# Brenda Scott Academy for Theatre Arts

**313-866-6700 | 18440 Hoover St | Detroit, MI 48205 | K-8**

D

2014-15 Enrollment: 842

2014-15 Demographics: Asian: 3% | Black: 97% | Hispanic: 0% | White: 0% | Economically Disadvantaged: 76% | Special Education: 5%

Schools that commits to a coherent, innovative **instructional & organizational strategy** will foster a strong **culture of learning** that will **engage students, families, and the community**, **accelerate student learning growth**, and **ensure that all students reach their fullest potential, in college and the workforce**.

All EAA schools are evaluated using a School Performance Framework. The purpose of the Performance Framework is to comprehensively evaluate school performance, provide actionable feedback to improve schools, and inform targeted district support. The Performance Framework Categories, described below, incorporate multiple quantitative and qualitative measures of school performance that, in combination, provide a holistic picture of how a school is progressing and impacting student outcomes.

## What ratings does my school receive?

**Schools receive the following ratings:**

- Overall Performance Framework Grade of **A, B, C, D**, or **F**
  (*located on page 1 in the upper right hand corner* )
- Category Grades of **A, B, C, D**, or **F** for each of the 6 categories described in the table below
  (*located on page 1 in the table below and on subsequent pages in the left-most column* )
- Metric Ratings of **Very High, High, Intermediate, Low,** or **Very Low** for the **All Schools Comparison** and **Similar Schools Comparison**
  (*located on the subsequent pages* )
- Metric Ratings of **Significantly Improved, Improved, Maintained, Declined,** or **Significantly Declined** for the **Prior Year(s) Comparison**
  (*located in the right-most column on the subsequent pages* )

## What do the All Schools, Similar Schools, and Prior Year(s) Comparisons measure?

**Similar Schools**: Compares an EAA school's performance with the performance of a group of schools serving similar students

**All Schools**: Compares an EAA school's performance with the performance of all schools in Michigan, all schools in Detroit, or all schools in the EAA*

**Prior Year(s) Performance:** Compares an EAA school's performance with its own average performance for the three prior years*

* Data availability varies by metrics; data for some metrics are only available for all schools in Detroit (e.g., 5 Essential Survey results) or all schools in the EAA (e.g., School Quality Review results). For the prior year(s) comparison, one, two, or three years of data may be included depending on availability.

## Where can I find more information?

More information about the Performance Framework calculations and individual metric scores is in the Appendix of this report.

## Overview of Performance Framework Category Grades

| Category | Description | Grades |
|---|---|---|
| Strategic Commitment | A clear and coherent vision for school improvement is a critical factor in making significant student learning gains. | D |
| Culture of Learning | Purposefully cultivating a culture of learning ensures that school staff and students are held to high standards of excellence, and these standards are clear and consistent across classrooms. | D |
| Student, Family, & Community Engagement | Engaging students, families, and the community in the learning process is necessary to create a strong school community and have a lasting impact on student success. | C |
| Growth Measures | The extent of students' progress from year to year is a direct result of schools contribution to student learning. Students who are furthest behind are most in need of making rapid progress. | D |
| Academic Achievement | It is critical that students meet basic thresholds to ensure they have both the foundational skills and the prerequisites to advance in their education or career | F |
| Prepared for Success | The extent to which students have exceeded basic thresholds determines their ability to succeed in the next phase of their life – additional educational advancement or career pursuits. | F |

