



May 1, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Jefferson International Academy, Intermediate Campus, serving grades 4 through 8. 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 Dr. Elizabeth Ruff or Katie Alexander, Principals.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/CJTwiB> or you may review a copy in the main office at your child's school.

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. JIA has been identified as an Academy that "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

In the 2016-2017 school year, JIA was in the fourth year of operation and again saw growth in enrollment. The student population has grown from 66 students on count day in October 2013, 170 students on count day October 2015, 239 on count day, October 2015, to 274 on count day, October 2016 resulting in quadruple growth. Increased student enrollment is both a benefit and a challenge. A benefit is that to service students, additional teachers and support staff were added to our staff. 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)*. In 2017-2018, the student population at JIA comes from four resident districts: Pontiac City School District (90.1%); Waterford School District (8.8%); Lake Orion Community Schools (0.7%) and West Bloomfield School District (0.4%). The racial/ethnic breakdown of the Academy is approximately 58.4% Hispanic or Latino; 29.2% Black or African American; 9.1% White, and 2.9% multiracial and .4% Hawaiian. While JIA has a variety of racial and ethnic diversity which is a positive, there is also the challenge of meeting the needs

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of student's whose first language is not English. The predominance of Spanish speaking students has been a challenge in communication, as we strive to ensure our instruction meets the needs of English Language Learners.

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

- ★ **Goal 1: All students will read at grade level.**
Measurable Objective: On average, 75% of all students will demonstrate progress toward grade level achievement targets in reading by 06/16/2017 as measured by CMU benchmark RIT scores using the NWEA-MAP assessment.
- ★ **Goal 2: All students will increase positive, peaceful interactions with peers.**
Measurable Objective: Students will demonstrate positive behavior and peaceful interactions with peers by 06/23/2017 as measured by decreased incidents in classroom or hallways.
- ★ **Goal 3: All students will be proficient writers.**
Measurable Objective: 75% of all students will demonstrate proficiency toward the grade level academic writing standards by 06/23/2017 as measured by a common writing assessment, developed by the Academy .
- ★ **Goal 4: All students will be proficient in mathematics.**
Measurable Objective: 75% of all students will demonstrate proficiency toward the grade level achievement targets in mathematics by 06/23/2017 as measured by CMU benchmark RIT scores using the NWEA MAP assessment.
- ★ **Goal 5: All students will be proficient in Science**
Measurable Objective: 75% of all students will demonstrate proficiency in science concepts by 06/23/2017 as measured by the M-Step grade level assessment and grade level common assessments.
- ★ **Goal 6: All students will be proficient in Social Studies.**
Measurable Objective: 75% of all students will demonstrate proficiency in social studies concepts by 06/23/2017 as measured by M-Step grade level assessment and grade level common assessments.
- ★ **Goal 7: All students will have positive experiences with art instruction.**
Measurable Objective: 75% students will complete a portfolio or performance in the arts as measured by student progress in developing artistic habits, including ability to engage, persist, envision, observe closely, reflect on process, to stretch and explore and take risks.

The initiatives are:

- Conducting readers workshop at each grade level, including phonics instruction
- Implementing writers workshop at each grade level
- Extended time for reading and math instruction
- Small group instruction with hands on activities, focused on individual student need
- Implementing a instructional coaching model
- Support for English language learners with bilingual staff
- Implementing the Olweus Bully Prevention Program with a Positive Behavior Intervention and Supports model (PBIS)
- Supporting students in making healthy choices and being physically active

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At JIA, 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 8th grade elementary school. For your convenience and transparency, this information can be found on the JIA 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 [Enrollment and Student Application](#)

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

The JIA School Improvement Plan (SIP) is a living document that is used to guide educational decisions at the Academy. The Academy has the status of schoolwide SIP. 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

Using multiple data points, the JIA 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 and writing skills that are below grade level. Additionally, the Academy included goals in the area of math, science, social studies, social/emotional and art. 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 JIA website.

To read the full SIP, view the [Single Building District Improvement Plan](#)

★ **A BRIEF DESCRIPTION OF THE SCHOOL**

JIA is a public school academy, serving students in grades pre-K through grade eight. JIA 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, JIA is building a Science, Technology, Engineering and Mathematics (STEM) program for all students. JIA 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.

For additional information, view [Why Choose JIA](#)

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★ **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 to all staff members.

