



March 3, 2017

### *School Annual Education Report (AER) Cover Letter*

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Frederick Douglass International (FDIA). The AER addresses the complex reporting information required by federal and state laws. The Academy's report contains information about student assessment, accountability, and teacher quality. The AER is available for you to review electronically by visiting the web site <https://goo.gl/fDosdP>, or you may review a copy in the main office at your child's school. If you have any questions about the AER, please contact Rashid Faisal, Principal, for assistance.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. FDIA has been identified as an Academy that "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

In the 2015-2016 school year, FDIA was in the first year of operation and has seen substantial growth. The student population has grown from 67 students on count day in October 2015, to 126 students on October 2016, resulting in significant growth. Increased student enrollment is both a benefit and a challenge. A benefit is that to service students, additional teachers and support staff was hired. In this process, the Academy actively worked toward developing a team of like minded individuals with a shared vision for student academic growth.

The challenge is holding and securing a shared vision for all staff. An additional challenge is addressing the educational gaps as presented by students enrolling in the school. When averaging scores, students are entering the Academy one-to two years behind in academic achievement as measured by the NorthWest Evaluation Association (NWEA), *Measure of Academic Progress (MAP)*. The student population at FDIA comes from Oak Park (70%) and Detroit (30%). The racial/ethnic breakdown of the Academy is 100% Black or African American. The academy is 100% low-economic statuses based on free- and reduced lunch.

The key initiatives used to accelerate student achievement at FDIA are directly linked to the Single Building District School Improvement Plan (SIP) 2016 goals. The SIP goals cover two areas:



★ **Goal 1: All students at Frederick Douglass International Academy will demonstrate growth as readers on the MAP assessment.**

**Measurable Objective:** 100% of all students will increase student growth on the MAP assessment in Reading by 5/31/17 as measured by the Spring 2017 MAP assessment.

★ **Goal 2: All students at Frederick Douglass International Academy will demonstrate growth in Mathematics on the MAP assessment.**

**Measurable Objective:** 100% of All Students will increase student growth on the MAP assessment in Mathematics by 5/31/17 as measured by the Spring 2017 MAP assessment.

The initiatives are:

- Implementation of the literacy workshop model.
- Provide teachers with the professional development on the Harkness Discussion Method.
- Research-based essential strategies for Achieving Excellence
- Implementation of the mathematics workshop model.
- Provide teachers with professional development on the 8 Cultural Forces.

At FDIA, we are committed to academic excellence and the individual growth of each student. Our academic achievement and student growth, as demonstrated on the NWEA *MAP assessment* show positive growth trends for students. Our students are on track to achieve the academic standards and benchmarks as outlined in the Charter Contract.

State law requires that we report additional information as applicable to a pre-K to 7<sup>th</sup> grade elementary school. For your convenience and transparency, this information can be found on the FDIA website, at the hyperlinks provided below. You are also welcome to view the website information or a paper copy of the AER at the Administrative Office.

★ **ENROLLMENT PROCEDURE**

The Academy enrollment is open to all individuals who reside in the state of Michigan and is only limited by the age range or grade level being offered. Students who are enrolled in the immediately preceding school year are permitted to enroll unless the appropriate grade is not offered. If the Academy receives more applications than there are spaces, a random selection drawing will be held. The Academy values family and therefore an enrollment priority may be given to a sibling.

To view details see [www.fdi-academy.org](http://www.fdi-academy.org)

★ **THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN (Goals)**

The FDIA School Improvement Plan (SIP) is a living document that is used to guide educational decisions at the Academy. The objective of the school improvement process is to use the needs assessment and the school data to make informed decisions to best impact student achievement. The Academy planning process includes applying for and being granted schoolwide status.

Using multiple data points, the FDIA SIP team initially identified reading and reading as areas of concern for the Academy, since the majority of students who enroll present with reading levels



## Frederick Douglass International Academy

and writing skills that are below grade level. Additionally, the Academy included goals in the area of math, science, social studies and social/emotional. The SIP goals were written to address each need with strategies and interventions identified and then put into place to address the student need. The SIP is reviewed on a yearly basis with annual updates. The School Improvement Plan can be found in its entirety on the FDIA website.

To read the full SIP, view the <http://www.fdi-academy.org/curriculum/fdia-educational-plan/>

### ★ A BRIEF DESCRIPTION OF THE SCHOOL

FDIA is a public school academy, serving students in grades pre-K through seventh grade. FDIA is dedicated to providing a safe, yet challenging and nurturing learning environment to all students. The Academy has a rigorous curriculum for the core content areas of English language arts, mathematics, social studies, science, health and physical education. In the content area of science, FDIA is building a Science, Technology, Engineering and Mathematics (STEM) program for all students. FDIA is committed to building the character of the students by practicing character building through attitude and action. Additionally, the Academy focuses on thinking globally, using technology and fostering a love for the arts.

