



Wexford Montessori Academy Annual Education Report

February 14, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 educational progress for Wexford Montessori 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 Mrs. Liz Bishop for assistance.

The AER is available for you to review electronically by visiting the following web site [Wexford Combined Report](#) or you may review a copy in the main office at your child's school.

For the 2019-2020 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 Wexford Montessori's cases, no label was given.

Wexford Montessori Academy represents students from a variety of ethnicities as well as a range of socio-economic levels. We are currently working to accelerate student achievement and close persistent gaps between our subgroups. Our School Improvement Team and staff members have been examining data very closely to maximize achievement for all students. School improvement goals focus on increasing mathematical, reading and writing competencies. We are also working to improve attendance and create a more positive school culture.

Throughout the year, parents, teachers, and other staff members work together with the principal to revise our School Improvement Plan. We have been building a positive school culture while improving student achievement in all academic areas. Specific goals address increasing reading comprehension, writing skills and mathematical abilities for all learners. Our 2019/2020 School Improvement Plan was submitted and approved. It is posted on our school website at: <http://www.lansingschools.net/schools/academies/wexford-montessori/> and available for your review in Wexford's main office. Our 2021/2022 School Improvement Plan is currently in progress and will be posted on the above website when approved.

Our students are regularly evaluated through observation and classroom-based assessments. District and statewide standardized tests are given according to specific grade level/age; including M-STEP, AIMSweb, WIDA and other norm-referenced assessments. Evaluation results provide valuable information allowing for each child's individualized instruction. By honing our focus for each child, we are able to aggressively work toward closing the achievement gap.

Due to the challenges that the current COVID-19 Pandemic has posed for our Michigan Public Schools, the Michigan Department of Education suspended all state mandated assessments for Grades 3-12 in the Spring of 2020. Based on our most recent and complete set of data from Spring 2019, according to M-STEP scores, the percentage of 3rd graders proficient in math increased, the percentage of 3rd graders proficient in ELA decreased from 2018 to 2019. The percentage of 4th graders proficient in math decreased as well as the percentage of 4th graders proficient in ELA. The percentage of 5th graders proficient in ELA and math decreased as well.

At the beginning of the 2018-2019, a large number of new students were enrolled at Wexford Montessori Academy. The majority of students who enrolled did not have Montessori experience prior to their enrollment. This influx of students created many challenges for students and staff. As a result, M-STEP scores declined in most areas.

According to AIMSweb Plus testing data during the 2019-2020 school year, the percentage of students meeting benchmark increased from fall to winter in the areas of letter naming fluency, nonsense word fluency, oral reading fluency, phoneme segmentation, reading comprehension, vocabulary and word reading fluency. The percentage of students meeting benchmark decreased in the areas of letter word sounds fluency and early literacy.

Wexford Montessori Academy staff participates in regular professional development sessions to improve instruction. Data collection and study is utilized by teachers and

students. A half-time math and reading interventionist was added to the Wexford staff to support students who are identified, by analyzing said data, as underperforming on district and statewide standardized tests.

Last year, over 90% of parents attended fall parent teacher conferences. This would not have been possible without the dedication of parents and teachers who scheduled make up conferences before and after school to make sure that these important meetings were held, and the support of the principal and office staff who relieved teachers when necessary so that conferences could be held during the school day. We have a strong commitment to ensuring effective parent teacher communication for the success of each student at Wexford, and expect this strong trend to continue.

All members of the Wexford Montessori Academy staff feel privileged and honored that you have chosen Wexford as the school for your child. We look forward to working together as we continue to provide the best education possible in a safe and nurturing environment.

Sincerely,

Mrs. Liz Bishop, Principal

