



District Annual Education Report 2018-2019

14 March 2019:

Dear CPS Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Charlotte Public School district (CPS) and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Eileen M. Grant-Ball, Director of Curriculum, Instruction & Assessment, at 517.541.5107 for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the Michigan School Data site or clicking this link: <https://www.mischooldata.org/AER2019/CombinedReport2.aspx>, or you may review a copy in the main office at your child's school. Each school will also be communicating its 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 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to the district, state, and national achievement benchmarks.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher 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 2017-18 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 these cases, no status label is given.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

School Name	Status Label	Key Initiative to Accelerate Achievement
Galewood Early Elementary School	No label	Multi-tiered system of support, data literacy, professional learning communities engaged in strategic planning process for the new building
Parkview Elementary School	No label	Common grading practices, multi-tiered system of support, data literacy, and professional learning communities engaged in strategic planning process to identify essential learning standards in reading, writing, and math,

		develop formative assessments to gauge progress, and agree on what proficiency looks like for each essential standard. To improve best practices and instructional strategies in light of student achievement/growth data.
Washington Elementary School	No label	Common grading practices, multi-tiered system of support, data literacy, and professional learning communities engaged in strategic planning process to identify essential learning standards in reading, writing, and math, develop formative assessments to gauge progress, and agree on what proficiency looks like for each essential standard. To improve best practices and instructional strategies in light of student achievement/growth data.
Charlotte Upper Elementary School	No label	Revision of Positive Behavior Intervention and Supports system. Teachers are defining the essential grade-level content, as well as measures of student proficiency, in all core subject areas
Charlotte Middle School	No label	Using the school improvement process to implement an aligned system of curriculum, instruction, and assessment that meets state standards and promotes the achievement of all students. The CMS staff

		continue to explore, study, analyze, and implement strategies to further engage our students in their learning and improve their problem solving and critical thinking skills.
Charlotte Senior High School	No label	Professional learning teams are collaborating to identify their essential learning standards in all content areas, and to create a scope and sequence that allows the intended curriculum to be taught within the course. Using the Marzano High-Reliability Schools framework and indicators to drive permanent, positive, and significant impacts on student achievement by synthesizing multiple complex initiatives into one harmonious system so that all students learn the content and skills they need to be successful in college, careers, and beyond.
Charlotte Early Middle College	No label	CHS CARES – Michigan Merit Curriculum, two years of LCC Career Tech, one year at LCC full-time <ul style="list-style-type: none"> • Bulldog Academy – Woodbridge 1, Woodbridge 2, Concurrent Enrollment, 13th Year (60-63 Credits) • Capital Area Career and Technical Early Middle College – Through LCC
Charlotte Project Success	No label	Across all academic departments, teachers meet on a weekly basis to share student data (academic, social/emotional/behavioral), innovative ideas, and

		instructional strategies to help all students achieve their potential.
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Each one of our buildings is committed to the district's new Strategic Plan (January 2019-December 2023) to provide an excellent educational culture and learning environment which is safe, student-centered and in collaboration with our parents and community. We aspire to ensure students are prepared with the academic competencies and social skills for successful futures and lifelong learning.

Our instructional model in every building is highly aligned with evidence-based best practices to ensure excellence in teaching and learning in every classroom, every day, for every student. We are committed to being an organization committed to students and their continual growth in academics, athletics, performing arts, and all other student based interest offerings.

I encourage you to become involved with our schools. Parent and community involvement play a critical role in the academic growth and achievement of students. Research shows students and schools that enjoy high levels of parent involvement and community engagement are higher performing. We offer many opportunities for both parents and community volunteers/organizations to be involved. Contact the school directly and talk with your child's (children's) teacher(s) or the building principal(s) about volunteer opportunities.

Thank you for your interest and continued support as we partner for OUR Kids, OUR COMMUNITY, and OUR FUTURE.

Sincerely,



Eileen M. Grant-Ball,
Acting Superintendent
Director of Curriculum, Instruction & Assessment