

April 22, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2014-2015 educational progress for Jalen Rose Leadership Academy (JRLA). 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 Katie James, Dean of Instruction or Russell Harris, Principal.

The AER is available for you to review electronically by visiting the following web site: <https://goo.gl/PLE7HW> or you may review a copy in our main office.

CHALLENGES & INITIATIVES:

CHALLENGES:

At Jalen Rose Leadership Academy, our key challenge is to move scholars to the level of rigor expected for college excellence. Often, our students enter high school with academic scores below the state & national averages for EXPLORE, PLAN, and ACT assessments.

INITIATIVES:

As a result, we have implemented key initiatives to accelerate student learning and increase academic achievement such as:

- Mandating a double dose of Reading/Literacy in Grades 9 &10
- Aligning our 12th grade college writing course with the rigor of an college level class
- Providing ACT Preparatory courses through Princeton Review, during and after school
- Offering academic tutoring programs before, during, and after school

In addition, we have also implemented the following academic interventions:

- RTI (Response to Intervention) Program to identify and assist struggling learners
- Differentiated instruction in classrooms to reach all scholars
- Credit Recovery Programs to ensure students remain on track for graduation
- Push-In & Pull-Out services to assist our Special Education population
- Vertically aligning our curriculum to be able to offer Advanced Placement (AP) Courses for the 2015-2016 school year.

- Partnering w/ the University of Detroit Mercy and the University of Michigan Dearborn to provide scholars with access to dual enrollment opportunities
- State law requires we also report additional information for the two most recent years:

**1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:
2012-2013 and 2013-2014**

JRLA students are admitted to the school through an open enrollment process by the order in which they apply.

By law, JRLA cannot restrict enrollment based on selection criteria. JRLA can, however, limit the total number of students who may attend the school. If there are more applicants than open spaces during the open enrollment period; students are then admitted through a random selection process.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

2012-13:

JRLA was designated as a Title I Targeted Improvement School, therefore, providing academic interventions to those students who met the Title I Criteria. The school was in year two of a three-year School Improvement Plan.

2013-2014:

This year's school improvement process was similar to last year's process. The School Improvement Team met formally in the spring both to evaluate progress against the prior year's identified school improvement goals, to assess a variety of school data, and identify school improvement goals for the next year (2014-2015).

JRLA will be transitioning to a School-wide Title 1 funding designation for the 2014-2015 school year. This will enable the school to provide a variety of academic interventions to all scholars.

2014-2015:

The Jalen Rose Leadership Academy will empower all students to develop the strength of character, skills, and knowledge needed to matriculate, be great in, and graduate from college so that they have opportunities to be successful in the competitive world and to take care of themselves and the people that they love. During the 2014-2015 school year, the JRLA staff implemented systems that focused on the improvement of school culture and academic achievement. Key systems and program designs include, the implementation of college readiness standards focused curriculum, which is also aligned with the new SAT, and Advanced Placement Standards. Last year JRLA focused on the reintroduction of a disciplinary program that promotes a calm sense of urgency,

and a rich college going culture on campus. JRLA also developed an advisory program to ensure scholars have the opportunity to meet the school's scholar promotional requirements highlight in the Student Code of Conduct.

The School Improvement Plan has been approved by the Michigan Department of Education.

**3. DESCRIPTION OF THE SCHOOL:
2012-2013, 2013-2014, and 2014-2015**

Jalen Rose Leadership Academy (JRLA) is a College Preparatory Public Charter School that is managed by The American Promise Schools (APS). JRLA provides all scholars a leadership-focused education that engages and inspires youth to achieve at the rigorous level necessary to ultimately graduate with a college degree. Students are provided with real-world and project-based experiences and will receive extensive college exposure and course opportunities through a partnership with the University of Detroit Mercy (UDM) and the University of Michigan Dearborn. As a Michigan Future Schools initiative grant recipient, the Academy recognizes their expectation of 85% high school graduation, 85% college enrollment, and 85% college graduation, and will meet or exceed these standards.

SPECIAL EDUCATION SERVICES AT JRLA:

JRLA provides a full continuum of services for those students who have been deemed eligible for Special Education Placement:

- Cognitive Impairment
- Learning Disabled
- Emotionally Impaired
- OHI (Other Health Impairment)
- Section 504

4. CURRICULUM INFORMATION:

The school's curriculum objectives are aligned to those identified by the Michigan High School Content Expectations, as well as the ACT College Readiness Standards. The curriculum was reviewed and approved by Central Michigan University and is available from The Governor John Engler Center for Charter Schools located in Mount Pleasant, Michigan. For more information, please email: inof@thecenterforcharters.org.

