



DETROIT PUBLIC SCHOOLS

Finney High School

Annual Education Report (AER) 2010-2011

August, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the Finney High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact the school for assistance. You may also leave a message on the AER Hot-line (313) 873.6473 or email us at aer@detroitk12.org.

The AER is available for you to review electronically by visiting the following web site www.detroitk12.org/AER or you may review a copy in Finney High School's office.

We are in **AYP Phase 8** for the 2010-2011 school year. We did not make Adequate Yearly Progress (AYP) because:

- ❖ We did not meet the 80% graduation rate goal.
 - Graduation Rates:
 - 4-Year Cohort for All Students 58.39%; Black 58.39% and Economically Disadvantaged 62.22%.
 - 5-Year Cohort for All Students 71.84%; Black 71.8%; Students with Disabilities 57.5% and Economically Disadvantaged 24.53%.
 - 6-Year Cohort for All Students 77.78%; Black 77.69% and Economically Disadvantaged 72.9%.
- ❖ We did not test 95% of our students
 - English Language Arts: 62.6% of All Students; 62.5% of Black Students and 63.8% of Economically Disadvantaged Students were assessed.





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- Mathematics: 58.5% of All Students; 58.3% of Black Students and 58.5% of Economically Disadvantaged Students were assessed.
- ❖ We did not attain target achievement goals for all subgroups of students in English language arts.
 - 56.3% of All Students; 55.3% of Black Students and 51.9% Economically Disadvantaged Students met the AYP State Objective in Reading.
- ❖ We did not attain target achievement goals for all subgroups of students in mathematics.
 - 27.1% of All Students; 27.7% of Black Students and 25.6% of Economically Disadvantaged Students met the AYP State Objective in Mathematics.

Because our school has not made AYP for 9 year(s), we are identified for School Audit and Mandatory Changes.

Finney Staff agrees that in order to raise student achievement, it is imperative that the existing culture is changed to develop a climate and culture which is focused on collaboration, increased instructional time and measurable results raising student. To ensure this, the Finney staff during recent and individualized interviews have committed to a series of change strategies by signing a one-year contract to signal their commitment to work with school leaders to develop an achievement-focused school culture.

The systemic Turnaround plan described in the following pages represents an unprecedented collaboration among school leadership, staff, parents and community to radically re-engineer the teaching and learning process in one of Detroit's most challenged neighborhoods. Our imperative; To graduate every student who walks through our doors and ensure they leave our school prepared for college, career and/or productive citizenship. To that end, the Finney community has targeted the following change strategies to enable this improved school climate to include:

- An extended school day to increase learning time in order to support the academic growth of all students. The extended learning time will be designed by Finney teachers (who will receive stipends, based on contract provisions) and Wayne RESA content coaches. The project-based units designed for the extended school day will be delivered by passionate college or graduate students majoring in the content areas being targeted in the timeframe. Projects designed for the extended day will be high-energy, high-interest so that they engage students in using standards-based knowledge and skills to solve real-world situations.





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- Improving instruction through ongoing and job-embedded professional learning that is focused on the implementation of research-based instructional strategies proven to impact student learning. Ongoing, job-embedded professional development is delivered by Wayne RESA coaches through a combination of extended day, and summer workshops with teachers (compensated according to contract provisions), and extended through guided work in on-site and online professional learning communities. Principal Davis and Finney teacher leaders will attend professional development with staff and will monitor implementation through a structured walkthrough system.
- Using data as an integral part of instructional reform, both to inform instructional decisions and to guide instructional practices Monitoring and measuring changes in professional practice through the continuous use of classroom walkthroughs and instructional rounds focusing solely on the instructional core, reflective faculty discussions and development of data-informed action plans
- Through technical assistance, content and leadership coaches Wayne RESA, monitor the implementation of paced instruction through observations, peer review and study groups and providing immediate feedback, both to correct instructional techniques and build common instructional practices across the core curriculum.
- Further increasing learning time by agreeing to commit to 100% daily attendance for all faculty, excluding emergencies, and to improving excessive absences among Finney students through analysis of attendance patterns, trends and the development of on-going community support interventions to increase attendance.
- Setting clear expectations for adult and student behaviors from day one, including supporting a clearly-defined, fully implemented and well-supported student behavior model that helps minimize disruptions to instructional time.

Community mapping will be the primary process Finney will use to create a safety net for students.

Many strong approaches to community mapping (also referred to as, “asset mapping) exist in the literature of international grassroots community development organizations. Community mapping processes exhibit a common focus on identifying, appreciating and mobilizing the existing local assets and skills of a community, rather than its problems and deficits. At the heart of the community mapping process is a desire to build *internal, sustainable* solutions to *specific* community challenges, rather than relying on external sources of support.





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The community mapping process at Finney is an extension of the community engagement strategy. It plays a critical role in connecting the community with the daily life of the school—and with the ultimate success of individual students and the school itself. A strong community mapping process can weave a seamless tapestry of academic, social and emotional supports for students, linking home, school, neighborhoods, businesses, educational and government institutions, and local organizations. The community mapping process strives to capitalize on existing strengths within the community with the purpose of building future success for students. Community maps range from very simple lists to actual physical maps of resources—people, places, materials, institutions, etc. recommends the development of a physical map that can serve to provide a description of the community boundaries, as well as visual reference points for where the local resources lie in relation to the school. Once a community map is built, it can really “come alive” for the staff of a school through a planned, purposeful “tour” of the assets.

