



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

May 3, 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 Henry Ford Academy: School for Creative Studies. 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. Curtis Lewis, Principal, for assistance.

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

For the 2016-17 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Targeted Support and Improvement school (TSI) based upon the performance of the Special Education subgroup. The Leadership Team of the school, along with the School Improvement Team, are developing interventions to provide stronger support for this group of students. One of the key challenges in this regard is retaining a highly qualified and consistent group of teachers to provide supplementary instruction to our students. We are working with experts from the Michigan Department of Education to address this issue, as it is a challenge for schools across the State of Michigan.

The key challenge for our school is the full implementation and sustainability of an intervention system that supports the acceleration of student achievement for all students. Over 50% of our middle and high school students perform below college readiness levels in English Language Arts and Mathematics on state and national tests. We are addressing this gap in achievement by focusing on the development of high quality teaching in those areas. We have hired literacy and math coaches to provide ongoing professional development in state standards and research-based best practices and to support teachers in the implementation of those strategies. In addition, we have implemented a data collection and analysis system to track student progress and plan for instructional interventions. In the coming year, we will be introducing a system of nationally normed interim tests to provide teachers quarterly information regarding student achievement that is at the same level of rigor as required state and national tests.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL: Students are assigned to HFA: SCS through an open lottery process.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN: HFA: SCS completed a comprehensive needs assessment during the 2014-15 school year. The results were used to develop a new School Improvement Plan. We were in year 2 of implementation of that plan in 2016-17.
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL: HFA: SCS is a college prep Visual Art and Design focused school. In addition to receiving instruction in all core academic areas, as required by the Michigan Department of Education, HFA: SCS students receive comprehensive instruction in Visual Art and Design. They are also systematically exposed to the concepts of Design Thinking through embedded learning experiences and design challenges. There are no special entrance requirements.
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: An explanation of the Core Curriculum and its implementation can be found on the school's website at the following url: [www.scs.hfli.org/about-hfa/curriculum](http://www.scs.hfli.org/about-hfa/curriculum) .
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS: SCS students in grade six through eight take the Measures of Academic Progress (MAP) test, a nationally normed achievement test that measures achievement in Reading and Mathematics. This test reports student achievement in RIT scale units. The RIT scale is a measure that uses individual item difficulty values to estimate student achievement. Advantages of the RIT

scale are that it can relate the numbers on the scale directly to the difficulty of items on the test, and it is equal interval. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom or middle of the RIT scale, and it has the same meaning regardless of grade level. The table below shows our students' mean scores for the 2014, 2015 and 2016 end of year MAP test compared to the national mean (NWEA)

	Reading			Mathematics		
	SCS 2015	SCS 2016	NWEA	SCS 2015	SCS 2016	NWEA
6	206.6	210.1	215.8	211.7	210.1	225.3
7	212.6	213.3	218.2	215.0	213.3	228.6
8	216.2	214.7	220.1	216.9	217.2	230.9

HFA: SCS students in grades 9-11 took SAT benchmark tests in the Spring of 2015 and 2016 to measure their achievement in Evidence-Based Reading and Writing (EBRW), Mathematics, Science and Social Studies. The charts below show the median national percentile scores for HFA: SCS students on those two tests.

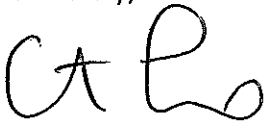
Class	EBRW	EBRW	MATH	MATH	SCI	SCI	SS	SS	TOTAL	TOTAL
	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17
9	51	15	18	21	30	13	27	28	18	16
10	21	32	23	23	25	25	35	35	22	24
11	22	24	15	15	29	29	28	34	17	21

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES: Parent involvement is an important element of HFA: SCS. In 2015-16, 55.6% of students were represented by at least one parent in parent-teacher conferences. This compares to 63% in the 2016-17 school year.
7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:
  - a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT) – Six students were enrolled in postsecondary courses during the 2016-17 school year. This represents 1% of the student population.
  - b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB) – One AP course was offered in the 2016-17 school year.

- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB) – Twenty students were enrolled in the one A/P course offered in 2016-17. This represents 4% of the student population.
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT – No students received a score leading to college credit.

HFA: SCS students made some achievement gains in 2015-16, but we still have significant work ahead to achieve our goals. We appreciate the hard work of students, staff and families in achieving our current outcomes, as we continue on our path to becoming one of the highest performing school districts in Michigan. We look forward to making great strides towards that end in the coming year.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Lewis', written in a cursive style.

Dr. Curtis Lewis  
Principal