

# DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

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## Munger Elementary-Middle School

5525 Martin

Detroit, Michigan 48216

## 2015-2016 Annual Education Report (AER) Cover Letter

March 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Munger Elementary-Middle School. 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 Donnell Burroughs, Principal at (313) 873-0655 for assistance.

The AER is available for you to review electronically by visiting the District's website <http://detroitk12.org/aer>, the school's website at <http://detroitk12.org/schools/munger/> or the MiSchool Data website at <https://goo.gl/2nhrPC>. You may review a copy in the main office at your child's school or in the Parent Resource Room at Detroit Collegiate Preparatory High School at Northwestern, 2200 W. Grand Boulevard, Detroit, Michigan.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement

(improvement metric), or “Beating the Odds” by outperforming the school’s predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was identified as a No Status school.

The key challenges for our school are as follows:

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

The attendance rate for the All Students subgroup is 81.93%.

**We did not test 95% of our students.**

Only 87.10% of the White subgroup was assessed in science.

**We did not attain Differentiated target achievement goals for all subgroups of students in English Language Arts.**

Only 2.63% of the Bottom 30% and 14.29% of the Students with Disabilities subgroups met the Differentiated target in English Language Arts.

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

Only 2.56% of All Students and 14.29% of the Students with Disabilities subgroups met the Differentiated target in mathematics.

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

Only 7.88% of the All Students 0.00% of the Bottom 30%; 6.84% of the Hispanic; 10.00% of the Economically Disadvantaged and 6.03% of the English Language Learners subgroups met the Differentiated target in science.

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

Only 0.00% of the Bottom 30% and 14.04% of the English Language Learners 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 by implementing the following key initiatives:

### **English Language Arts:**

Teachers will provide explicit systemic instruction in reading for all students targeting those furthest from the targeted goals. Teachers will provide differentiated instruction in reading for students needing strategic interventions. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

- Content – what the student needs to learn or how the student will get access to the information;
- Process – activities in which the student engages in order to make sense of or master the content;
- Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
- Learning environment – the way the classroom works and feels.

Teachers will also increase learning opportunities through extended time, in small group or one-on-one support for students with disabilities.

### **Mathematics:**

Teachers will provide explicit instruction in math by giving clear models for solving a problem type using an array of examples. Students receive extensive practice in use of newly learned strategies and skills. Students are provided with opportunities to think aloud (i.e., talk through the decisions they make and the steps they take), and that students are provided with extensive feedback. Struggling students receive some explicit instruction regularly. Some of this time should be dedicated to ensuring that these students possess the foundational skills and conceptual knowledge necessary for understanding the concepts they are learning at their grade level. Explicit instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved.

### **Science:**

Teachers in grades K to 8 will develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems. Teachers must develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology. Teachers will help students to understand how scientists decide what constitutes scientific knowledge and develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.

### **Social Studies:**

Teachers will instruct students on knowledge of Michigan at all grade levels. Students have not retained enough information about Michigan's history, including the events that led to statehood, the state's natural resources and industries. Teachers will provide information about U.S. history and government especially pertaining to constitutional issues and core democratic values. Teachers need to ensure that students are familiar with the forms of government.

Munger students also need more time to understand and apply economic principles.

Participation Rate (95%) for all academic areas and all subgroups: To ensure that all subgroups such as students by ethnicity, gender, economically disadvantaged, English Language Learners, and students with disabilities are represented and tested to maintain Accountability compliance.

## **Parent Involvement**

Parents can be involved by making sure that their child is in school every day. They can also make sure they arrive on time, stay on task, and be ready to learn. Parents should establish a daily family routine with scheduled homework time. They can designate a time and place for their child to do homework. Parents need to ensure that all assignments are completed and promptly returned when due. They can also be aware of tests, reports and project schedules.

As a parent, you can make sure your child has access to a computer and the Internet and monitor their activities online. You should collaborate with your child's teacher and stay informed about your child's progress at school. Parents can use the Parent Portal to track their children's grades and attendance online. Parents should also attend Parent Teacher Conferences and parent workshops offered at the school. A parent may choose to become a member of the Munger PAC-SA (Parent Advisory Council – Student Achievement). Parents are encouraged to volunteer to help in and around the school when possible. Parents should take advantage of free English Language classes offered Monday through Thursday and parent workshops offered through the Parent Resource Centers.

State law requires that we also report additional information.

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

### **Open Enrollment Initiative**

Detroit Public Schools Community District has an "Open Enrollment Initiative." This initiative allows students to elect to attend any Detroit Public School Community District 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/)

### **Application Schools**

Detroit Public Schools Community District has twenty-two (22) schools that require an application for enrollment. Families can apply during the application process window. Applications are open to families of current Detroit Public Schools Community District students as well as those newly enrolling or attending school elsewhere. The District uses one application for its Application Schools. Please note requirements on the application for submission of report cards, test data, transcripts, essay and Grade Point Average information. Schools also may have other individual entry requirements. Be prepared to provide behavior reports.

