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Coleman A. Young Elementary School

15771 Hubbell Street
Detroit, Michigan 48219-1712

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 Coleman A. Young Elementary 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 Melissa Scott, Principal at (313) 538-3024 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/young/> or the MiSchool Data website at <https://goo.gl/lKp9cn>. 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 Priority 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 85.80%.

We did not test 95% of our students.

Only 94.67% of the Economically Disadvantaged subgroup was assessed in English Language Arts.

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

Only 2.63% 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 0.00% of All Students subgroup met the Differentiated target in mathematics.

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

Only 0.00% of the All Students; 0.00% of the Bottom 30%; 0.00% of the African American and 0.00% 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 7.69% of the All Students; 0.00% of the Bottom 30%; 7.69% of the African American and 6.45% 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. PLC teams will target specific CCSS standards. The PLC teams are organized by content area across grade levels and meet at least 3 times per month for 1 hour on Wednesdays after school.

English Language Arts:

For grades K-2, the specific standards addressed will be CCSS RF1.3, applying grade level phonics and decoding skills. For grades 3-5 the target will be CCSS RL 3-5.2, determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. The primary standard being addressed in grades k-2 is CCSS WS1-3.1, Use a combination of drawing, dictating, and writing to compose informative/explanatory texts and in grades 3-5, the primary standard being addressed is CCSS WS3-5.1 writing opinion pieces and citing specific reasons.

Mathematics:

The targeted standards are CCSS. Math. Content.K-5. NB, Numbers and Operations in Base Ten and CCSS.Math.Content.K-5.OA, Operations and Algebraic Thinking. Students in K-2 will emphasize counting, working with numbers to gain foundations for place value and classifying objects. In grades 3-4, students will emphasize add/subtract, multiply/divide and properties of operations to perform multi-digit arithmetic. In grade 5, students will emphasize writing and interpreting numerical expressions and analyzing patterns. In addition, per this year's data, grades K-3 will focus on telling time to the minute on digital as well as analogue clocks.

Science:

For grades K-5, the targeted Grad Level Expectation is Science Inquiry Process S.IP. 00-05. For Grades K-1, the targeted GLCE's is Earth Science, E.ES. 00-01. For Grade 2, the targeted GLCE is Organization of Living Things, L.OL.02. For Grades 3-5, the targeted GLCE's is Earth Science: Earth Systems, E.ES.03. and Earth, Space and Time, E.ST. 04.-05.

Social Studies:

The targeted standard will be Grades K-5, E1 The Michigan Market Economy.
Grade K will emphasize The Market Economy within the specific context of Myself and Others
Grade 1 will emphasize The Market Economy within the specific context of Families and Schools
Grade 2 will emphasize The Market Economy within the specific context of The Local Community
Grade 3 will emphasize The Market Economy within the specific context of Michigan Studies
Grade 4 will emphasize The Market Economy within the specific context of United States Studies. Grade 5 will emphasize The Market Economy within the specific context of Integrated American History

We are actively working to address our attendance and assessment participation challenges, accelerate student achievement and close persistent gaps in achievement. Improving student attendance and truancy prevention is a priority for our school. In the document entitled "Every

Student, Every Day Community Toolkit to Address and Eliminate Chronic Absenteeism (USDOE, 2015),” it is noted that students who are not in school cannot learn, and frequently drop out. Truant students often engage in high-risk behaviors that may lead them to encounters with the juvenile justice system. We will work with students, parents, the community, business partners and stakeholders to improve student attendance.

Parents and Families can help improve student attendance by:

- Making getting to school on time every day a high priority in your family.
- Talking with your child(ren) about the important of school attendance from an early age and the negative effects of too many absences.
- Creating a safe space for your child to share what’s keeping them from participating in school on a regular basis, when necessary.
- Having a back-up plan for getting your child to school when there are difficulties with transportation, family illness, or other challenges.
- Scheduling doctor and other appointments for after-school hours whenever possible.
- Monitoring students’ school attendance to make sure your child is in class every day.
- Contacting your child(ren)’s school to discuss supports and services that can help your child maintain regular school attendance.

Students:

- Help your friends and classmates understand what chronic absenteeism is— missing more than 10 percent (18 days) of school days in a year.
- Attend school every day, encourage your friends to attend school every day and remind them that every absence from school matters.
- Talk with your school principal and teachers about the kind of support that you and/or students in your school need in order to attend school and be successful at school every day.
- Be active in your community to support projects to help eliminate chronic absenteeism and support other young people in schools.

Parent Involvement

- Coleman A. Young Elementary School contracted a Parent Engagement Consultant using Title 1 funding to increase parent engagement through the coordination and implementation of parent workshops, focus groups, survey and training activities requested by our parents. Parent surveys will be conducted three times per year utilizing AdvancEd and Chicago Essentials survey forms. The results will be analyzed by the data team. The survey results will help to determine next steps regarding our parent engagement activities. Parent workshops and training activities are scheduled monthly and will cover the instructional programs and best practices that are embedded in our big ideas for school improvement. Training activities are developed by the Parent

Engagement Consultant with input from the leadership teams and will also reflect parent interests and training requests. Parents will be asked to sign in and to complete an evaluation at the end of each session.

- Teachers will provide timely feedback regarding student growth and achievement through parent- teacher communications, parent teacher conferences, and our school and classroom websites. All grade level teachers will conduct grade level parent meeting at least twice a year.

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/

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

Examination High Schools (Continued)

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 | Priority |
| 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 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/young/>. 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 | 341 | 39.2% |
| 2014-2015 | 348 | 35.2% |

Parent-Teacher Conferences (Interactions) (Continued):

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.
- 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,

Melissa Scott, Principal