



# DETROIT PUBLIC SCHOOLS

## Osborn College Preparatory Academy

11600 E. 7 Mile Road

Detroit, Michigan 48205-2112

### Annual Education Report (AER) Cover Letter (2013-2014)

August 15, 2014

Dear Parents and Community Members:

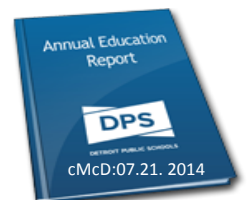
We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for the Osborn College Preparatory Academy. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact, Senta Ray-Conley, Principal at (313) 866-0343 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/osborncollegeprep/>. 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 48202.

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 not been given one of these labels.

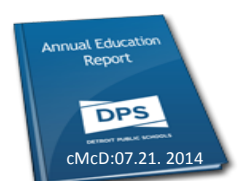
The key challenges for our school are as follows:

- **We did not meet the 80% graduation rate goal.**
  - 4-Year Cohort: 77.91%; 5-Year Cohort: -; 6-Year Cohort: -
- **We did not test 95% of our students.**
  - Only 91.55% of the All Students; 91.55% of the Black and 93.10% of the Economically Disadvantage subgroups were assessed in reading.



- Only 90.14% of the All Students; 90.14% of the Black and 91.37% of the Economically Disadvantage subgroups were assessed in mathematics.
- Only 94.37% of the All Students; 94.37% of the Black and 94.82% of the Economically Disadvantage subgroups were assessed in science.
- Only 92.74% of the All Students; 92.74% of the Black and 93.13% of the Economically Disadvantage subgroups were assessed in social studies.
- **We did not attain Differentiated target achievement goals for all subgroups of students in reading.**
  - Only 0.00% of the Bottom 30% subgroup met the Differentiated target in reading.
- **We did not attain Differentiated target achievement goals for all subgroups of students in writing.**
  - Only 9.26% of the All Students; 0.00% of the Bottom 30%; and 9.26% of the Black and 10.87% of the Economically Disadvantaged subgroups met the Differentiated target in writing.
- **We did not attain Differentiated target achievement goals for all subgroups of students in mathematics.**
  - Only 1.82% of the All Students; 5.88% of the Bottom 30%; 1.82% of the Black and 0.00% of the Economically Disadvantaged subgroups met the Differentiated target in mathematics.
- **We did not attain Differentiated target achievement goals for all subgroups of students in science.**
  - Only 1.79% of the All Students; 0.00% of the Bottom 30%; 1.79% of the Black; and 2.08% of the Economically Disadvantaged subgroups met the Differentiated target in science.
- **We did not attain Differentiated target achievement goals for all subgroups of students in social studies.**
  - Only 8.93% of the All Students; 0.00% of the Bottom 30%; 8.93% of the Black and 6.38% of the Economically Disadvantaged subgroups met the Differentiated target in social studies.

We are actively working to address our Michigan School Scorecard issues, accelerate student achievement and close persistent gaps in achievement. Our focus to improve our status begins in our Redesign Plan, our two main goals to help transform the school are, teachers using researched based, best instructional practices and increasing literacy across the curriculum. Teachers will collaborate in Professional Learning Communities to use data on an ongoing basis to target core Common Core State Standards and spiral in foundational skills through the use of the Instructional Learning Cycle. Implementing writing across the curriculum and teaching explicit vocabulary to increase literacy as instructional strategies coupled with the routine usage of thinking strategies/activities to support students' critical processing will provide the foundation



to build rigor within the curriculum. Additionally, writing across the curriculum will provide opportunities for interdisciplinary collaboration toward the attainment of Common Core State Standards (CCSS). There will be an array of professional development opportunities for the staff to provide needed curriculum and instructional support. Monthly surveys (i.e. parents, students, staff) will provide regular feedback regarding the implementation of the School Improvement Plan goals and the overall school climate. The analysis of various forms of data (i.e. achievement, perception, process), particularly the utilization of common formative assessments to inform and adjust instruction and to provide needed interventions to ensure the needs of all learners is considered in the planning and delivery of instruction. Monitoring and providing feedback for necessary adjustments will be ongoing.

## **Parent Involvement**

Parents are encouraged to participate in PACSA activities. Interdisciplinary and/or grade level team will alternate as sponsors for themed monthly parent meetings. Parents will have opportunities to schedule participation in highlighted classroom activities coordinated through the School Improvement Team (SIT). These highlighted opportunities serve as a form of communication regarding the curriculum and instruction in their student's classes. Our school has an open-door policy; parents will have an opportunity to anonymously make comments and/or suggestions regarding any aspect of their experience with the staff, administration and/or school procedures/policies.

State law requires that we also report additional information.

## **Process for Assigning Pupils to the School**

Detroit Public Schools has an "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/](http://detroitk12.org/resources/prospective_students/)

## School Improvement Status

Year	School Improvement Status
2013-2014	No Status
2012-2013	Priority

## 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.

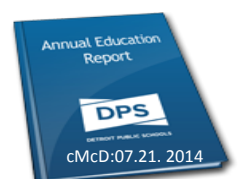
### Specific curriculum actions are based on the District's strategic plan to:

- 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](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.



## Access to the Core Curriculum (Continued)

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 up-dates 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 Osborn College Preparatory 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



## Student Achievement Results (Continued)

- Combined School Profile Reports
- Individual School Profile Reports
- Adequate Yearly Progress (AYP) Reports
- Michigan Accountability Scorecard Report
- Annual Education Report
- NWEA ~ MAP aggregate student achievement results

## Parent-Teacher Conferences (Interactions):

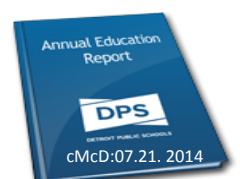
School Year	Total Parent Interactions	Percent
2013-2014	206	38.7%
2012-2013	468	20.0%

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 (PTC).

- 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 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 eight (8) instances, the calculated percentages are in excess of 100%. In each instance, each of these eight (8) schools may have experienced 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.

\*Per the Evaluation Unit of the Detroit Public Schools Office of Research, Evaluation, Assessment and Accountability, data was obtained from the Advanced Placement (AP) Current Score Summary (2014) Report. This report was run July 21, 2014.

The 2014 data for this report provides, per school, the total number of Advanced Placement (AP) students who scored 3, 4, or 5 on at least one Advanced Placement (AP) Exam divided by the total number of AP exams per school.



**Postsecondary Enrollments (Dual Enrollments):**

Year	Total # of 11th/12th Graders Enrolled	# of Dual Enrollment Students	% of Dual Enrollment Students
2013-2014	153	22	14.4%
2012-2013	121	8	6.6%

**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
2013-2014	0	0	0.0%
2012-2013	1	18	6.02%

**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,

Senta Ray-Conley, Principal

