

Brenda Scott Academy for Theatre Arts

18440 Hoover

Detroit, Michigan 48205-4086

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 Brenda Scott Academy for Theatre Arts. 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 John Wm. Covington, Ed.D., Chancellor, Michigan Education Achievement Authority (EAA) at (313) 456-3010 for assistance.

The AER is available for you to review electronically by visiting the District's website <http://detroitk12.org/aer>. 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.

Our school will transition into the Education Achievement Authority (EAA), during the 2012-2013 school year. "The EAA of Michigan is a new statewide system of schools beginning in Detroit that will assume operation of the lowest five percent (5%) of the Persistently Lowest Achieving (PLA) schools as defined by the Michigan Department of Education in the state of Michigan over the next three (3) years."

For 2011-2012, Brenda Scott Academy for Theatre Arts did not make Adequate Yearly Progress (AYP) because:

We did not meet the 90% attendance rate goal.

- Attendance Rate for All Students 77%; Black 76.4%; Limited English Proficient 86.2%; Students with Disabilities 75.8%; Economically Disadvantaged 77%.

We did not attain target achievement goals for all subgroups of students in mathematics.

- Only 10.4% All Students; 10% Black; 3.8% Students with Disabilities and 10% of our Economically Disadvantaged students met the AYP State Objective in mathematics.

Brenda Scott Academy for Theatre Arts 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 improve our Adequate Yearly Progress by analyzing test data to observe what subject areas we need to improve in, followed by what strands and GLCEs we need to improve on from MEAP test results. We will also examine data from Burst testing, Dibels testing, Star Reading and Math data and then classroom data. We will examine individual students and maintain individualized reports for each child. Based on the data, we will target our instructional teaching to fit the needs of the children. We will also use this data to target students for tutoring, RCTs, remedial assistance and enrichment. To make sure the teachers are teaching the materials properly to maximize student learning, we will have mandatory professional development, teacher evaluations, peer assistance and team teaching. We will ensure the teachers are doing a quality job of teaching a diverse body of learners. To assist in this process we will utilize paraprofessionals, teacher coaches and instructional specialists. The administration will supervise these efforts and teacher leaders will be picked from each grade level. We will have weekly meetings in addition to the required meetings to brainstorm, check for progress and adapt our methods based upon the success we are having. We will also use research as to what instructional methods are the most successful. Methods such as Ramp Up and using graphic organizers will be commonplace. In addition, we will ensure that there is a positive school-wide climate that is conducive to learning. We will set high standards and expectations for the staff and the parents. We will bring in positive role models from the community to assist and further motivate the students in striving for paramount academic achievement.

Parent Involvement

Parents play a critical role in the development of children. In fact, they are the first and the main teachers of children. We will ensure parents play a major role in their child's education by reaching out to them in the following ways: Open houses, parent teacher conferences, parent workshops, parent meetings with the staff as a whole, and parent participation with school activities and functions. Teachers and school staff will keep open lines of communication by way of progress reports, newsletters, telephone calls and parent classroom observations. Parents will be allowed to volunteer at the school and will be



continually kept abreast of everything going on within the school. Parents will be allowed to make decisions that affect the school as a whole and be allowed to give feedback to the staff. Administration and teachers will work hand in hand with the parents and be very positive towards them.

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 ~ Restructuring - Extended Implementation

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, 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 Brenda Scott Academy for Theatre Arts 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:

- 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	906	26.4%
2010-2011 (Corrected)	897	24.5%

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



Parent-Teacher Conferences (Interactions): (Continued)

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,

Karen P. Ridgeway
Superintendent of Academics

