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Paul Robeson, Malcolm X Academy

2585 Grove Street

Detroit, Michigan 48221-3164

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 Paul Robeson, Malcolm X 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 Dr. Jeffery Robinson, Principal at (313) 494-8100 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/robesonmalcolmX/> or the MiSchool Data website at <https://goo.gl/Q1VHSh>. 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 88.43%.

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

Only 4.23% 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 4.23% 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 0.00% of the Bottom 30% subgroup 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% subgroup 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. After an analysis of school data, it has been determined that introducing a new instructional model will significantly influence student achievement across subjects. The Gradual Release model is a strategy which builds students confidence and level of independent functioning. The teacher moves from explicit modeling and instruction to guided practice and then to activities that incrementally positioned students into becoming independent learners. Our goal is to integrate the use of technology and manipulatives across subject matter to assist student with real world application of concepts. This model will become a part of the school instructional model will be implemented to address instruction needs in the following area:

English Language Arts:

Gradual Release of Responsibility will be used to focus on our English Language Arts priority areas of understanding informational text and building vocabulary.

Math:

Gradual Release of Responsibility will be used to focus on our mathematics priority areas of: Numbers and Operations and Algebraic Thinking domain.

Science:

Gradual Release of Responsibility will be used to focus on our science priority areas of understanding informational text and building vocabulary.

Social Studies

Gradual Release of Responsibility will be used to focus on our social studies priority areas of understanding informational text and building vocabulary.

Paul Robeson Malcolm X did not meet the 90% goal for attendance. We will continue to contact parents when students are not in attendance, make parents aware of attendance policy. We encourage parents to monitor students to ensure that they are at school on time, schedule appointments after school when possible, arrange transportation in advance, and contact school to discuss support services.

Parent Involvement

To gain a better understand of curriculum, school activities, and student achievement parents are encouraged to participate in the parent organization group, open house, and parent teacher conferences. Parents are encouraged to participate in two-way communication methods with teachers. Other ways parents can foster growth and support student learning/understanding can include creating a rich learning environment at home, discuss school activities with students, monitor out of school activities. Parents can always inquire about their students' performance level via Parent Connect and are encouraged to communicate with teachers regarding alternatives to assist in student growth.

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 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

Examination High Schools (Continued)

- 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.

School Description

Paul Robeson, Malcolm X Academy is an application school. It is a premier program with culturally influenced pedagogy that is surrounded by one of Detroit’s Best Neighborhoods. It is the country’s first public African-centered school. Some Offerings: National Junior Honor Society, Tutoring/Extended Day Program, Accelerated Reading/Math, African-Centered Olympics, Strong Art Programs, Robotics/Science Clubs, C-STEM Programs, New Apple Technology, Newly- Renovated Malcolm X and Betty Shabazz Reading Library, My Brother’s Keeper Male Mentoring, Girl Power Mentoring Club Sponsored by Michigan State University, Talented Tenth Males Rites of Passage Program, ACT Prep Courses, Championship Girls and Boys Varsity, Co-Ed and Pee Wee Basketball Teams, Cheerleading, Boys Flag Football, Baseball, Peaceful Playground Initiative. (From: Picking the Perfect School ~ Detroit Public Schools).

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 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/robesonmalcolm/>. 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 | 343 | 22.6% |
| 2014-2015 | 368 | 23.1% |

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,

Dr. Jeffery Robinson, Principal