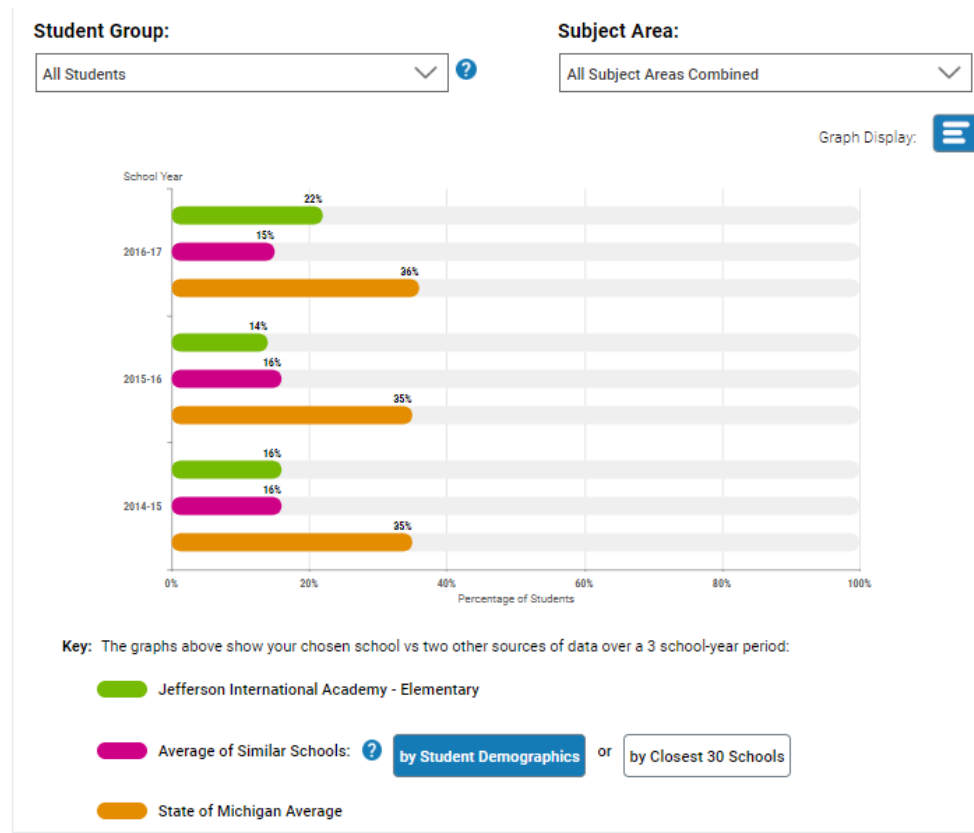
JIA’s core curriculum is aligned to the Michigan academic standards and is based on the state model, there is no variance. The curriculum for English language arts, writing and math was reviewed and revised by teachers in summer and fall 2016. Implementation is overseen by Academy leadership.

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.

STATE ASSESSMENT: The M-Step results are recorded on the state website, MI School Data.



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The Parent Dashboard for School Transparency can be accessed at MISchool Data at the link below:

<https://www.mischoldata.org/EssaDashboard/EssaDashboardSchoolOverview.aspx>

DISTRICT ASSESSMENT: The Academy tests all students in the fall, winter and spring using the NWEA MAP assessment. Students in kindergarten, first, second, third and fourth grade made the expected growth according the CMU benchmark. However, the 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, the mean RIT and an analysis of the plus or minus to the benchmark.

Reading							
Grade	Expected Growth to Benchmark (F, W, S)	Test Year	Benchmark (R)	# Students with valid score (N)	Mean RIT (R)	+ or - to Benchmark (R) (Delta (D))	Growth this year (F, W, S) Spring F, Fall C
K	11	Fall	154	54	116.2	-17.8	13.8
		Winter	160	50	144.6	-15.4	
		Spring	165	49	150.0	-15.0	
1	14	Fall	165	47	149.0	-16.0	18.7
		Winter	172	43	159.8	-12.2	
		Spring	179	43	167.7	-11.3	
2	11	Fall	179	41	158.1	-20.9	21.0
		Winter	186	39	173.8	-14.2	
		Spring	190	40	179.1	-10.9	
3	8	Fall	193	25	176.0	-17.0	15.3
		Winter	198	23	184.1	-13.9	
		Spring	201	22	191.3	-9.7	
4	5	Fall	203	23	188.7	-14.3	8.9
		Winter	205	21	197.9	-7.2	
		Spring	208	22	197.6	10.4	
5	6	Fall	209	20	195.1	-13.9	1.5
		Winter	212	19	198.0	-14.0	
		Spring	215	18	196.6	-18.4	
6	4	Fall	214	20	206.5	-7.5	4.1
		Winter	216	18	204.2	-11.8	
		Spring	218	17	210.6	-7.4	
7	4	Fall	218	13	205.9	-12.1	5.0
		Winter	220	13	201.2	-18.8	
		Spring	222	13	210.9	-11.1	
Mathematics							
Grade	Expected Growth to Benchmark (F, W, S)	Test Year	Benchmark (R)	# Students with valid score (N)	Mean RIT (R)	+ or - to Benchmark (R) (Delta (D))	Growth this year (F, W, S) Spring F, Fall C
K	12	Fall	152	53	130.3	-21.7	19.2
		Winter	158	51	139.3	-18.7	
		Spring	164	47	149.5	-14.5	
1	15	Fall	164	46	153.2	-10.8	19.7
		Winter	172	43	163.3	-8.7	
		Spring	179	43	172.9	-6.3	
2	12	Fall	179	41	164.7	-14.3	19.7
		Winter	186	39	177.1	-8.9	
		Spring	191	40	184.4	-6.6	
3	10	Fall	194	26	180.5	-13.5	15.5
		Winter	200	25	189.0	-11.0	
		Spring	204	23	196.0	-8.0	
4	5	Fall	205	23	190.7	-14.3	12.0
		Winter	210	22	195.8	-14.2	
		Spring	214	22	202.7	-11.3	
5	9	Fall	215	20	197.7	-17.3	5.3
		Winter	219	19	203.2	-15.8	
		Spring	224	19	209.0	-22.0	
6	6	Fall	223	20	206.4	-16.6	8.7
		Winter	227	18	210.8	-16.2	
		Spring	229	17	215.1	-13.9	
7	6	Fall	230	13	205.9	-24.1	6.2
		Winter	233	13	208.8	-24.2	
		Spring	236	13	212.1	-23.9	

