



Joy Preparatory Academy Annual Education Report (AER) 2020-2021 Cover Letter

February 9, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for the Joy Preparatory Academy 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 Ms. Philyaw at 313-340-0023.

The report is available for you to review electronically by visiting the following web site <https://bit.ly/2NKkIXr> , 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.

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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Data from 2019-2020:

JPA was identified as a COMPREHENSIVE SUPPORT AND IMPROVEMENT School. Our weakest area that we continue to target and address is the glaring deficiency related to mathematics. In both our local and state data, we have identified the concept of Number and Operations across all grades K-8 as an academic struggle. We have structured math clubs during the last 35 minutes of the day in NWEA data driven groups to close the foundational gaps in learning and teaching. Also, we

have used local and state revenue from Section 31A to organize a virtual afterschool program.

Data from 2018-19:

The key challenges at Joy Preparatory Academy (JPA) are high percentages of tardies and absentism, decreasing math performance on state and local assessments and a transient population as well. We have fully implemented (MTSS) Multiple Tiered Systems of Support to address the low academic achievement in Math and Reading with 3 interventionists that deliver research and evidence based interventions to grades K-8. State and federal funds have been allocated to purchase DO THE MATH curriculum, READING HORIZONS program and multisensory games/activities to close the gaps in learning and teaching. To address an increased rate of 40% of our students being chronically absent, we have hired an attendance liaison who has created policies and procedures to communicate with families to curtail the reoccurring of tardies and absences.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

Families who have chosen JPA to educate their child(ren) must complete an enrollment packet along with providing legal documents, proof of live birth, previous reports cards and discipline records. JPA has an office manager and assistance that can assist the parents/families with any help they may need in completing the packet or obtaining documentation through record requests procedures.

Joy Preparatory Academy is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.

In the spring, the school holds an advertised open enrollment period, during which any Michigan PreK-8 school resident may apply.

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.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

Improvement Plan/Priority Plan is a "living" document that addresses critical areas that the team must continually monitor. Due to the transformation of Joy most of

the strategies and activities are in the implementation with monitoring phase. The data that is discussed is Focal Point, NWEA, MSTEP, DRA and classroom assessments. We are learning about the MICIP process that allows us to focus on one paramount that centers around compiled data focused on the “whole child”.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

Joy Preparatory Academy is a public charter school located in Detroit, MI. We are chartered by Ferris University and serve students in grades PreK-8. Our curriculum and class offerings meet the State of Michigan requirements and strive to prepare students for success for College and Career Readiness.

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:

At any stakeholders request, there are copies available on our website and on-site at JPA (distributed by instructional coach or teacher). As a result of a (CNA) Comprehensive Needs Assessment, the instructional staff uses MyMath, Reach for Reading, IXL, RAZ-Kids and other site licenses to teach the Michigan Common Core Standards.

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

Grade	Mathematics			Reading		
	Fall 2019	Fall 2020	Growth	Fall 2019	Fall 2020	Growth
1	128.6	149.8	21	136.1	147.6	12
2	154.6	164.9	10	155.3	161.4	6
3	162.9	176.4	13	160.4	181.8	21
4	182.8	190.7	8	182.6	193.1	11
5	182.1	189.7	8	182.7	197.4	15
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	204.9	210.7	6	201.3	214.1	13

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

2019-2020: (78%) were represented by parents/guardians at parent-teacher conferences.

2018-2019: (56%) were represented by parents/guardians at parent-teacher conferences.

Joy Preparatory Academy has been thrown a curveball with the concerns relating to COVID-19. Our staff and parents have worked diligently as a team to ensure our students receive the best opportunities possible, both academically and behaviorally! We will focus on MTSS and PBIS to grow our staff and students throughout the year.

Educationally Yours,

Ms. Adasina Philyaw

Annual Education Report Joy Preparatory Academy (82958)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
---------------	---------------	---------------------	-------------------	-------------------	------------------

No Data to Display

Annual Education Report Joy Preparatory Academy (82958)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Joy Preparatory Academy (82958)	2	18	1	0
Joy Preparatory Academy (09318)	2	18	1	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Joy Preparatory Academy (82958)	21.00	13.00	61.9%	13.00	61.9%	N/A	N/A
Joy Preparatory Academy (09318)	21.00	13.00	61.9%	13.00	61.9%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Joy Preparatory Academy (82958)	1.00	0.00	0.0%	0.00	0.0%	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Joy Preparatory Academy (82958)	21.00	10.00	47.6%	10.00	47.6%	N/A	N/A
Joy Preparatory Academy (09318)	21.00	10.00	47.6%	10.00	47.6%	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Joy Preparatory Academy (82958)	21.00	12.10	57.6%	12.10	57.6%	N/A	N/A
Joy Preparatory Academy (09318)	21.00	12.10	57.6%	12.10	57.6%	N/A	N/A

Annual Education Report Joy Preparatory Academy (82958)
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
Asian	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	5	29	42	22	7
Two or More Races					
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 Joy Preparatory Academy (82958)
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 Joy Preparatory Academy (82958)

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 Joy Preparatory Academy (82958)
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 Joy Preparatory Academy (82958)

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 Joy Preparatory Academy (82958)

Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received for SY 2019-2020	Strategies Implemented
Joy Preparatory Academy	Joy Preparatory Academy	Comprehensive Support and Intervention	95,000.00	Analyzing Budget, Behavior Management/Positive Behavioral Supports, Coordinating support and technical assistance among MI Excel services, Increase access to effective teachers, Research-based instructional strategies