



# Detroit Innovation Academy

March 20<sup>th</sup>, 2019

Dear 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 Detroit Innovation 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, please contact Sherie Manthiram, Principal, at the school or EQUITY Education at 313-977-9178 for assistance.

The AER is available for you to review electronically by visiting the following web site, <http://bit.ly/2u39a4a>, or you may review a copy in the main office at your child's school.

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 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.

Our school was identified as a "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

One of the key challenges at DIA has been closing the achievement gap in the area of Reading and Math. When the school opened in 2012, there were no proficient students in these areas. Though there has been progress in these areas, we are aware of the need to continue to focus on academic achievement. Reading has shown much growth and math continues to be an area of stagnation. To mitigate these circumstances, The Academy uses math intervention, paraprofessionals, and instructional coaches to address the needs of the building.

State law requires that we also report additional information.

## 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Detroit Innovation Academy is a public school academy and as such does not discriminate in any manner. Primarily, the Academy will enroll students on a first-come, first-served basis.



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However, if the Academy receives more applications for enrollment than there are spaces available; students will be selected for enrollment through a random selection drawing. Prior to the application period, the Academy will:

- A) Establish written procedures for conducting a random selection drawing,
- B) Establish a maximum number of spaces available per grade or grouping level, and
- C) Establish the date, time, place and person to conduct the random selection drawing.

The Academy will use a credible, impartial individual who is not employed by, under contract with, a member of the board of, or otherwise affiliated with the DIA to conduct the random selection drawing.

The Academy will notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy's official waiting list of openings that may occur during the academic year. Students' names will appear on the official waiting list in the order they were selected in the random selection drawing.

## 2. STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The Academy, as required by the Revised School Code, updates the School Improvement Plan (SIP) annually. During the process of completing the SIP a committee of staff and parents meet monthly to monitor the progress of the school improvement goals. In the spring, the team conducted a Comprehensive Needs Assessment (CNA) that analyzed multiple sources of data including:

- Measure of Academic Progress (NWEA MAP) in Reading and Math for Grades K-8
- Michigan Student Test of Educational Progress (M-STEP) in Reading and Math for grades 3-8
- PSAT Grade 8
- Demographic Data
- Staff Perception Data
- Student Perception Data
- Parent Perception Data

As a result of the School Improvement Team's review of the data, goals, objectives and action plans for the coming school year were developed and included in the plan.

Tier II and Tier III intervention services were developed based on school-wide trends and individual student data. Support staff were hired including instructional coaches and paraprofessionals who focused on reading and math skills.

## 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At the Detroit Innovation Academy, students are engaged in powerful learning experiences that support the whole child—mind, body and spirit—and provide a strong foundation for college success. The mission of Detroit Innovation Academy is to provide a stimulating and supportive environment that empowers students to achieve their greatest potential and to be leaders in the community.



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In addition to academic programs, the Academy will provide a wide range of wraparound programming including Michigan’s Pathways to Potential through the Department of Health and Human Services (DHHS).

#### 4. 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 Detroit Innovation Academy core curriculum is aligned to the Michigan Common Core state standards. A copy of the curriculum can be obtained on line or by request at the main office.

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

Students are tested using the Michigan Student Test of Educational Progress (M-Step) state mandated test. DIA students scored as follows:

##### M-STEP (2016-2017) – **Percent of students** **“Proficient” or “Advanced”**

ELA  
3<sup>rd</sup> grade 21.7%  
4<sup>th</sup> grade 8.3%  
5<sup>th</sup> grade 20.6%  
6<sup>th</sup> grade 14.8%  
7<sup>th</sup> grade 7.7%  
8<sup>th</sup> grade 20%

MATH  
3<sup>rd</sup> grade: 26.1%  
4<sup>th</sup> grade 5.6%  
5<sup>th</sup> grade 5.9%  
6<sup>th</sup> grade 0%  
7<sup>th</sup> grade 0%  
8<sup>th</sup> grade 10%

SCIENCE  
4<sup>th</sup> grade: 0%  
7<sup>th</sup> grade: 0%

SOCIAL STUDIES  
5<sup>th</sup> grade: ≤10%  
8<sup>th</sup> grade: ≤20%

##### M-STEP (2017-2018) – **Percent of students** **“Proficient” or “Advanced”**

ELA  
3<sup>rd</sup> grade 18%  
4<sup>th</sup> grade 25%  
5<sup>th</sup> grade 11.9%  
6<sup>th</sup> grade 16.1%  
7<sup>th</sup> grade ≤20%  
8<sup>th</sup> grade ≤20%

MATH  
3<sup>rd</sup> grade 20%  
4<sup>th</sup> grade 20.5%  
5<sup>th</sup> grade ≤10%  
6<sup>th</sup> grade 12.9%  
7<sup>th</sup> grade ≤20%  
8<sup>th</sup> grade ≤20%

SCIENCE  
N/A  
N/A

SOCIAL STUDIES  
5<sup>th</sup> grade: ≤10%  
8<sup>th</sup> grade: ≤20%



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Students are also assessed via the nationally normed Northwest Evaluation Association's Measures of Academic Progress (MAP) test.

NWEA MAP: Percent of Students Meeting Spring Proficiency Levels

Grade (16-17)	Reading	Math
3	36%	10%
4	42%	22%
5	11%	0%
6	17%	25%
7	22%	21%
8	27%	5%

NWEA MAP: Percent of Students Meeting Spring Proficiency Levels

Grade (17-18)	Reading	Math
3	31%	18%
4	42%	16%
5	31%	7%
6	13%	17%
7	24%	19%
8	55%	11%

## 6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Parents are critical to the success of their children. Therefore, teachers work to accommodate parent schedules for conferences, which occur over an entire week. The percentage of students who were represented by a parent or guardian at conferences was:

SY2016-17: 45% participation or 160 students represented

SY2017-18: 34% participation or 120 students represented

The Detroit Innovation Academy staff is very pleased to share the information in this Annual Education Report with all of our stakeholders. Our school has passionate and committed school leaders and highly qualified, dedicated staff that are willing to do whatever it takes to help students succeed in college, career and life. We look forward to the coming year and promise to provide the best possible education to the students we serve. Thank you for choosing DIA to support your child's educational career!

Sincerely,

Sherie Manthiram  
Principal