

School Annual Education Report (AER) Cover Letter

Thursday, February 11, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the MARTIN LUTHER KING, JR EDUCATION CENTER 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, you may contact Dr. Constance Price, Administrative Director.

The AER is available for you to review electronically by visiting the following website www.mlkecacademy.org or you may review a copy in the school office.

For the 2019-20 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 label is given.

* Note TSI and ATS definitions were changed for the 2019-20 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.

Our school HAS NOT BEEN GIVEN ONE OF THESE LABELS.

During 2019-2020 School Year the Standardized test, M-STEP was not administered, due to school closure and state determination because of the COVID-19 Pandemic. During 2018-2019 school year, MLKECA achieved comparable scores to the ISD and State average, exceeding the district for several grades. We have also maintained the Measure of Academic Progress (MAP) test to measure student academic growth three times a year. Information used to rank schools is based on the development of the Top to Bottom list of schools and their performance.

Process for Assigning Pupils to the School

Students may enroll at MLKECA throughout the year as openings are available and space allows. Open enrollment dates in the spring are made public via flyers. If the number of applicants exceeds the number of slots available, students will be enrolled by lottery. All remaining applications will be placed on a waiting list for subsequent openings that may occur before and during the current academic year.

Status of the 3–5-year School Improvement Plan

The School Improvement Team consists of administrators, teachers, support staff, parents and community members. Annually, we conduct a review of our School Improvement Plan. School data drives the establishment of goals and objectives, and strategies and activities to be implemented for the school year. MLKECA continued as a Title I School-Wide district in the 2019-20 school year.

Description of each specialized school

MLKECA serves students in kindergarten through eighth grade. Our mission is to provide each student with a variety of accelerated learning opportunities appropriate to their individual abilities, coping skills, desire, and motivation that will propel them in the 21st century equipped to maximize their academic artistic, and technological potential in a diverse society.

Core Curriculum

MLKECA's core curriculum is aligned with the Michigan Grade Level Content Expectations (GLCE's) which are based on the Michigan Curriculum Framework and its Teaching and Learning and Assessment Standards. The curriculum committee is currently using crosswalks to transition to the Common Core State Standards. Curriculum mapping and pacing guides have been updated to ensure that all students are college and career ready. Check with MLK's office for accessibility to the Core Curriculum.

Measure of Academic Progress (MAP)

MAP testing was administered in the fall and midyear during the 2019-2020 schoolyear to determine student academic progress. Spring testing is normally administered as well but was forgone because of the COVID-19 pandemic. MAP is a nationally recognized test that provides national norms for comparison of student achievement in reading and math for students in grades 3-8. Tests are administered three times each year. The results for the 2018-19 schoolyear are detailed in the AER.

Michigan Student Test of Educational Progress (M-STEP)

The Michigan Student Test of Educational Progress (M-STEP) was not administered in 2019-2020 school year due to the COVID-19 pandemic. It was previously administered in April-June 2019 for students in Grades 3rd-8th. This was the first year the test was technology based. Test scheduling and enhanced technologies provided a flexible pace for students to assert his or her best efforts in completing the

assessment. Students trained in keyboarding and word processing while the purchase of new Chromebook, laptops and tablets were acquired to ensure student excellence in computer-based testing.

Parent Teacher Conferences

MLKECA holds four parent teacher conferences each school year. Parents demonstrate commitment to their child's academic success by participation at a rate of 89% for our students in grades K-8.

Conclusion

During 2018-19 school year, MLKECA's Superintendent was honored as one of the 'Top Five Michigan Charter Administrators'. The recognition was awarded by MAPSA and acknowledged by our Michigan lawmakers. MAPSA indicated the Top Five Administrators which includes MLK's Superintendent, Dr. Price, "...is deserving of a huge thank you..., driving incredible results for MI students." MLKECA was ranked as a top DPS Charter School in Detroit Public School's Charter School 2016-2017 portfolio. Our state score card color ranking was lime at 78.95% indicating extremely favorable. MLKECA was ranked #1 Elementary and Middle School in the state with an A grade *'for outstanding achievement'* by [The Michigan Context and Performance Report Card: Public Elementary and Middle Schools, 2015](#) (see Mackinac Center for Public Policy). We received a B rating for our 2015 Excellent Schools Score Card grade. According to Excellent Schools Score Card listing, we ranked within the top 10 of Detroit schools. Grades our calculated based on state standardized tests, student progress, and the overall culture (parent, teacher, and community feedback) of the school.

