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Ronald Brown Academy

11530 E. Outer Drive
Detroit, Michigan 48224-3265

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 Ronald Brown 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 Georgina Tait, Principal, at (313) 886-2611 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/brown/> or the MiSchool Data website at <https://goo.gl/AYxUKj>. 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.

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 83.75%.

We are actively working to address our attendance challenges, accelerate student achievement and close persistent gaps in achievement. In order to address our attendance rate, we have begun a school wide Positive Attendance Incentive Program which recognizes students in each classroom who have maintained perfect attendance each month. Through the Positive Attendance program, in conjunction with our local Parent Advisory Council on Student Achievement (PACSA) organization, both students and parents receive incentives and recognition for perfect attendance.

Parent Involvement

Ronald Brown Academy's parents have a number of opportunities to be involved. They can be involved through participation in the Family Reading Night Program, National Young Readers Week (volunteer classroom readers), and the Family Math and Science Night Program offered throughout the year. They can also become involved in the Scholastic Summer Reading Program designed to encourage children to read throughout the summer. We invite parents to be a part of our annual school wide Spelling and Math Bees as well as our Winter, Black History, and Spring Programs. At Ronald Brown Academy, our parents are invited to district and local Open House, quarterly Parent Teacher Conferences, the annual School Clean Up day, and a host of programs designed to engage parents and students in extracurricular activities. Parents are able to serve as volunteers within their child's classroom, speakers for our annual Career Day, and chaperones for field trips, as well as participate in the local Parent Advisory Council On Student Achievement (PACSA) organization, which holds monthly meetings and parent workshops on campus. Parents are able to pick up books, free of charge, which have been selected to meet their child at his or her independent reading level, at any of our Family events. Through participation in our "Helping My Child with a Science Fair Project" workshop, parents are able to attain free materials and helpful information on how to assist their children with project based learning. Our parents are invited each month to attend "Tea with Tait" meetings, a venue to engage in meaningful dialogue with the building principal in a small group setting. At Ronald Brown Academy, we continue to foster an "Open Door Policy" for all parents, allowing them to enter campus throughout the school year to volunteer or engage in dialogue with any of a number of staff members who are involved in the education of their child.

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

Examination High Schools (Continued)

- 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	Priority

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.

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

Specific curriculum actions are based on the District’s strategic plan to (Continued)

- 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 (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.

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 for our school can be found in the Resources section of our school’s website at <http://detroitk12.org/schools/brown/>. 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/> :

Student Achievement Results (Continued)

- 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	635	46.7%
2013-2014	481	32.8%

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.
- 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 - 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.

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,

Georgina Tait, Principal