

**Sampson Academy**  
4700 Tireman Street  
Detroit, Michigan 48204-4243

## **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 Sampson 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 Coy Lynn Robinson, Principal at (313) 596-4750 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 <http://detroitk12.org/schools/school/323/>. You may also view a printed copy in the main office of your child's school or in the Parent Resource Center located at the Detroit International Academy, Room 141, 9026 Woodward Avenue, Detroit, Michigan.

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

**We did not meet the 90% attendance rate goal.**

- Attendance Rate for All Students 84%; Black 84.1%; Students with Disabilities 82.6% and Economically Disadvantaged 84%.

Sampson 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 school performance issues; this school year we have implemented Professional Learning Communities (PLCs). A professional learning community consists of team members who regularly collaborate toward continued improvement in meeting learner needs through a shared curricular-focused vision.

The core mission of our teachers will not simply be to ensure that students are taught but to ensure that they learn. Each grade level will develop “learning goals” that will focus on learning targets for each individual student.

As the school moves forward, every professional in the building will be engaged with colleagues in the ongoing exploration of three crucial questions that drive the work of those within all professional learning communities:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

The effectiveness of the PLCs will be based upon results not just from the MEAP, Dibels, and quarterly benchmark assessments, but also on the mastery of each learning goal for that grade level. We will also provide the students with a progress report every two weeks, so that they will know early on if they are at risk of falling behind.

We will also incorporate “Blended Learning,” which combines face-to-face classroom methods with computer-mediated activities to form an integrated instructional approach. This will allow us to integrate technology into every classroom. Therefore, every teacher will be able to meet their students where they are academically and provide engaging 21<sup>st</sup> century instruction focused on student learning.

## **Parent Involvement**

Parents will be invited and encouraged to be part of the PLCs created at the school. The goal is to have at least two parents involved with each PLC. In addition, we will hold monthly, teacher led, “Parent University” sessions focused on the parents learning what they need to know to help and assist their child(ren) academically. Parents will be able to stay abreast of their child(ren)’s progress through the Parent Connection on the Wayne Resa SIS system, in addition to our monthly calendars and newsletters. In addition, we will encourage and invite all parents to volunteer at least one hour each month at the school.

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



## Process for Assigning Pupils to the School (Continued)

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 website at:

[http://detroitk12.org/resources/prospective\\_students/](http://detroitk12.org/resources/prospective_students/).

## School Improvement Status

Year	School Improvement Status
2011-2012	Priority ~ AYP Not Met
2010-2011	N/A ~ AYP Not Met

## *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](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 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 website 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 Sampson Academy can be found on the Detroit Public Schools' webpage at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>. The following reports are available:



## Student Achievement Results (Continued)

- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- Adequate Yearly Progress (AYP) Reports
- Annual Education Report

## Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2011-2012	428	17.1%
2010-2011 (Corrected)	480	28.8%

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,

Coy Lynn Robinson, Principal