### ★ 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 core curriculum, pacing guides and assessment components are accessible by request at the Academy office. Teachers and school leadership maintain a goggle doc file of all curricular components which makes the curriculum available as needed. The Academy also uses an electronic tool to support the curriculum, the Curriculum Crafter Tool. To access a free, limited version of this educational product, visit [Curriculum Crafter Tool](#).

FDIA's core curriculum is aligned to the Michigan academic standards and is based on the state model, there is no variance. The curriculum for English language arts, writing and math was reviewed and revised by teachers in summer and fall 2016. Implementation is overseen by Academy leadership.

For full descriptions of the curriculum, view the [Educational Program](#)

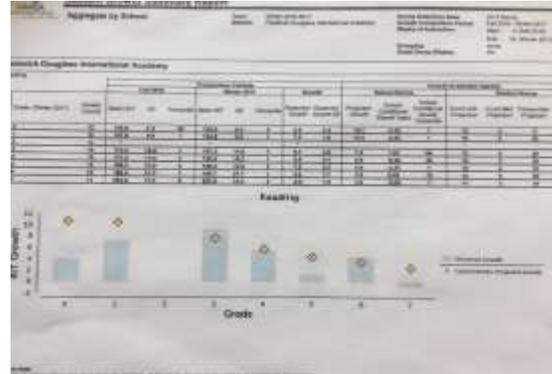
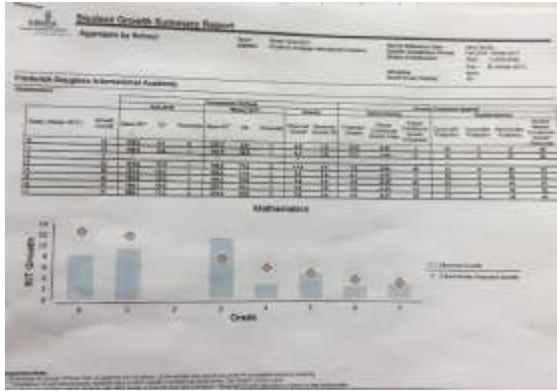
### ★ THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

The Academy tests all students as required by Michigan statute. The Academy gives the state assessment, the M-Step, and the district assessment, the NWEA, MAP Assessment.

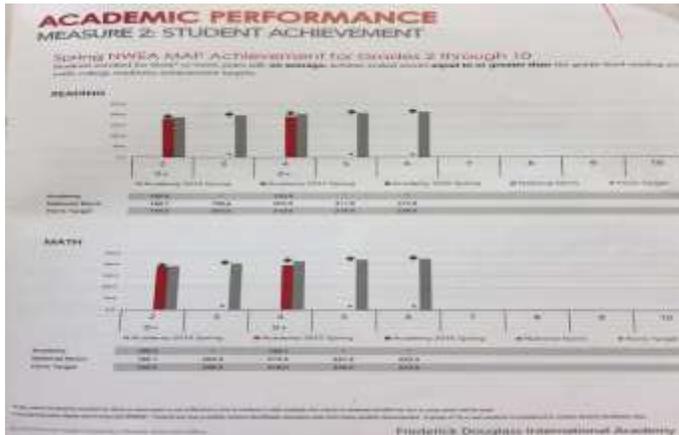
DISTRICT ASSESSMENT: The Academy tests all students in the fall, winter and spring using the NWEA MAP assessment. FDIA students enter the academy significantly behind the benchmark so therefore catch-up growth must also be taken into account. The data charts show the students with a valid score.



2015-2016 Fall-Winter-Spring Grade Report



2016-2017 Fall-Winter Grade Report



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

FDIA values the partnerships with parents as essential for student success. Parent Teacher Conferences are scheduled three times per year, in October, February and April. At the first parent conference all parents are encouraged to attend. At the second and third conference,



## Frederick Douglass International Academy

while any parent can attend, selected parents are invited when students are not making adequate academic progress.

Conference Date	Students Enrolled	Parents Attended	Percentage
<b>October 16, 2015</b>	65	24	37%
<b>February 11, 2016</b>	91	40	44%
<b>April 14, 2016</b>	91	55	61%
<b>October 28, 2016</b>	119	55	43%
<b>February 2, 2017</b>	122	63	52%

### ★ HIGH SCHOOL

FDIA serves grades pre-kindergarten through seventh; there is not a high school option at this time.

This Annual Education Report (AER) will be shared with our parent-partners, community members and School Board at a public meeting. Additionally, this report will be available as a paper copy in the Administrative Office and electronically on the FDIA website.

It has been exciting to see the growth and development of students at FDIA. As parents, you trust your most prized possessions to us, to teach them to read, write, and become academic scholars. As a team, we are excited to see the potential in each student and we will work to ensure that each student gains academically and socially.

Sincerely,

Rashid Faisal  
Principal