We hold the title of Academic State Champs for the 2014-15 schoolyear. MLKECA was awarded the designation of *Academic State Champs* per Bridge Online Magazine. Our school accomplished the highest MEAP Scores statewide, among schools with a high poverty level during the 2013-14 school year.

Previous achievements include: Top 25 ranking within top-to-bottom listing of schools in Michigan for the 2013-14 school year by MDE. Recognition from the Mackinac Center as one of the Top 10 Elementary & Middle School in Michigan as of July 2013. Designation as a Reward School ranked MLKECA within the top 5% of schools in Michigan in 2013. MLKECA also continued to be among the highest achieving Detroit Public School's Charters in performance on the MEAP before its retirement.

Our track record of high student achievement is evidenced by awards and citations – Golden Apple Award, Skillman Good Schools Grant, and Top Performing Charter – Beating the Odds. One hundred percent (100%) of our teachers are Highly Qualified. With the continued commitment of all stakeholders, we will meet the challenges of maintaining educational excellence in the 21st century.

Educationally,

Constance Price, Ph.D.
Administrative Director

Martin Luther King, Jr.

Education Center Academy

**ANNUAL EDUCATION REPORT
2019-2020**

**” Creating a culture of Academic, Artistic and
Technological excellence “**

**CONSTANCE PRICE, PH. D.
Administrative Director**

MLKECA ANNUAL REPORT

2019-2020

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INTRODUCTION

In compliance with the State of Michigan Public Act 25 of 1990, all schools are required to prepare an Annual Education Report which is to be presented to the school community in 2021. This report responds to that requirement by including all state specified components.

Our report includes information on the following:

1. The School Improvement Plan and results of our School Progress Report;
2. Student Achievement results for the M-Step and the Measures of Academic Progress, (MAP);
3. Parent-Participation information;
4. A description of our specialized school program;
5. Our school accreditation status; and
6. A description of the school's core curriculum

SCHOOL IMPROVEMENT PLAN

During 2013-2018 Martin Luther King, Jr. Education Center Academy developed a new Title I School wide School Improvement Plan for the 2018-2022 school years, which supports the mission, goals and objectives of our new district strategies, responsibilities, and timeline. Emphasis is placed on improving school effectiveness and increasing student achievement for all students in the school. Our School Improvement Plan focuses on the attainment of student outcome objectives in such areas as reading, mathematics, science, and student attendance.

Our School Improvement Plan is reviewed regularly based on monitoring and evaluation information, including the use of disaggregated data. The outcome of our review process is reflected in the continued implementation of successful strategies, discontinuation or modification of unsuccessful strategies and the initiation of new strategies that address needs which are not being met. Most of our strategies are research based.

The development and implementation of our plan has been a collaborative decision-making process involving all school constituencies (administrators, teachers, support staff, parents, community, and students). Our School Improvement Team meets regularly and provides progress reports to the school staff and the local school community organization. Professional development activities in support of our plan are conducted for both staff and parents.

STUDENT ACHIEVEMENT 2019-2020

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

The percentage of students proficient in the specific categories on the Michigan Student Test of Education Progress (M-Step):

The M-STEP was not administered during the 2019-2020 school year due to COVID-19 School Closure

Grades	Reading	Mathematics	Science	Social Studies
3	---	---	---	---
4	---	---	---	---
5	---	---	---	---
6	---	---	---	---
7	---	---	---	---
8	---	---	---	---

MEASURES OF ACADEMIC PROGRESS (MAP)

The percentage of students that met their individual growth targets on the MAP tests:

<i>Grades</i>	<i>MAP MEAN Reading Fall '19</i>	<i>MAP MEAN Reading Winter'20</i>	<i>Gain/loss</i>	<i>MAP MEAN Math Fall '19</i>	<i>MAP MEAN Math Winter '20</i>	<i>Gain/Loss</i>
8TH	213.6	217	3.4	214.8	221.9	7.1
7TH	204.4	218.4	14	199.7	216.6	16.9
6TH	205.4	202.3	-3.1	200.4	203.2	2.8
5TH	199	205.6	6.6	191.6	224.3	32.7
4TH	180.4	198.6	18.2	177.8	212.5	34.7
3RD	165.8	188.5	22.7	159.9	189.7	29.8
2nd	153.8	168.5	14.7	154.7	171.1	16.4
1st	131.6	163.5	31.9	133.5	167.3	33.8
K	135.8	147	11.2	132.6	142.7	10.1

