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District Annual Education Report (AER) Cover Letter

August 14, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for the Education Achievement Authority of Michigan and our schools. The AER addresses the complex reporting information required by Federal and some requirements of State laws. Our staff is available to help you understand this information. Please contact Dr. H. MiUndrae Prince, Associate Chancellor for Instructional Support and Educational Accountability for help if you need assistance. Dr. Prince can be reached at 313.263.9824.

The AER is available for you to review electronically by visiting the following web site: <http://www.michigan.gov/ea> and click on Annual Education Reports, or you may review a copy in our main office.

The report contains the following information:

Student Assessment Data – Elementary or middle school assessment results on the Michigan Educational Assessment Program (MEAP), high school assessment results on Michigan Merit Exam (MME), and assessment results for students with disabilities on Michigan’s Alternative Assessment Program (MI-Access or MEAP-Access)

- Presents achievement data for all five tested subjects (mathematics, reading, science, social studies and writing) compared to targets for all students as well as subgroups of students.
- Helps parents understand achievement progress within schools and compare these to district and State achievement.

Accountability Scorecard – Detail Data and Status

Information is provided for the district and each school related to achievement targets in reading, writing, mathematics, science and social studies answering questions like:

- Did the district (and schools) meet achievement targets for all students and subgroups of students?
- Did the district (and schools) meet achievement growth targets for all students and subgroups of students?

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

Review the table below listing our schools. The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases no status label is given.

During its first year of operation, the Education Achievement Authority placed intense focus on teacher professional development as a means of helping them to understand the tenets of a student centered learning approach to instruction. Teachers received twenty days of professional development, and principals participated in two district-level data consults where they provided updates on the teaching and learning process in their buildings based on student achievement. The district also promoted strong parental involvement and wraparound services to assist school leaders and teachers in working with students. An analysis of student performance at the end of year highlighted both areas of success and where continued improvement was needed. The chart below highlights initiatives taken by schools to address student achievement.

School Name	Status Label	Key initiative to accelerate achievement
Bethune Elementary/Middle School	Priority	□ Student-centered learning and differentiated instruction
Burns Elementary/Middle School	Priority	□ Student-centered learning and wrap-around services to meet the needs of the whole student
Law Elementary/Middle School	Priority	□ Student-centered learning and Intense professional development targeted on meeting the needs of students performing below grade level in the core
Nolan Elementary/Middle School	Priority	<ul style="list-style-type: none"> • Student-centered learning (Including differentiated instruction and project-based • PBIS (Positive Behavioral Intervention and Supports)
Phoenix Elementary/Middle School	Priority	<ul style="list-style-type: none"> • Student-centered learning and sheltered instruction and observation protocol (SIOP), • Fountas and Pinnell literacy instruction and response to intervention (RTI)
Scott Elementary/Middle School	Priority	□ Student-centered learning (including differentiated instruction and project-based learning) and PBIS
Central High School	Priority	□ Student-centered learning and a structured response to intervention program that addresses the needs of Tier I / Tier II / and Tier III students and Marzano teaching strategies
Denby High School	Priority	<ul style="list-style-type: none"> • Student-centered learning • Curriculum aligned to the common core standards and state benchmarks with jobembedded professional development.
Ford High School	Priority	□ Student-centered learning and incorporation of project based learning into core content areas □

School Name	Status Label	Key initiative to accelerate achievement
Mumford High School	Priority	<ul style="list-style-type: none"> • Student-centered learning along with culturally relevant curriculum and instruction; • Portfolio based mastery of standards for student achievement and positive behavior interventions and supports.
Pershing High School	Priority	<ul style="list-style-type: none"> □ Student-centered learning and embedded professional development
Southeastern High School	Priority	<ul style="list-style-type: none"> • Student-centered learning and data driven instruction that provides interventions to support students' skill gaps. • Performance Series testing generates suggested learning activities to support improving student deficiencies

The Education Achievement Authority of Michigan began as a startup district, responsible for 15 schools in need of improvement. Schools underwent staffing, programming and culture changes in order to provide students with a high-quality education and expectations that they will be ready for college upon graduation. Our plan continues to be one that is focused on learning from past experiences to reflect and revise our instructional model. It is of the utmost importance that each decision made is based on outcomes for students. We are committed to continuous improvement and will continue to seek input from our students, teachers, staff, principals, families and communities. We will not rest until each child has the opportunity to fulfill their potential.

Sincerely,

Veronica Conforme
Interim Chancellor