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Randolph Career and Technical Center

17101 Hubbard Street
Detroit, Michigan 48235-3942

2014-2015 School Annual Education Report (AER) Cover Letter

April 22, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for the A. Philip Randolph Technical High 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 Dr. George Peña, Principal at (313) 494-7100 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/randolphctc/>. You may review a copy in the main office at your child's school or in the Office of Parent and Community Engagement, Fisher Building, 12th Floor, 3011 W. Grand Boulevard, Detroit, Michigan 48202.

Due to the Michigan Department of Education's transition to the Michigan Student Test of Educational Progress (M-STEP), Accountability data for the 2014-2015 school year does not include school/district-level proficiency targets or final accountability outcomes. This information will resume being a part of the Annual Education Report starting with 2015-2016 data. Graduation, Attendance and Participation Rates are included as a part of the Annual Education Report for the 2014-2015 school year.

Randolph Career & Technical Center does not receive a Michigan Scorecard Status. We continue to actively work to accelerate student achievement and close the persistent achievement gap. The GAP Analysis, along with pacing charts, and program segments, aligned with state standards, will be utilized to target areas that need to be addressed. Instructors will continue to implement pre/post-test along with the monthly completion and submission of the Academic Monitoring Tool. Co-teaching opportunities will continue between the academic integration teachers and program managers to ensure MDE common core standards are being addressed. Students will receive individualized assistance, as well as classroom and group learning sessions integrating reading and mathematics skills in our technical programs. Our special education consultants will also be available for our special population students. The counselor will be available to provide assistance in the area of college and career readiness

A. Philip Randolph Career and Technical Center (CTC) is an exclusive school within Detroit Public Schools located on the Northwest side of the city that prepares students for a career in the construction trades for carpentry, masonry, heating, ventilation & air conditioning, electricity, plumbing and pipefitting. These programs are offered using work based learning strategies and hands-on experience. In addition, students will complete an occupational safety-10 certification (OSHA), and gain heavy equipment operation experience through simulation.

Randolph CTC targets 10th, through 12th grade students for enrollment into our programs. Some of the extra-curricular activities that students have an opportunity to participate in include SkillsUSA student organization and for those who display exemplary academic achievement we extend membership into the National Technical Honors Society (NTHS) and the Randolph Way. The center provides a curriculum that aligns with the business industry enabling our students to gain skills that lead to practicum experiences, summer internships, co-operative work experiences, apprenticeships, higher education, and employment opportunities. The school strives to be unique by offering multi trades to each student and competitive job opportunities-through our business industry partners. The training and opportunities we provide attract students with a desire to learn hands-on skills while fully becoming career ready and marketable upon completion of school.

Parent Involvement

Our goal is to have parents feel personally connected to our center by keeping them consistently informed of the forums and events that our center is sponsoring. We will continue to support this endeavor while reaching out to our parents to secure their interest in their child's educational journey.

Parent Involvement (Continued)

Parents will be invited and encouraged to attend the following meetings:

- Open House
- School Improvement Team meetings
- Parent Teacher Conferences
- Advisory Committee meetings
- Parent Orientations/tours
- Completer Recognition Ceremony

Parents will be made aware of the meetings through:

- invitation sent home with students,
- posting on school's monthly calendar (distributed to all students),
- Parent Connect Portal
- School Messenger (Robo call)

State law requires that we also report additional information.

Process for Assigning Pupils to the School

Open Enrollment Initiative

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/.

Application Schools

Detroit Public Schools 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 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 School's Middle Schools
- Detroit Public Schools' Parent Resource Centers
- Detroit Public Schools 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' students who submit an application will test at their middle school. Non-Detroit Public Schools' students who submit an application will be notified of their testing date and location by mail. Applications may be mailed.

School Improvement Status

Year	School Improvement Status
2014-2015	N/A
2013-2014	No Status

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

School Description

A. Philip Randolph Technical High School is an exclusive school within the district that prepares students for a career in the construction trades industry. Students in the Detroit Metropolitan area are provided an opportunity to gain hands-on experience in construction in collaboration with local businesses, industry leaders and the community. (From: Picking the Perfect School ~ Detroit Public Schools).

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 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 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/2012/05/FINALAcademicPlanExecutive-Summary_2012.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 teacher evaluation tool and adherence to the pacing calendar. The public may access the core curriculum via our public website www.detroitk12.org and then click on the link to the individual academic offices.

Access to the Core Curriculum

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 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 Quarterly NWEA~MAP Reading and Mathematics reports can be found in the Resources section of each schools' website. The following reports are available on the Detroit Public Schools' web page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>:

- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- NWEA~MAP aggregate student achievement results
- [Michigan Accountability Scorecard Report](https://goo.gl/GmqXJ4) at (<https://goo.gl/GmqXJ4>)
- [Annual Education Report](http://detroitk12.org/aer) at (detroitk12.org/aer)

Parent-Teacher Conferences (Interactions)

School Year	Total Parent Interactions	Percent
2014-2015	11	3.6%
2013-2014	34	3.8%

The Detroit Public Schools' 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.

Parent-Teacher Conferences (Interactions)

- 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 Some Detroit Public Schools 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.

Postsecondary Enrollments (Dual Enrollments): None

<i>Year</i>	<i>Total # of 11th/12th Graders Enrolled</i>	<i># of Dual Enrollment Students</i>	<i>% of Dual Enrollment Students</i>
2014-2015	59	25	42.0%
2013-2014	92	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
2014-2015	2	46	77.9%
2013-2014	N/A		

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

Our staff wishes to encourage our students, parents, community and stakeholders to continue to have faith in our commitment to meet the educational needs of our students. Our resolve is firm; we will meet the challenge of “creating a successful future” for our students.

Sincerely,

Dr. George Peña, Principal