STUDENT ACHIEVEMENT

2018-2019

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

The percentage of students proficient in the specific categories on the Michigan Student Test of Education Progress (M-Step):

Grades	Reading	Mathematics	Science	Social Studies
3	19	24	---	---
4	35	31	---	---
5	14	<3	---	<3
6	14	5	---	---
7	12	15	---	---
8	15	8	---	---

MEASURES OF ACADEMIC PROGRESS (MAP)

The percentage of students that met their individual growth targets on the MAP tests:

<u>Grades</u>	<u>MAP MEAN Reading Fall '18</u>	<u>MAP MEAN Reading Winter '19</u>	<u>Gain/Loss</u>	<u>MAP MEAN Math Fall '18</u>	<u>MAP MEAN Math Winter '19</u>	<u>Gain/Loss</u>
8 TH	218.3	220.7	+2.4	223.6	220.7	
7 TH	209.2	212.5	+3.3	210.9	216.3	
6 TH	201.9	208.6	+6.7	204.8	210.3	
5 TH	191.9	195.1	+3.2	194.8	196.7	
4 TH	192.4	196.4	+4	192.0	205.8	
3 RD	174.8	188.2	+13.4	177.9	188.4	
2 ND	167.5	173.9	+6.4	167.3	173.4	
1 ST	146.0	160.8	+14.8	146.0	161.0	
K	134.5	144.3	+9.8	130.8	143.9	

PARENT PARTICIPATION

One of the most important factors in a child's educational success is the involvement of parents or guardians. It is important for parents and teachers to discuss students' progress on a regular basis. To encourage and measure parental participation, records are maintained and reported on the number and percentage of students whose parents or guardians participate in conferences. We define a conference as a face to face meeting between a parent or guardian of a student and a school educator for the purpose of improving the educational program or student learning for that student.

During the 2019-2020 school year **384** of our **432** students had a parent or guardian attend one or more conferences, a participation rate of **89%** percent. In the 2018-2019 school year **381** of our **415** students had a parent or guardian attend one or more conferences, a participation rate of **92%** percent. Most of these conferences were held during our four scheduled parent-teacher conferences, all of which were held immediately following report card marking periods. These conferences provided opportunities to address student academic and social needs and to discuss ways to strengthen school-home cooperation to increase student learning. Other conferences included those relating to student adjustment and student program planning.

In addition to the above Parent Teacher Conferences, parents support our school in many other ways, including meetings relating to the school program, extracurricular activities, tutoring, field trips, fund raising, social activities, parent nights and parent workshops. Our local school community organization is actively involved in supporting our school. School support provided by our parents is an essential and important ingredient in contributing to improving the quality of education and the achievement of students in our school.

ANNUAL REPORT ATTENDANCE STATISTICS 2019-2020

STUDENT ENROLLMENT: 432

The student attendance rate (%) for the 2019-2020 academic school year for the Martin Luther King Jr. Education Center Academy was **83%**

SPECIALIZED SCHOOL DESCRIPTION

SCHOOL: Martin Luther King Jr., Education Center Academy

GRADE LEVEL SERVED: K-8

VISION OF SCHOOL: The vision of the Martin Luther King Jr., Education Center Academy is to create a community of well-rounded, life-long learners who will be productive citizens equipped to meet the academic, artistic, and technological challenges and diversity of the 21st century.

STUDENT ENROLLMENT: 432

HOW STUDENTS ARE ENROLLED:

Parents considering Martin Luther King Jr. Education Center Academy for their child are encouraged to tour the facility when classes are in session. An interview with the administration combined with a classroom visit is an enjoyable and effective way to become acquainted with the program.

An application form, an emergency card, birth certificate, and a health appraisal form should be completed and submitted to the school, along with academic records from the child's previous school. Orientation and signed parent involvement, school conduct code, and policy agreement forms are required prior to enrollment. Parents are contacted regarding their child's admission status when all of the above requirements have been met.

