



DETROIT PUBLIC SCHOOLS

Sampson Academy

4700 Tireman Street
Detroit, Michigan 48204-4243

Annual Education Report (AER) Cover Letter (2012-2013)

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2012-2013 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, accountability and teacher quality. If you have any questions about the AER, please contact Anthony Houston, 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 at <http://detroitk12.org/schools/school/323/>. You may also view a printed copy in the main office at your child's school or at the Parent Resource Center located at the Detroit International Academy, Room 141, 9026 Woodward Avenue, Detroit, Michigan.

The State has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the State. Our school has been identified as a Priority school.

The key challenges for our school are as follows:

We did not assess 95% of our students.

- Only 93.06% of the Students with Disabilities subgroup was assessed in mathematics.

- Only 94.06% of the All Students; 94.85% of the African American and 93.26% of the Economically Disadvantaged subgroups were assessed in science.

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

- Only 3.95% of the Bottom 30% and 29.41% of the Students with Disabilities subgroups met the Differentiated target for reading.

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

- Only 0.0% of the Bottom 30% subgroup met the Differentiated target for writing.

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

- Only 0.0% of the Bottom 30% subgroup met the Differentiated target for mathematics.

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

- Only 1.32% of the All Students; 0.0% of the Bottom 30% and 1.49% of the Economically Disadvantaged subgroups met the Differentiated target for science.

We did not attain Differentiated target achievement goals for all subgroups of students in social studies.

- Only 1.89% of the All Students; 0.0% of the Bottom 30%; 1.96% of the African American and 2.06% of the Economically Disadvantaged subgroups met the Differentiated target for social studies.

We are actively working to address our Michigan School Scorecard issues, accelerate student achievement and close persistent gaps in achievement.

Sampson Academy staff members, based on analyzing and discussing data, are working towards improving student learning through the following areas: Multi-tiered System of Student Support in Reading, Writing, Math, Science and Social Studies. The school has adopted a multi-tiered system that supports student learning in Reading, Writing, Social Studies, Science and Math content areas in all grade levels kindergarten through eighth. With the use of data, the school will use school-wide practices that support a rapid response to improvements in academics.

Data results will drive decisions made in the classroom in instructional practices, resources, and materials. Staff Members will be given professional development in areas of concern and subject matter. Based upon the Michigan Educational Assessment Program data,

Sampson Academy student results indicated that students in grades third through eighth scored below state standards in reading, writing, math, science, and social studies. The school will implement a multi-tiered system of student support. The design of the multi-tiered system of student support will include best practices in order to meet the needs of our academically struggling students. The designed system will increase the opportunities for students to experience academic success in meeting grade level standards. The system will also ensure that students will be provided Individualized Learning Plans (ILP) that are tailored to fit their needs: Student Individualized Learning Plans (ILP) will be updated each card marking as students progress through the school year. The ILP's will include assessment data and identified learning objectives for each student.

This system includes:

- a. Students Needing Additional Support are Identified Early: Data Analysis Used to Identify Areas of Student Strengths and Weaknesses
- b. Identify Specific Targets: Students will be Given Support, Interventions, Strategies, and Services According to Specific Needs
- c. Monitored Student Progress: Use of ILP's and Data Binders
- d. Individual Student Data Used as Indicators: Identified Objectives Reviewed and Redefined

Parent Involvement

Increase Parental Engagement. Sampson School has designed a parental engagement policy and plan with a student/parent/staff compact because our school data supports the need for parents to become more engaged within the school.

Strategies to increase parental involvement include:

- a. Communication: Establish Effective Forms of Communication
- b. Promote Good Parenting Skills: Information Given to Parents that Assist Improving the Home Environment
- c. Establish Learning at Home: Information and Ideas Given to Promote Student Learning
- d. Include Parents in Making Decisions: Promote Parents in School Leadership Roles and Activities

- e. Identify Community Resources and Services: Provide Information that Promote Student Learning
- f. Parent Volunteers: Promote and Recruit Parents for School Support and Assistance

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 website at: http://detroitk12.org/resources/prospective_students/

School Improvement Status

Year	School Improvement Status
2012-2013	Priority
2011-2012	Priority ~ AYP Not Met

Detroit Public Schools’ Core Curriculum:

Consistent with the Detroit Public Schools 2013-2017 Strategic Plan, 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 strategic plan to:

- I. Broaden Services to Address Student Needs
- II. Support Parents and Families
- III. Offer Broad/High Quality Programs
- IV. Improve Customer Service

Specific Curriculum Actions (Continued)

- V. Create Safe Learning Environments
- VI. Transform Central and School based services to serve customers better
- VII. Improve Technology
- VIII. Minimize the Impacts of Change
- IX. Foster School-Based Leadership
- X. Celebrate and Promote Success
- XI. Ensure Fiscal Stability
- XII. Improve Attendance and Discipline

The “Neighborhood-Centered, Quality Schools,” Strategic Plan, is available online at http://detroitk12.org/content/wp-content/uploads/2013/03/Strategic_Plan_DRAFT-FINAL.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.

Parents/Guardians are offered 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 a means to disseminate achievement information to educators. Parents will have the opportunity to monitor students’ progress, including attendance, through **Parent Connect** in the Fall.

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 NWEA~MAP Reading and Mathematics reports for Sampson 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
- Adequate Yearly Progress (AYP) Reports
- Michigan Accountability Scorecard Report
- Annual Education Report

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2012-2013	417	18.1%
2011-2012	428	17.1%

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,

Anthony Houston, Principal