percent of Students Meeting/Exceeding the NWEA Projected Growth: **READING**

| | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|---------------------|-----------|-----------|-----------|-----------|
| Reading – Grade K | 0% | 15% | N/A | 0% |
| Reading – Grade 1 | 55% | 30% | | 71% |
| Reading – Grade 2 | 42% | 17% | | 31% |
| Reading – Grade 3 | 48% | 44% | | 39% |
| Reading – Grade 4 | 44% | 44% | | 33% |
| Reading – Grade 5 | 53% | 35% | | 0% |
| Reading – Grade 6-8 | 49% | 40% | | 41% |

Percent of Students Meeting/Exceeding the NWEA Projected Growth: **MATH**

| | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|------------------|-----------|-----------|-----------|-----------|
| Math – Grade K | 15% | 39% | N/A | 100% |
| Math – Grade 1 | 68% | 59% | | 100% |
| Math – Grade 2 | 67% | 39% | | 50% |
| Math – Grade 3 | 52% | 28% | | 46% |
| Math – Grade 4 | 36% | 0% | | 22% |
| Math – Grade 5 | 38% | 15% | | 40% |
| Math – Grade 6-8 | 44% | 42% | | 22% |

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Unfortunately, data collection of PTCs began two years ago, thus three years of data is not available. To ensure we are collecting data to best support strategies utilized to make parent/student connections, we are currently collecting data moving forward and reviewing the data on a school level.

| SCHOOL | PTC 1 | PTC 2 | PTC 3 |
|-----------|-------|-------|-------|
| 2017-2018 | N/A | N/A | N/A |
| 2018-2019 | N/A | N/A | N/A |
| 2019-2020 | 33% | 16% | *17% |
| 2020-2021 | *47% | *28% | *50% |

**The third Parent-Teacher and all of 2020-2021 PTCs were conducted virtually due to the COVID pandemic.*

Our students, families and faculty members are on a journey together to make our school a great place to teach, learn and grow. We have seen a great deal of success this year with our initiatives put in place to lay a foundation for strong academic achievement and for our students to develop strong social skills as they navigate their education with others. Please feel free to reach out to us with any questions, concerns or feedback to help our school become one of the strongest learning institutions in Detroit.

Sincerely,

Dr. Kimberly Bland
Chief Academic Officer
New Paradigm For Education