

DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

Board of Education

Honorable Dr. Iris Taylor
President

Honorable Angelique Peterson-Mayberry
Vice President

Honorable Sonya Mays
Treasurer

Honorable Misha Stallworth
Secretary

Honorable Dr. Deborah Hunter-Harvill
Member

Honorable Georgia Lemmons
Member

Honorable LaMar Lemmons
Member



Alycia Meriweather
Interim Superintendent

Nekeya Irby
Senior Executive Director of Curriculum,
Instruction and Accountability

Leenet Campbell-Williams
Network 1 (Priority Schools)

Rebeca Luna
Network 2

Brenda Belcher
Network 3

Alvin Wood
Senior Executive Director of
School Support

Roberto Clemente Academy

1551 Beard

Detroit, Michigan 48209-2073

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 Roberto Clemente 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 Maria Hernandez-Martinez, Principal at (313) 849-3489 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/clemente/> or the MiSchool Data website at <https://goo.gl/2hCb2m>. 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 attain Differentiated target achievement goals for all subgroups of students in English Language Arts.

Only 0.99% of the Bottom 30% subgroup met the Differentiated target in English Language Arts

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

Only 0.99% of the Bottom 30% subgroup met the Differentiated target in mathematics.

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

Only 10.00% of the All Students; 0.00% of the Bottom 30%; 10.42% of the Hispanic; 10.00% of the Economically Disadvantaged and 2.63% 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 8.96% of the English Language Learners subgroups met the Differentiated target in social studies.

In order to improve our accountability in all Academic Areas, Roberto Clemente will actively work to impact student achievement and close persistent gaps in achievement by implementing the following key initiatives:

- High fidelity in the implementation of our school-wide reading, math, science, and social studies curriculum.
- Implementation of the Common Core State Standards and Next Generation Science Standards in all grades K-5.
- Utilization of multiple assessment measures including MSTEP, NWEA MAP, STAR Reading, STAR Early Literacy, STAR Math, and District Content Specific Pre/Post Tests.
- Administration of diagnostic and quarterly assessments in all content areas including reading, mathematics, science, and social studies to inform instruction for students in all grades K-5.

- Implementation of the School Improvement Plan with focus on the district’s initiatives for supporting student academic achievement including differentiated instruction, Gradual Release Model, Multi-Tiered Systems of Support, Sheltered Instruction Observation Protocols (SIOP), LSI model of Tiered Questioning and High Student Engagement.
- On-going data analysis during weekly PLC’s, monitoring of teachers’ instruction, on-going professional development in all 5 content areas, coaching and evaluation to continually improve teacher effectiveness.
- Integration of technology across all content areas to enhance and support student learning including Accelerated Reading, Accelerated Math, NBCLearn, ImagineIT, eSuite, Envision Pearson Learning, Discovery Education, CNN Student News, and Raz Kids.
- Provide additional in class support across all grades K-5 for all content areas.
- Engage community partnerships to enhance student learning; Wayne State University, University of Michigan, BridgePointe, Michigan Science Department, Detroit Science Center, Northville Retired Teachers Program.
- Provide after school and summer enrichment programs for grades K-5 for students that are at risk to not meeting grade level benchmarks.

Parent Involvement

Roberto Clemente Learning Academy has developed a comprehensive Parent Involvement Policy, Parent Compact, and Parent Involvement Calendar to guide parental involvement. These documents provide for all levels of parent involvement including active participation in Parent Teacher Conferences, School Improvement Team, PAC-SA, student of the month recognition, and school events (Family Math Night, Family Science Night, Writing Fair, Quarterly skill recognition ceremonies, monthly book logs, Literacy Fair, Open House, Holiday Celebrations, field trips, room volunteers). In order to achieve our goal of becoming a center of excellence we must have the support of every parent and guardian.

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

Process for Assigning Pupils to the Schools (Continued):

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 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.

Examination High Schools (Continued)

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 psecific 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 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/clemente/>. 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	868	56.7%
2014-2015	1141	73.6%

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,

Maria Hernandez-Martinez, Principal