



DETROIT PUBLIC SCHOOLS

Douglass Academy for Young Men

2001 W. Warren
Detroit, Michigan 48202-2216

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 Douglass Academy for Young Men. 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 Berry Greer, Principal at (313) 596-3555 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/617/>. 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 test 95% of our students.

- Only 91.15% of the Students with Disabilities subgroup was assessed in mathematics.
- Only 87.64% of All Students; 87.57% African American; 87.25% of the Economically Disadvantaged and 59.09% of the Students with Disabilities subgroups were assessed in science.

We did not test 95% of our students (Continued)...

- Only 88.24% of the Students with Disabilities subgroups were assessed in writing.

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

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

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 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 science.

- Only 3.45% of the All Students; 0.0% of the African American; and 4.03% 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 7.01% of the All Students; 0.0% of the Bottom 30%; 7.05% of the African American; and 7.91% 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. The Principal, Assistant Principal, Instructional Specialists, representative (s) for the Parent Advisory Council for Student Achievement (PAC-SA) and various instructional staff members meet at least 1-3 times monthly in regular and/or special leadership and/or school improvement meetings to discuss skill deficit areas of focus for the school-community. The team reviewed the Data Profile/Analysis, report cards, parent/staff surveys, Annual Education Report, SPR 40. The Leadership, School Improvement teams and the school-community collaboratively develop targeted student achievement topics. Parent involvement is a priority in this school reform process; therefore, school stakeholders/parents collaboratively

evaluate socio-emotional inhibitors measured over time to establish trends for the development monthly parent workshops.

Teachers are utilizing Data Director to review, interpret and analyze data (i.e. NWEA/MEAP) to make informed decisions in the classroom; teachers develop assessments aligned with CCSS and in-services are provided on-site to support teacher use of Data Director for the ongoing use of school -based assessments. Durfee staff is expected to provide informed instruction with targeted objectives to systematically and strategically address skill deficit areas as indicated by data. The school community will continue to engage in data-driven dialogue about the meaning of the information derived from the analysis of the data and the data system at Durfee.

Parent Involvement

Educational support and training is a strategy to increase parent participation. Parent Evaluation Surveys are given at each meeting. Surveys are used to assess the parents' needs and to develop support and training programs. Durfee Elementary-Middle School extends invitations to parents to discuss various test data, and participate in Title 1 programs/meetings offered at Durfee. Parents are encouraged to be a part of the decision making process by serving on the school improvement team. Additionally, a School Improvement Team (SIP) representative will participate in the planning and review of the program to ensure an effective parent involvement process is maintained and sustainable to meet the needs of the Durfee school-community.

Durfee Elementary-Middle School will provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators. Parents are members of our advisory group and are encouraged to attend at least four Special Leadership meetings to discuss student process and factors influencing and/or impeding student achievement. Multiple opportunities are offered for the highest need students to participate in Title-1 Academic Support programs to monitor student progress. Durfee Elementary-Middle School will have professional development opportunities for parents using technology to enhance student learning. Information is disseminated via newsletter, the Parent Network, flyers, phone calls, school bulletin board and by students.

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

Process for Assigning Pupils (Continued)...

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

School Description:

Please visit our website at <http://detroitk12.org/schools/school/617/> for detailed information about our school.

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
- 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 Douglass Academy for Young Men 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	376	30.0%
2011-2012	576	42.2%

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.

Parent-Teacher Conferences (Interactions) (Continued)

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.

Postsecondary Enrollments (Dual Enrollments):

Year	Total # of 11 th /12 th Graders Enrolled	# of Dual Enrollment Students	% of Dual Enrollment Students
2012-2013	85	5	5.9%
2011-2012	0	0	0.0%

College Equivalency Courses:

Number and percentage of students enrolled in college equivalent courses (AP/IB)

School Year	# of Courses Offered	# of Students Enrolled in Advance Courses	% of Students Enrolled in Advance Courses
2012-2013	0	0	0.0%
2011-2012	0	0	0.0%

Percentage of Students Receiving a Score Leading to College Credit (Scores from: ACT/SAT/AP)* None

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

Sincerely,

Berry Greer, Principal