

International Academy of Saginaw

2020-2021 Annual Education Report for 2020-2021 Progress

Austin Brinkman, Principal

February 11, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for International Academy of Saginaw. 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 Mr. Brinkman for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3neMvvC>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

Although our population is small enough that many subgroups aren't reported separately, we saw little discrepancy between student groups in schoolwide results. The staff is dedicated to focusing small group instruction during class, after school, and during summer instruction on the ELA and math skills needed by students, and on increasing reading stamina and math fact fluency for everyone. Additionally, the school has dedicated itself to addressing Social Emotional Learning to help students and their families deal with the stress and isolation they've likely experienced during COVID. We are confident that improving students' skills in handling the sometimes-overwhelming emotions that accompany a global pandemic will support the efforts we are all putting into increasing their Reading and Math Proficiency.

State law requires that we also report the following additional information.

1. The aggregate student achievement results for NWEA's Measure of Academic Progress (MAP) for the last two years are posted on our website, under Transparency Reporting.
2. For the Parent-Teacher Conferences in the 2020-2021 school year, 81% of students were represented by parents. For the 2021-2022 school year, 82% of students were represented by parents at the 2021-2022 Fall Parent-Teacher Conferences.

Students have worked very hard to increase their reading and math proficiency over the last few years. We are confident that with continued perseverance, they will see gains in their proficiency skills this school year. The school has acquired new programs to support both reading and math instruction, and both the students and teachers are gaining mastery over the program.

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Consistency through the grade levels gives students the support they need to make the greatest strides. If you'd like to spend time reading with our students or would like to donate books to our library, please contact me at (989) 921-1000.

Sincerely,

Mr. Austin Brinkman, Principal