



January 17, 2020

Dear IA School Families and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the International 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 Lynne Gibson at lgibson@bloomfield.org for assistance.

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

For the 2018-19 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Our school has not been given one of these labels.

The International Academy staff continually works to meet the needs of all learners. This is accomplished through implementation of the International Baccalaureate Middle Years and Diploma Programs. Throughout the ninth and tenth grade, students are introduced to MYP's Approaches to Learning (ATL). The IB states that ATLs help students to "*develop skills that have relevance across the curriculum that help them learn how to learn.*" These skills are scaffolded as students enter the DP in the eleventh grade. Assessments are designed where skills and content require

students to work as practitioners in the different disciplines. Administrators and teachers across campuses are engaged in Cultures of Thinking training to learn ways to differentiate instruction that allows students to demonstrate learning in multiple ways. Teachers across campuses collaborate utilizing Google Docs, Google Hangout, video conferencing, email, and phone. There are also monthly department meetings and each semester they participate in a tri-campus Department Development Day. Professional Development is the same across campuses and is implemented at each campus on the same day, with two of the days occurring with all three campuses at one location. Additionally, Restorative Practices is being integrated into the school culture.

By working towards a goal of 100% of students achieving the IB Diploma at the end of 12th grade, school leadership and staff enact practices and policies to enable all students to meet this goal. In 2019, 90% of graduating International Academy students achieved the IB Diploma.

State law requires that we also report additional information, which is described below.

The International Academy is a tri-campus consortium public high school in Oakland County. The three campuses are: Okma Campus in Bloomfield Hills; the East Campus in Troy; and the West Campus in White Lake. Students apply to one of three campuses based on residence. A lottery process for each district is utilized when there are more students who apply than there are seats available for that district. All incoming freshman students take a math and writing placement exam and have three opportunities to demonstrate proficiency.

International Academy's school improvement plan is an ongoing effort utilizing feedback from the AdvancEd Evaluation Report from spring 2019. The school goals for each year are focused and based on the mission and vision of IA and the needs of the students. These goals include a focus on instruction, culture, curriculum and assessment. The IB re-evaluation process has further enhanced the IA's commitment to these goals, particularly through focusing on the Approaches to Learning (ATL) and Approaches to Teaching embedded in the MYP and DP

The International Academy is an IB World School offering the International Baccalaureate Middle Years (MYP) and Diploma (DP) Program to all students. The Middle Years program is for all ninth and tenth grade students and includes the capstone activity of the Personal Project. In eleventh and twelfth grade, all students are enrolled in the Diploma Program with the goal of achieving the IB Diploma. This rigorous course load includes six Diploma courses and successful completion of the Theory of Knowledge course, the Extended Essay and Creativity, Activity and Service (CAS) requirements.

The International Academy curriculum is available on the IAToday website under "About the IA/Curriculum." The information can be accessed here: <http://www.iatoday.org/international/about-the-ia/curriculum/index.aspx> The IB curriculum for MYP and DP meets and exceeds the Michigan Merit and Common

Core requirements. The MYP and DP are programs of study that ensure all students meet the Michigan Merit High School Graduation Requirements as well as the International Baccalaureate Diploma requirements.

Below are the SAT Spring 2019 results for 11th grade students.

Participants	Mean Evidence-Based Reading and Writing	Mean Math	Mean Total	Met Both Benchmarks State of Michigan
360	649	684	1333	99%
	≥99%	99%	99% met both benchmarks	

Below are the SAT Spring 2018 results for 11th grade students.

Participants	Mean Evidence-Based Reading and Writing	Mean Math	Mean Total	Met Both Benchmarks State of Michigan
373	657	684	1341	97%
	≥99%	96.5%	96% met both benchmarks	

Below are the PSAT/NMSQT Fall 2019 results for 11th grade students.

Participants	Mean ERW	Mean Math	Mean Total	Met Both Benchmarks State of Michigan
359	624	624	1248	97%
	99% met benchmark	98% met benchmark	97% met both benchmarks	

Below are the PSAT/NMSQT Fall 2018 results for 11th grade students.

Participants	Mean ERW	Mean Math	Mean Total	Met Both Benchmarks State of Michigan
362	637	651	1287	98%
	99% met benchmark	98% met benchmark	98% met both benchmarks	

A source of pride for the International Academy is the IB Diploma acquisition rate. Students that have completed all assessment requirements for six Diploma subjects in eleventh and twelfth grades as well as the DP core requirements (Theory of Knowledge, Extended Essay and Creativity, Activity and Service) are candidates for the IB Diploma. In May 2019, the graduating class of 370 earned an IB Diploma acquisition rate of 90% with a score average of 32. In May 2018, the graduating class of 365 earned an IB Diploma acquisition rate of 92% with a score average of 32 as well. In these same years, the world acquisition rate was 79% and the average score was 29 points.

Notable information:

- The number and percent of students represented by parents or guardians at parent-teacher conferences: in the 2018-19 school year 65% of our students were represented by parents or guardians during parent-teacher conferences.
- No students are dual enrolled.
- The International Academy currently offers 20 unique IB Diploma Program courses. 18 of these courses are two-year courses of study taken in both the junior and senior years.

- 100% of all junior and senior students (361 juniors, 370 seniors) were enrolled in IB Diploma Program courses during the 2018-2019 school year.
- In the 2018-2019 school year, 100% of seniors (370) earned scores through the IB Diploma program that would qualify them to receive college credit or college course placement.
- There were thirty-three in the class of 2018 who were identified as National Merit Scholars. Thirty-two of the thirty-three were finalists and one was a semi-finalist, with twenty-nine Commended Scholars.
- A large number of students participate in athletics at their district home high school.

As an all-IB high school, the IA community works collaboratively to further IB's mission to "create a better and more peaceful world." Families have made a commitment to the international education made available by the consortium districts. IA staff cultivates positive connections with students, fosters creativity and knowledge inside and outside the classroom, and provides daily encouragement to each other and students. The IA is a truly unique learning environment where students from various backgrounds learn from each other and gain new perspectives that should benefit them throughout their professional and personal lives.

Sincerely,

Lynne Gibson
Principal