| | Metric | Current Year | Comparison Ratings: Similar Schools | Comparison Ratings: All Schools | Comparison Ratings: Prior Year(s) |
|---|---|---|---|---|---|
| **Category 1: Strategic Commitment** | | | | | |
| D | School Quality Review Domain 1 (*out of 4*) | 1.6 | Low | Low | NA |
| | 5 Essentials Survey Effective Leaders (*out of 100*) | 29 | Intermediate | Low | Maintained (+) |
| | **Category Ratings** | | Low | Low | Maintained (+) |
| **Category 2: Culture of Learning** | | | | | |
| D | School Quality Review Domain 2 (*out of 4*) | 2.1 | Low | Low | NA |
| | 5 Essentials Survey Ambitious Instruction (*out of 100*) | 69 | High | Intermediate | Significantly Improved |
| | 5 Essentials Survey Collaborative Teachers (*out of 100*) | 24 | Intermediate | Low | Significantly Declined |
| | Insight Survey Score (*out of 10*) | 4.7 | Very Low | NA | NA |
| | Percent of Teachers Retained from Previous Year (*out of 100*) | 51% | Low | NA | Significantly Declined |
| | Percent of Highly Effective/Effective Teachers Retained from Previous Year (*out of 100*) | 43% | Very Low | NA | Significantly Declined |
| | Percent of Teachers Absent 10 days or Fewer (*out of 100*) | Coming in 2015-16 | NA | NA | NA |
| | Staff Attendance Rate (*out of 100*) | Coming in 2015-16 | NA | NA | NA |
| | **Category Ratings** | | Low | Low | Declined |
| **Category 3: Community, Family, & Student Engagement** | | | | | |
| C | School Quality Review Domain 3 (*out of 4*) | 2.3 | Intermediate | Intermediate | NA |
| | 5 Essentials Survey Involved Families (*out of 100*) | 23 | Intermediate | Low | Maintained (+) |
| | 5 Essentials Survey Supportive Environment (*out of 100*) | 65 | High | High | Significantly Improved |
| | 5 Essentials Survey Parent Survey (*out of 100*) | 74 | Very Low | Very Low | Significantly Declined |
| | Percent of Students Retained from Previous Year (*out of 100*) | 69% | Very High | NA | Maintained (+) |
| | Percent of Students Absent 10 days or Fewer (*out of 100*) | 39% | Intermediate | Intermediate | Maintained (+) |
| | Student Attendance Rate (*out of 100*) | 87% | Intermediate | Intermediate | Significantly Improved |
| | Out of School Suspension Rate Per Day Per 1000 Students (*out of 1000*) | 1.6 | NA | NA | NA |
| | **Category Ratings** | | Intermediate | Low | Improved |

| | Metric | Current Year | Comparison Ratings: Similar Schools | Comparison Ratings: All Schools | Comparison Ratings: Prior Year(s) |
|---|---|---|---|---|---|
| **Category 4: Student Growth** | | | | | |
| D | Median Student Growth Percentile (SGP) Math (*out of 100*) | 35.5 | Intermediate | Low | NA |
| | Median Student Growth Percentile (SGP) ELA (*out of 100*) | 30.2 | Low | Very Low | NA |
| | Median Student Growth Percentile (SGP) Social Studies (*out of 100*) | 33.7 | Intermediate | Very Low | NA |
| | Median Student Growth Percentile (SGP) Science (*out of 100*) | 40.0 | High | Low | NA |
| | **Category Ratings** | | Intermediate | Very Low | NA |
| **Category 5: Academic Achievement** | | | | | |
| F | Percent of Students Meeting or Exceeding Standards in ELA (*out of 100*) | 7.1% | Low | Very Low | NA |
| | Percent of Students Meeting or Exceeding Standards in Math (*out of 100*) | 2.4% | Low | Very Low | NA |
| | Percent of Students Meeting or Exceeding Standards in Science (*out of 100*) | 0.6% | Low | Very Low | NA |
| | Percent of Students Meeting or Exceeding Standards in Social Studies (*out of 100*) | 0.6% | Very Low | Very Low | NA |
| | **Category Ratings** | | Low | Very Low | NA |
| **Category 6: Prepared for Success** | | | | | |
| F | Percent of 8th Graders Exceeding Standards on State Assessments (*out of 100*) | 0.5% | Low | Very Low | NA |
| | Percent of 3rd Graders Exceeding Standards on State Assessments (*out of 100*) | 1.2% | Low | Very Low | NA |
| | Percent of Former 8th Graders on Track at end of 9th Grade (*out of 100*) | 38% | NA | NA | NA |
| | **Category Ratings** | | Low | Very Low | NA |