



School Annual Education Report (AER) Cover Letter

January 20, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Barber Preparatory 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 Principal Domini Nailer at 313-957-3005 for assistance.

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

For the 2019-20 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 Staff at Barber Preparatory Academy is working to identify scholars who struggle with meeting grade level targets. Universal screenings and benchmarking occur three times per year in the areas of Math and Reading. Scholars who have been identified as not proficient are then progress monitored every two weeks. Scholars who are progress monitored are also placed into Multi-Tiered System of Supports (MTSS) groups. MTSS groups are groups of four to five scholars who have similar needs and plans are designed to meet the needs of the groups. Scholars meet with the MTSS Interventionist four to five times per week for an additional thirty minutes of instruction per day in Math and Reading.

Scholars who are still struggling will then be referred to the MTSS team, where a committee of teachers and support staff will search for and recommend changes in instructional programming and perhaps additional time for a scholar in smaller groups and/or one-on-one intervention. We



have incorporated within the master schedules a block of time identified as skill building where scholars receive additional time to build foundational skills in core content areas.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Scholars are assigned to a school based on seating availability. Parent/legal guardian brings completed enrollment forms and required documentation to the School Office. This is done in person by a parent/legal guardian. After enrollment papers have been submitted all forms are processed and scholars are entered in the database. Parents are notified that a scholar has been selected to begin in the Fall school-year.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Barber Preparatory Academy's current School Improvement Plan (SIP) was developed in 2019 after careful analysis of student achievement data (M-Step, MAP/NWEA). This is a living document and is revised each year based on new data. Our plan includes 4 goal areas: Mathematics, English Language Arts, Science, and Social Studies with a focus on Culture and Climate. Parent involvement is an added focus for our school improvement plan.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Barber Preparatory Academy is an application Pre-K thru 8th school of choice academy within the Highland Park community. Barber Preparatory Academy has partnerships with many community partners within the surrounding area. We offer a rigorous curriculum with a balanced focus on the four core academic content areas of Math, English Language Arts, Science and Social Studies. The educational process provides a variety of learning experiences flexible enough to allow for freedom to experiment and to make decisions conducive to personal growth.

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 is available upon request through the principal's office. Teachers are able to access district curriculum, as well as other instructional resources (e.g. state standards and benchmarks, links to instructional resources), via the Barber Preparatory Academy district website.



The Curriculum team has provided on-going awareness sessions and workshops dedicated to providing district administrators, teachers, and appropriate staff with information and guidance regarding the implementation of the district core curriculum in the classroom. The process of developing and implementing curriculum that is consistent with state and federal mandates has been an on-going process with teacher-led curriculum teams, along with Curriculum/Instructional coaches and the District Curriculum Coordinator, convening to develop, refine, and realign existing curriculum.

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

Students are given the NWEA Measures of Academic Progress (MAP) assessment three times per school year. MAP is a tool used by the district to gain academic detail about where each scholar is on his/her unique learning path. We will continue to provide intervention support to address our lowest achieving scholars so that we can close the learning gap. We provide continued support of scholars, parents, staff and our community in this effort to close the achievement gaps.

MAP Reading: Fall/Winter Growth

Grade	# of Scholars	# Tested	Fall RIT	Winter RIT	Projected Growth	Actual Growth	% of Growth Met
0	34	34	134	138	11	4	39%
1	48	48	149	153	12	3	26%
2	29	29	166	171	10	5	48%
3	38	37	170	172	9	2	20%
4	32	32	183	190	7	7	92%
5	34	34	193	192	5	-1	-20%
6	24	24	196	196	5	0	-3%
7	33	33	201	199	4	-2	-42%
8	23	23	208	210	3	2	65%

MAP Math: Fall/Winter Growth

Grade	# of Scholars	# Tested	Fall RIT	Winter RIT	Projected Growth	Actual Growth	% of Growth Met
0	34	34	128	133	13	4	33%
1	48	48	146	152	13	5	35%
2	29	29	169	175	10	5	51%
3	38	37	170	174	9	4	42%

4	32	32	185	189	7	3	46%
5	34	34	191	193	6	3	41%
6	24	23	196	198	5	2	31%
7	33	33	198	200	4	2	50%
8	23	22	206	209	3	3	83%

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

Parent involvement is important for a student to experience educational success. Parents are invited to attend parent teacher conferences after the first nine weeks of the marking period. At Barber Preparatory Academy 2019-2020 parent teacher conference, 65% of our parents attended conferences representing 313, K- 8 scholars.

We are proud of our scholars, teachers, staff, parents, and administration at Barber Preparatory Academy. We work hard to ensure that our scholars are successful in addressing social emotional learning and in every academic content area. If you have any questions about this report, or any other questions, please contact our school, or stop in and visit.

Sincerely,

Domini Nailer,
Principal