

BLANCHE KELSO BRUCE ACADEMY
“A Smart School where Learning Rules”
8045 Second Avenue, Detroit Michigan 48202

District Annual Education Report

August 15, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-14 educational progress for the Blanche Kelso Bruce Academy 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 Sharion Brown for help if you need assistance.

The AER is available for you to review electronically by visiting the our web site or you may review a copy in the principal's office at your child's school or District 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

NAEP Data (National Assessment of Educational Progress)

- Provides State results of the national assessment in mathematics and reading every other year in grades 4 and 8.

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.

School Name	Status Label	Key initiative to accelerate achievement
Blanche Kelso Bruce Academy East (Connor)		Big Picture Learning Influence, Discovery, Read 180
Blanche Kelso Bruce Academy West (Cecil)		Big Picture Learning Influence
Blanche Kelso Bruce Academy East (Connor)		Big Picture Learning Influence, Discovery, Read 180
Blanche Kelso Bruce Academy Juvenile Detention Facility (JDF)		Direct Instruction, Discovery, Read 180
Blanche Kelso Bruce Academy DePaul		Direct Instruction, Discovery, Read 180

As a Strict Discipline Academy, we at Blanche Kelso Bruce Academy (Academy) work towards addressing the needs of our students in a variety of settings. Many students are enrolled due to severe discipline or behavioral problems, are adjudicated, or are expelled from other public schools. They may be transient or come with *special needs*. Although some of our students may be enrolled for a longer duration, many are with us for just a few months or even a few days. Because of these special circumstances, the educational measure for our students is to show growth on an Individualized Learning Plan as an indicator of academic achievement. When considering the students' enrollment status, traditional measures of achievement such as MEAP, MME and other state assessments may not be a true reflection of student growth. These measurements do not take into

consideration other behavioral factors that effect student performance and that often must be addressed before academic achievement can be gained.

The Academy is actively working towards increasing student achievement by continuing the "Big Picture Schools Influence" education model for a third year. This model, based on "best practices," has worked well with "at-risk" high school students and teenagers. Our Big Picture academies are small, personalized, public schools where children learn the academic skills and when appropriate, work outside of the classroom in internships. Additionally, the Academy continues many of its research-based practices by using the Read 180 program, System 44, Scantron Performance Series, and the Discovery program that help to identify the needs and placement of students. The Academy provides direct instruction and small group instruction based on State of Michigan curriculum standards, by hiring highly qualified teachers and professional staff to address those needs; thus placing students on a path to college readiness or workplace success.

In summarizing, I would like to state that the Academy operates in a wide array of settings—including residential placements, secure detention facilities and community-based schools in cooperation with a number of local youth service organizations. The majority of students who enroll at the Blanche Kelso Academy possess skills that are several grade levels below their age-appropriate levels at time of enrollment. Many of these students enroll at the academy for varying periods of time, due to engagement with juvenile justice system.

For those students who remain enrolled with the academy for longer durations, we work diligently to assist them to strengthen gateway skills, including reading and writing, mathematics, science and social studies. As such, the academy focuses on *growth* in student achievement, as we believe this is a critical indicator for future academic success. We believe that by supporting students' efforts to develop these critical skills, students will be more likely to accrue necessary high school credits toward graduation and be poised for success in post-secondary education or the workplace.

We know that education starts in the home and success is more likely for students if parents are involved. We encourage parents to participate in school activities through a number of venues including meetings, social activities, and committees. Throughout the school year, we contact parents requesting their participation in the school improvement process, parent teacher meetings, and multiple parent support activities.

As we begin the 2014-2015 school year, we look forward to continued behavioral improvement and educational success for all students who attend Blanche Kelso Bruce Academy.

Sincerely,

Blair E vars
Superintendent