HOW WELL GOALS OF THE SCHOOL ARE BEING MET:

Academic goals are continuously being met through creative, hands-on, innovative teaching techniques. Test scores are used to assess student academic progress and, parent, teacher, and student surveys are used to evaluate our academic program. Our goals within the performing arts are reached by student participation in various programs, such as MLKECA's Winter Concert, Spring Extravaganza, and African American History program. Without the assistance of parent volunteers and community agencies, we would not have been able to meet our goals in such a remarkable way.

CORE CURRICULUM

MISSION STATEMENT

The mission of the Martin Luther King Jr. Education Center Academy (MLKEC) is to provide each student with a variety of accelerated learning opportunities appropriate to their individual abilities, coping skills, desire, and motivation, that will propel them into the 21st century equipped to maximize their academic, artistic, and technological potential in a diverse society.

PHILOSOPHY

MLKECA believes that the values of life-long learning are nurtured in a positive, challenging educational environment where students, teachers, and parents work together to ensure that students find fulfilling personal work and meaningful educational lives.

EDUCATIONAL PROGRAM

The educational program at MLKECA is based on the belief that students need a diverse and challenging educational experience, provided by professionals with artistic as well as academic backgrounds. It also assumes that children can master basic concepts of reading and math at an early age. Beginning in kindergarten, students will be enrolled in an accelerated structured reading program, as well as foreign language.

Use of the arts in education is an effective way to stimulate interest and excitement about learning in that the arts appeal to many urges and interests of the developing child. An art infused curriculum meets the aesthetic as well as academic needs of students. Artistic instruction includes music, art, dance, drama, and creative writing.

Technology is used as an enhancement to the learning process. The self-paced feature and diversity of our software programs accommodates the various learning styles of our students. Student motivation is increased and resulting in higher achievement. The development of technological skills equips students to function in the 21st century.

Courses of study are designed to meet student educational needs while having a wide range of opportunities to discover, explore, and develop his/her unique giftedness. Individualized programs allow for placement of students by ability. Evaluation of achievement is based on objectives attained. Class sizes are small allowing for greater differentiated instruction as well as small group activities.

CORE CURRICULUM (CONT'D)

CURRICULUM MODEL

Our curriculum model of instruction is based on recognized and accepted strands and objectives (Grade Level Content Expectations (GLCE's) for students age five through thirteen (K-8) as well as the newly implemented Common Core Standards. A primary focus is to provide all students with a variety of accelerated learning opportunities appropriate to their individual abilities, competency, skill levels, desire and motivation. Curriculum areas include mathematics education, science education, social studies education, language arts education, computer technology education, vocation education, health education and physical education. Accelerated offerings include a structured reading program beginning at kindergarten level, as well as foreign language. Artistic offerings include specialized music training in Suzuki strings, theory, glee club, dance (tap, ballet and modern) art, drama and creating writing.

GOALS

- To provide highly effective teaching from Kindergarten to Eighth grade.
- To provide for the emotional, intellectual, physical, social, aesthetic, and cultural needs of each student.
- To actualize potentials, capabilities and gifts through creative teaching and thinking.
- To teach basic knowledge in all subjects at given levels using interdisciplinary techniques.
- To foster the development of skills using constructive and critical thinking to enable the individual to deal effectively with problems which are new to his/her experience in ways which encourage him/her to act in an independent, self-fulfilling and responsible manner.
- To increase motivation and enthusiasm for learning through technology.

OBJECTIVES

- To develop character of the highest caliber through artistic as well as academic nurturing.
- To engage students in community service through performances.
- To provide incentives for creative and professional achievement especially as they enhance effectiveness in teaching.
- To encourage and foster parental involvement.
- To equip students with the technological skills needed for success in the 21st century.

TEACHER QUALIFICATION DATA

100% of all teachers are highly qualified.

Professional Qualifications of all Elementary, Middle School, and Administrative Staff:

Bachelors	Masters	Ph. D
11	10	2

Annual Education Report Martin Luther King, Jr. Education Center Academy (07425)
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Martin Luther King, Jr. Education Center Academy (07425)
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Martin Luther King, Jr. Education Center Academy (07425)
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility					
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	89	33	67	34	8

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Martin Luther King, Jr. Education Center Academy (07425)
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
Two or More Races	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

Rounds to zero

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Martin Luther King, Jr. Education Center Academy (07425)
 NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Martin Luther King, Jr. Education Center Academy (07425)
Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display