The school's Curriculum is aligned with the Common Core & ACT College readiness Standards for Mathematics & English Language Arts. All other core subject areas are aligned with Michigan High School Content Expectations. Our curriculum is structured to

provide JRLA scholars with the core foundational knowledge and skills necessary to be successful in college and in their career choice. Our cohesive plan ensures students are actively engaged in the construction and application of knowledge.

The Michigan high school graduation requirements are designed to prepare students for college or other post-secondary studies if satisfactorily completed. Our school will, of course, meet these course requirements. Our use of the ACT College Readiness Standards to determine mastery of a subject at each grade level ensures that course passing is tied to high standards that are embedded in the Michigan Merit Exam and are used by colleges for admission and financial aid.

JRLA will offer more than the basic curriculum mandated for high school graduation by the state of Michigan: four years of English, four years of mathematics, three years of social studies, four years of science, two years of foreign language, four years of physical education and fitness, one year of art, and one credit of an on-line course.

Promotion policies and exit standards and exceed the minimum requirements and stress the importance of a well-rounded education. In addition to the State of Michigan course and credit requirements, students will be required to complete the following to graduate: passage of at least one Advanced Placement course; four years of health and fitness courses and passage of written health and physical fitness test at each grade level; acceptance to at least two colleges; forty hours of community service; and 1.5 credits (150 hours) in enrichment courses, including before and after school courses or summer courses.

The curriculum was reviewed and approved by Central Michigan University and is available from The Governor John Engler Center for Charter Schools located in Mount Pleasant, Michigan. For more information, please email: inof@thecenterforcharters.org, or Kathrine Colaccino (Dean of Instruction) colaccinok@jrladetroit.com.

5. AGGREGATE ACHIEVEMENT RESULTS:

The following tables contain our student scores on the EXPLORE, Plan and ACT, which are nationally normed achievement tests.

2012-2013

Grade Level	Test	Aggregate Composite Score
9 th	EXPLORE	13.0
10 th	PLAN	14.4
11 th	ACT	N/A

2013-2014

Grade Level	Test	Aggregate Composite Score
9 th	EXPLORE	13.9
10 th	PLAN	15.0
11 th	ACT	16.0

2014-2015

Grade Level	Test	Aggregate Composite Score
9th	Explore	13.79
10th	Plan	14.42
11th	ACT	16.31

6. PARENT TEACHER CONFERENCE INFORMATION:**2012-2013**

- Average participation for quarterly Parent Teacher Conferences = 105 parents (35%)
 - Efforts were made to contact parents who did not participate to ensure communication is received and to encourage future participation.

2013-2014

- Average participation for quarterly Parent Teacher Conferences = 369 parents (90%)
 - Efforts were made to contact parents who did not participate to ensure communication is received and to encourage future participation.

2014-2015

- Average participation for quarterly Parent Teacher Conferences = 331 parents (81%)
 - Efforts were made to contact parents who did not participate to ensure communication is received and to encourage future participation

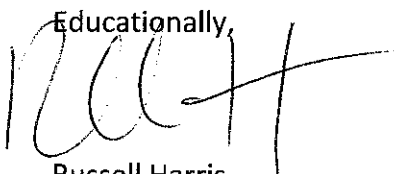
Grade Level	Test	2013	2014	2015
9th	Explore	13.0	13.9	13.79
10th	Plan	14.4	15.0	14.42
11th	ACT	n/a	16.0	16.31
12th				

7. ADDITIONAL HIGH SCHOOL INFORMATION:

CATEGORY	2012-2013 DATA	2013-2014 DATA	2014-2015 DATA	GRADE LEVEL	ADDITIONAL INFORMATION
Number and percentage of students in dual enrollments program	n/a	26 students = 25%	4 students = 10%	11	Implemented 2013-14 University of Detroit Mercy
Number of AP/IB Courses	n/a	n/a	n/a	---	Beginning 2015-2016
Number and percentage enrolled in AP/IB	n/a	n/a	n/a	---	Beginning 2015-2016
Number and percentage of students receiving dual enrollment credits for college	n/a	26 students = 25%		11	Implemented 2013-14 University of Detroit Mercy

The purpose of this report is to inform the community as to the status of their schools. The report summarizes the information into the mandated areas. As you have read, and hopefully have experienced, JRLA continues to provide an outstanding, well-rounded educational experience for every student. Working together with parents, students, teachers, administrators and community, we will continue to work toward accomplishing our mission:

Jalen Rose Leadership Academy will empower all scholars to develop the strength of character, skills, and knowledge needed to matriculate, be great in, and graduate from college so that they have opportunities to be successful in the competitive world and to take care of themselves and the people that they love.

Educationally,


Russell Harris
 Principal- Jalen Rose Leadership Academy