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2015-2016 Fall-Winter-Spring Grade Report

2016-2017 NWEA Data
 Fall to Spring Comparison
 Source: NWEA Grade Report

READING							
Grade	Expected Growth to Benchmark FA-SP	Test Term	Benchmark (A)	# Students with valid test score (B)	Mean RIT (C)	+ or - to Benchmark (D) (Col A-C)	Observed Growth FA-SP (Spring-C-Fall-C)
K	11	Fall	154	49	135.2	-18.8	17.3
		Spring	165	44	152.4	-12.6	
1	14	Fall	165	46	152.2	-12.8	17.9
		Spring	179	41	170.1	-8.9	
2	11	Fall	179	44	160.8	-18.2	17.8
		Spring	190	39	178.6	-11.4	
3	8	Fall	193	40	176.2	-16.8	9.3
		Spring	201	37	185.5	-15.5	
4	5	Fall	203	24	187.8	-15.2	11.7
		Spring	208	22	199.5	-8.5	
5	6	Fall	209	24	193.5	-15.5	7.9
		Spring	215	21	201.4	-13.6	
6	4	Fall	214	20	191.6	-22.4	7.6
		Spring	218	20	199.2	-18.8	
7	4	Fall	218	18	211.9	-6.1	4.3
		Spring	222	17	216.2	-5.8	
8	5	Fall	222	9	210.6	-11.4	2.7
		Spring	227	7	213.3	-13.7	

2016-2017 NWEA Data
 Fall to Spring Comparison
 Source: NWEA Grade Report

MATHEMATICS							
Grade	Expected Growth to Benchmark FA-SP	Test Term	Benchmark (A)	# Students with valid test score (B)	Mean RIT (C)	+ or - to Benchmark (D) (Col A-C)	Observed Growth FA-SP (Spring-C-Fall-C)
K	12	Fall	152	48	131.2	-20.8	13.8
		Spring	164	44	145.0	-19.0	
1	15	Fall	164	44	154.5	-9.5	20.1
		Spring	179	39	174.6	-4.4	
2	12	Fall	179	44	166.4	-12.6	18.1
		Spring	191	39	184.5	-6.5	
3	10	Fall	194	40	181.4	-12.6	11.7
		Spring	204	35	193.1	-10.9	
4	5	Fall	205	24	192.9	-12.1	16.4
		Spring	214	21	209.3	-4.7	
5	9	Fall	215	24	200.5	-14.5	9.0
		Spring	224	22	209.5	-14.5	
6	6	Fall	223	21	196.4	-26.6	7.5
		Spring	229	20	203.9	-25.1	
7	6	Fall	230	18	213.8	-16.4	6.8
		Spring	236	17	220.6	-15.4	
8	5	Fall	236	9	208.4	-27.6	4.0
		Spring	242	7	212.4	-29.6	

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

JIA 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, while any parent can attend, selected parents are invited when students are not making adequate academic progress. To accommodate the Spanish speaking parents, translators are available to support the conference.

Conference Date	Students Enrolled	Parents Attended	Percentage
October 16, 2015	239	157	65%
February 11, 2016	228	39	17%
April 14, 2016	227	65	29%
October 21, 2016	273	135	49%
February 2, 2017	277	73	28%
April 27, 2017	270	85	32%

To read about JIA parent program view [Parent as Partner](#)

★ **HIGH SCHOOL**

JIA serves grades pre-kindergarten through eight; 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 in a paper copy format in the Administrative Office and electronically on the JIA website.

It has been exciting to see the growth and development of students at JIA. 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,

Dr. E. Ruff & Mrs. Katie Alexander, Principal

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