

Ronald Brown Academy

11530 E. Outer Drive
Detroit, Michigan 48224-3265

Annual Education Report (AER) Cover Letter (2011-2012)

August 13, 2012

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2011-2012 educational progress for the Ronald Brown Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Damon Sewell, Principal at (313) 886-2611 for assistance.

The AER is available for you to review electronically by visiting the District's website <http://detroitk12.org/aer> or the school's website at <http://detroitk12.org/schools/school/333/>. You may also review a printed copy in the main office at your child's school or at the Parent Resource Center located in the Detroit International Academy, Room 141, 9026 Woodward Avenue, Detroit, Michigan.

For 2011-2012, Ronald Brown Academy did not make Adequate Yearly Progress (AYP) because:

We did not meet the 90% attendance rate goal.

- Attendance Rate for All Students 83.4%; Black 83.5%; Students with Disabilities 80.7%; Economically Disadvantaged 83.4%.

Ronald Brown Academy was also named a Priority School because the school's performance is in the bottom 5% of the State based on student achievement, achievement gaps and student growth over time in the tested subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested). Information used to rank schools is based on the development of the Top to Bottom list of schools and their performance.

We are actively working to address our AYP issue through the continued implementation of school level reform models currently in place. We will develop a laser like focus on the areas of ELA and Mathematics for Grades 3 – 6. In order to demonstrate improvement in these areas, it is incumbent on us to target student attendance. In an effort to improve attendance we have hired a local assistant officer who will provide parent workshops to

inform parents about the State of Michigan's school attendance requirements. We will concentrate our efforts on the students and parents of students who are chronically absent and tardy, we will communicate with them via telephone, home visits and letters. In an effort to maximize student attendance, we will continue to provide an attendance incentive program, through solicitation of external sponsors. These reform models are Differentiated Instruction and Professional Learning Communities. Each of the two (2) reform models address the individual needs of the students and personalizes the instructional approach to promote student mastery of deficit skills. Instructional Specialists, Literacy and Math Coaches, along with Resource support staff, will use hands on approaches to promote increased student achievement via classroom modeling, demonstration lessons and co-teaching. Based upon data from formative and summative assessments, support staff will work collaboratively with instructional staff to provide personalized support to identified students. Instructional staff will participate in staff development activities designed to enhance the implementation of the instructional and assessment programs available in each classroom. These programs include Accelerated Reading and Math, STAR Reading and Math, Learning A-Z, Learning Village, Data Director and a variety of on-line programs. Staff will utilize the resources on PD 360 for content specific professional development experiences. Ronald Brown Academy will offer Title 1 After School and Summer School tutorial programs to students as a means of improving our Adequate Yearly Progress Status.

Parent Involvement

Parents will be actively involved in Ronald Brown Academy by being highly visible stakeholders. They will serve in the roles of classroom volunteers, hall monitors, active participants on the school improvement team, chaperones during field trips and programs within the building such as the Spelling Bee, Math Bee, Oratorical Contest, Family Math, Science Night and Family Reading Night. Ronald Brown parents will complete parent surveys, and be active participants in the LSCO and parent organizations. Parents will assist in the creation of the parent compact and parent policy. Parents will be actively involved in their students' progress through the regular use of computer based ELA and Mathematics programs provided by the district, including Learning Village, and Parent Connection. Actively engaged parents of Ronald Brown Academy will also participate in parent workshops designed to provide them with an in depth understanding of the school's reform models, school and district data, and effective use of the variety of computer based programs offered by both the school and district, which promote student achievement.

State law requires that we also report additional information.

