

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

Academy of The Americas

5680 Konkel Street
Detroit, Michigan 48210

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 Academy of The Americas. 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 Nicholas Brown, Principal at (313) 596-7640 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/academyoftheamericas/> or the MiSchool Data website at <https://goo.gl/BzliZP>. 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 test 95% of our students.

Only 82.93% of the Students with Disabilities subgroup was assessed in mathematics.

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

0.00% of the Bottom 30% and 2.56% of the Students with Disabilities subgroups met the Differentiated target in English Language Arts.

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

Only 1.99% of the Bottom 30% and 12.12% of the Students with Disabilities subgroups met the Differentiated target in mathematics.

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

Only 13.95% of the All Students; 0.00% of the Bottom 30% and 13.29% of the Hispanic; 10.00% of the Economically Disadvantaged and 10.00% 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% 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 by implementing the following key initiatives:

To address our academic challenges in English Language Arts, mathematics, and science we will continue to follow our dual language immersion model, but provide more structured Language instruction in the earlier grades using SIOP strategies to meet the needs of all second language learners. Tier 1: Reading: SIOP/Differentiated Instruction - All teachers will plan and deliver differentiated, standards-based Reading instruction to meet the needs of all students. Teachers will utilize the Sheltered Instruction Observational Protocol (SIOP) strategies to scaffold learning for English Language Learners and all other students and focus on Informational Texts. Tier 2: Reading: SIOP/Small Group Instruction - Teachers and School Service Assistants will provide small group instruction with a focus on Informational Text for students who need Strategic

Intervention (Tier 2.) Teachers and School Service Assistants will incorporate the Sheltered Instruction Observation Protocol (SIOP) objectives to scaffold learning for Tier 2 students. Tier 3: Reading: SIOP/ One-to-One Intervention - Teachers and School Service Assistants will provide one-on-one individualized instruction with a focus on Informational Text for students who need Intensive Intervention (Tier 3.) Teachers and School Service Assistants will incorporate the Sheltered Instruction Observation Protocol (SIOP) objectives to scaffold learning for Tier 3 students. In addition, teachers will continue to develop units using the backward planning model and incorporate Marzano's Essentials for Rigor.

Science: To address challenges in science we have begun to implement a coordinated plan for teaching the scientific method and inquiry thru science Professional Learning Communities. In addition will continue to follow our dual language immersion model, but provide more structured science instruction in the earlier grades using SIOP strategies to meet the needs of all second language learners. Tier I SIOP / Differentiated Instruction - Teachers will plan and deliver standards based science instruction whole group utilizing SIOP strategies. Science teachers will utilize best practices for science instruction with a focus on GLCE's in life, physical, and earth science to increase proficiency for all grade levels through technology and hands - on experiences. Tier II SIOP / Small Group Instruction - Teachers will plan and deliver standards based Science instruction in small flexible groups to provide targeted and timely intervention based on student achievement data. Teachers will engage students in the required delivered curriculum to focus on the prescribed areas and knowledge of life science, physical science, and earth science. Emphasis will be on content area text comprehension, hands-on approach, and use of language objectives (Sheltered Instruction Observation Protocol SIOP) to understand science concepts. Tier III SIOP / Individualized Support - Teachers will provide targeted intervention in science on a one-to-one basis for a selected time period, review progress monitoring data, make appropriate referrals, and allocate additional resources to impact student achievement. In addition, teachers will continue to develop units using the backward planning model and incorporate Marzano's Essentials for Rigor.

Parent Involvement

Parents have many opportunities to be involved in our learning community. They are encouraged to attend:

1. Workshops and training specific to common core standards/grade level expectations.
2. Parent training to support instruction focusing on at risk students.
3. Required attendance at Dual Language Immersion information meetings
4. Monthly Parent Advisory Council on Student Achievement (PACSA) meetings.

At Academy of the Americas, Parents are welcomed and encouraged to be partners in their child's education by being part of our PACSA. This organization meets regularly and assists in selecting relevant parent workshops for self-improvement and assistance with academic support at home. Parents are encouraged to attend the Open House, Quarterly Parent/Teacher Conferences, and

Parent Involvement (Continued):

“special” school-wide activities and functions. Parents are welcome to volunteer in classrooms to assist teachers in providing quality instruction in order to meet the needs of all students. It is also highly recommended that parents use the technology portal to view daily lessons, student grades and to communicate with staff.

Additionally, parents/guardians are encouraged to become involved in the successful education of children by helping them establish S.M.A.R.T. goals, which are: Specific – What, Why and How Measurable – Measure progress to help stay on track and reach target dates Attainable – Make a commitment to take small steps to accomplish the goals that are set Realistic – Is the goal “do-able”? Not “easy” but attainable by pushing yourself Timely – Set a time limit for completion and take action NOW. (Available online at <http://www.goal-setting-guide.com/goal-setting-tutorials/smart-goal-setting>)

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
- 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

Academy of the Americas, a Neighborhood-Centered, Quality School, offers a unique Dual Immersion Bi-lingual Academic Program in Spanish and English within the traditional rigorous curriculum. The Academy works to ensure every child is prepared for a high-performing middle school and high school.

School Description (Continued)

Fall 2014, a new high school component, starting with 9th graders, was added. The high school, is located in Southwest Detroit, and includes Spanish Language Immersion and Literature, Honors Classes, Career Exploration beginning in 9th grade, a focus on Science, Technology, Engineering and Math, small classes and more! Please visit our website at <http://detroitk12.org/schools/academyoftheamericas/> for more detailed information about our school.

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.

Access to the Core Curriculum (Continued)

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/academyoftheamericas/>. 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	598	16.6%
2014-2015	861	26.6%

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,

Nicholas Brown, Principal