### **Examination High Schools**

During the Examination High Schools application window, all 8th grade students attending public and non-public schools are eligible to apply for admission to the 9th grade at Cass Technical High School, Renaissance High School and Martin Luther King, Jr. Senior High School's Mathematics, Science and Applied Technology (MSAT) and Center for International Studies and Commerce programs. Residency is not required. During the beginning of the school year, students must complete and submit an application to take the placement examination.

An application is available at:

- All Detroit Public Libraries
- All Detroit Public Schools Community District's Middle Schools
- Detroit Public Schools Community Districts' Parent Resource Centers
- Detroit Public Schools Community District Research and Assessment Office located in the Support Services Complex Building A - 1425 East Warren Avenue

Students must submit an application to be eligible to take the examination. Completed applications and all required documents must be submitted to the student's current school or the Detroit Public Schools' Office of Research and Assessment. Detroit Public Schools Community Districts' students who submit an application will test at their middle school. Non-Detroit Public Schools Community Districts' students who submit an application will be notified of their testing date and location by mail. Applications may be mailed.

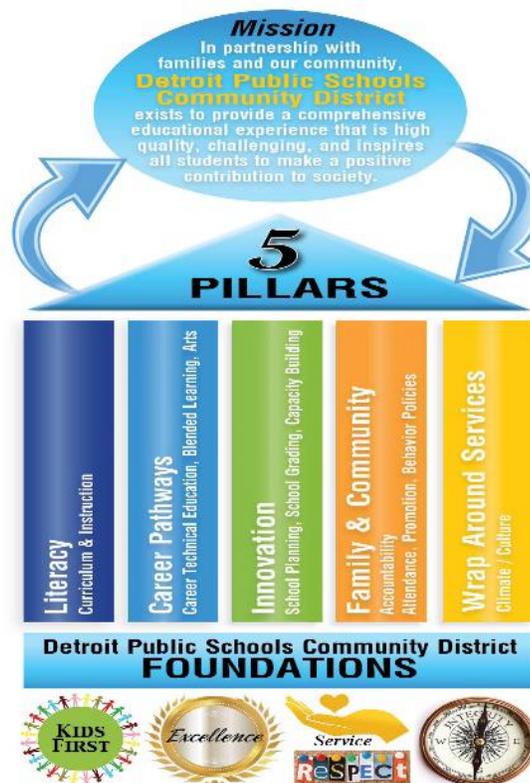
## School Improvement Status

School Year	School Improvement Status
2015-2016	No Status
2014-2015	N/A

We will continue to work towards meeting our School Improvement Plan goals in English Language Arts, mathematics, science and social studies. Research-based strategies, comprehensive data analyses and data driven decision-making drives our school improvement efforts.

## Detroit Public School Community District’s Core Curriculum

Detroit Public School Community District’s Academic Plan will provide guidance to align all resources in the interest of student achievement and support. Consistent with the Academic Plan is an aggressive plan designed 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. The plan is organized around five Pillars of Excellence.



### **Pillar 1: Literacy**

Provide a continuum of learning, enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

### **Pillar 2: Career Pathways**

Provide students with a context for studying traditional academics and learning the skills specific to a career.

### **Pillar 3: Innovation**

Create a shift in mindset to ensure staff is encouraged to: be flexible; try something new, and explore new ways of thinking.

### **Pillar 4: Family & Community**

Enhance and enrich positive relationships for all stakeholders.

### **Pillar 5: Wrap Around Services**

Ensure every student received appropriate support to elevate their social, emotional, and academic performance.

## **Access to the Core Curriculum**

The instructional strategies and grade level expectations are aligned to the Michigan Department of Education standards (science and social studies) and Common Core State Standards (mathematics and English language arts). This represents the core curriculum for Detroit Public Schools Community District 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 and/or standards. The implementation is a process delineated in the District Academic Plan at: (<http://detroitk12.org/content/wp-content/uploads/2016/11/ACADEMIC-PLAN-Executive-Summary-FINAL-2.pdf>). 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

## Access to the Core Curriculum (Continued)

teacher evaluation tool and adherence to the pacing calendar. The public may access the core curriculum via our public website [www.detroitk12.org](http://www.detroitk12.org) and then click on the link to the individual academic offices.

Parents/Guardians are offered classes through Parent University to increase parenting skills, early childhood literacy, adult literacy and GED. During the school year, the Parent Resource Centers are a valuable resource that allow parents and other community members to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. The Detroit Public Schools Community District Hub, Web up-dates and semi-annual progress reports are a means to disseminate achievement information to educators.

## Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Community District's Quarterly NWEA~MAP Reading and Mathematics reports for our school can be found in the Resources section of our school's website at <http://detroitk12.org/schools/munger/>. The following reports are available on the Detroit Public Schools Community Districts' web page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>:

## Parent-Teacher Conferences (Interactions)

School Year	Total Parent Interactions	Percent
2015-2016	252	6.5%
2014-2015	1266	36.0%

The Detroit Public Schools Community Districts' Office of Research and Assessment 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 (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.

### **Parent-Teacher Conferences (Interactions) (Continued):**

- 3.0 Some Detroit Public Schools Community District had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least two (2) instances, the calculated percentages are in excess of 100%. In each instance, each of these two (2) 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.

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

Sincerely,

Donnell Burroughs, Principal