Process for Assigning Pupils to the School

During the 2011-2012 school year, Detroit Public Schools implemented the "Open Enrollment Initiative." This initiative allows students to elect to attend any Detroit Public School without



being required to live within the boundary for that school. The “Open Enrollment Initiative” does not apply to the Examination High Schools, or Application Schools. Parents may enroll their child(ren) in the school of their interest as long as the school has not reached capacity for their particular grade. Enrollment preference is given to students who live within the boundary of a school. It should also be noted that transportation will not be provided for students who select a school outside of the boundary of their home school. “Open Enrollment Initiative” resources can be found on our web-site at:
http://detroitk12.org/resources/prospective_students/

School Improvement Status

Year	School Improvement Status
2011-2012	Priority ~ AYP Not Met
2010-2011	AYP Not Met - School Improvement (SES)

Detroit Public Schools’ Core Curriculum:

Consistent with the Detroit Public Schools Academic Plan for 2012-2013, there are aggressive plans to accelerate the rate of student achievement and to ensure that students graduate with the academic and social skills necessary for success in college and the workplace.

Specific curriculum actions are based on the District’s five (5) pillars of student achievement:

- I. Talent management,
- II. High quality teaching and learning,
- III. Rigorous, transparent and continuous improvement cycle,
- IV. Customer service approach to community and each other, and
- V. A secure, inclusive and dynamic culture.

An Executive Summary of the 2012-2013 Academic Action Plan, is available online at http://detroitk12.org/content/wp-content/uploads/2012/05/FINALAcademicPlanExecutive-Summary_2012.pdf

Access to the Core Curriculum

The instructional strategies and grade level expectations are aligned to the State standards and the NAEP. This represents the core curriculum, which is supported by the texts,



Access to the Core Curriculum: (Continued)

materials, computer software and other school level resources used daily in the classrooms. All of the professional development activities are aligned to the core curriculum.

The implementation is a process delineated in the District Plan. This plan serves as the framework for each school's academic achievement plan.

The frequent monitoring of the implementation of these plans are conducted by the school diagnostic visits, review of the benchmark assessments, use of the teacher evaluation tool and adherence to the pacing calendar.

The variances from the State plan can be found in the grade level expectations, which are also aligned to the higher standards of NAEP.

A Summer Parent University is offered with classes to increase parenting skills, early childhood literacy, adult literacy and GED. During the school year, the Regional Parent Resource Center is a vehicle for parents and other community members to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. Learning Village (an online instructional management system), Web updates and semi-annual progress reports are also a means to disseminate information to parents and the community.

Detroit Public Schools Core Curriculum is currently under revision. Pacing Charts and Curriculum guides will be posted to the Division of Teaching and Learning under the Leadership page of our web-site in the near future.

Parent Engagement

- ❖ Use the technology portal for parents to view daily lessons and to communicate with teachers.
- ❖ Implement and follow through with the parent contracts.
- ❖ Use the Parent Resource Center to engage parents in innovative workshops and sessions that are practical and will result in parent support to students at home.

Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly Benchmark Assessment in Reading and Mathematics for Ronald Brown Academy can be found on the Detroit Public Schools' web-page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>. The following reports are available:

- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports



Student Achievement Results (Continued)

- Adequate Yearly Progress (AYP) Reports
- Annual Education Report

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2011-2012	733	41.0%
2010-2011 (Corrected)	1433	66.0%

The Detroit Public Schools' Office of Research, Evaluation, Assessment and Accountability has developed a data collection system which has enabled the District to comply with the Annual Education Report criteria of identifying the number and percent of students represented by parents at Parent-Teacher Conferences.

- 1.0 Data from the PTC Forms represent “parent interactions” with teachers, per school, per card-marking.
- 2.0 Parent Interaction Definition: During Parent Teacher Conferences (and in some instances school open houses) Schools/Teachers are advised to have each parent participant provide a parent signature—a parent may not sign for a student if they did not talk about that student.
- 3.0 Several DPS schools had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least seven (7) instances, the calculated percentages are in excess of 100%. In each instance, each of these seven (7) schools is an elementary school or a Foundation for Early Learners School with a large parent turnout at each of the required conferences. If during each conference, one (1) parent with two (2) students enrolled in the school visited three (3) teachers for each of their two (2) students, this would count as six (6) parent interactions, thus increasing the base number and resulting percentage.

We would like to wish our students, parents and community a successful school year.

Sincerely,

Damon Sewell, Principal