Additionally, parents/guardians you can become involved in the successful education of your son/daughter by helping them get S.M.A.R.T. -establishing goals which are:

Specific – What, Why and How

Measurable - “If you can’t measure it, you can’t manage it.”

Help your son/daughter measure their progress, stay on track and reach their target dates.

Attainable - Help your son/daughter make the commitment to take the small steps to accomplish the goals they have set.

Realistic -Is it “do-able?” Help your son/daughter understand that do-able does not mean easy. It means that they are able to push themselves to acquire the skills and knowledge necessary to meet their goals.

Timely – Help your son/daughter set a time limit. “Fixing to “or “getting ready to” - are not viable points in time. Whatever the goal may be – Graduation?! - Help your son/daughter establish the urgency to begin now – Take action. (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 school

During the 2009-2010 school year, students were required to live within the boundary of the school to which they were assigned.





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During the 2010-2011 school year Open Enrollment Detroit Public Schools implemented the “Open Enrollment Initiative. This initiative allows students to elect to attend any Detroit Public 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 web-site at: http://detroitk12.org/resources/prospective_students/

School Improvement Status

Year	School Improvement Status
2010-2011	AYP Not Met ~ Restructuring
2009-2010	AYP Not Met ~ Restructuring

Detroit Public Schools’ Core Curriculum:

Consistent with the District academic plan, **Excellent Schools for Every Child**, there are aggressive plans 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.

Specific curriculum actions include:

- *alignment of the curriculum, lessons planning and pacing calendars to national and state standards
- *ensuring that material and texts and supplemental resources and used in the classroom are directly linked to and with the grade expectations
- *defined grade level expectations to create alignment throughout the school
- * Administration and review of quarterly benchmark assessments for students in grades 3-12
- *use pre-intervention tools such as the Dynamic Indicator of Basic Early Literacy Skills (DIBLES) to assess language fluency for students on grades Prek-2 to ensure literacy foundation for reading success
- *use of the data (both formal and informal) to inform teaching strategies and professional development needs for staff, including but not limited to, teachers and administrators





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*focused professional development on the use of appropriate curriculum and teaching strategies, monitoring results and developing the interventions for re-teaching, as necessary

*use technology (Learning Village/an on-line instructional management system) as a tool to manage instruction and teacher practice

Access to the Core Curriculum

The instructional strategies and grade level expectations are aligned to the state standards and the NAEP. This represents the core curriculum which is supported by the texts, materials, computer soft ware and other school level resources used daily in the classrooms. All of the professional development activities are aligned to the core curriculum.

The implementation is a process delineated in the District Plan **Excellent Schools for Every Child**. This plan serves as the framework for each school's academic achievement plan. The frequent monitoring of the implementation of these plans is conducted by the school diagnostic visits, review of the benchmark assessments, use of the teacher evaluation tool and adherence to the pacing calendar.

The variances from the state plan can be found in the grade level expectations which are also aligned to the higher standards of NAEP.

A Summer Parent University is offered with classes to increase parenting skills, early childhood literacy, adult literacy and GED. During the school year, the Regional Parent Resource Center are a vehicle for parents and other community member to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. Learning Village (an on line instructional management system)

Web updates and semi-annual progress reports are also a means to disseminate information to parents and community.

Detroit Public Schools Core Curriculum is currently under revision. Pacing Charts and Curriculum guided will be posted to the Academic Affairs page of our web-site in the near future.

Parent Engagement

*Use the technology portal for parents to view daily lessons and to communication with teachers.

*implement and follow through with the parent contracts.





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*increase the Volunteer Reading Corps from approximately 5000 volunteers this year to 10,000 for next school year.

*use the Parent Resource Center to engage parents in innovative workshops and session that are practical and will result in parent support to students at home.

Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly Benchmark Assessment in Reading and Mathematics for Finney High School can be found on the Detroit Public Schools' web-page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>. The following reports are available:

- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- Adequate Yearly Progress (AYP) Reports
- Annual Education Report

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2010-2011	160	4.3%
2009-2010	400	N/A

The Detroit Public Schools' Office of Research, Evaluation, Assessment and Accountability 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.

- 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.





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- 3.0 For a variety of reasons, five (5) DPS schools are not included in the data collection count due to some school closures and non-return of Parent Teacher Conference Signature List Documents.
- 4.0 Several DPS schools had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least three (3) instances, the calculated percentages are in excess of 100%. In each instance, each of these three (3) schools is an elementary school with a large parent turnout at each of the four (4) 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.

Postsecondary Enrollments (Dual Enrollments): None

College Equivalency Courses: None

*Percentage of students receiving a score leading to college credit
(Scores from: ACT/SAT/AP) NONE*

We would like to wish our students, parents and community a successful school year.

Sincerely,

Jared Davis, Principal

