



DETROIT PUBLIC SCHOOLS

District

Annual Education Report (AER) 2010-2011

August, 2011

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2010-2011 educational progress for Detroit Public Schools. The AER addresses the complex reporting information required by federal and state laws; however, our staff is available to help you understand this information. Please contact us at (313) 873-6473 or email us at AER@detroitk12.org if you need assistance.

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 the principal's office at your child's school.

The Annual Education Report contains the following information:

Student Assessment Data– Michigan Educational Assessment Program (MEAP), Michigan Merit Exam (MME), and Michigan's Alternative Assessment Program (MI-Access)

- Presents achievement data for English language arts and mathematics for grades 3 to 8 (MEAP), for grade 11 (MME) and science for grades 5 and 8 compared to targets for all students as well as subgroups of students
- Provides achievement data for English language arts, mathematics and science for students with significant disabilities (MI-Access) compared to targets for all students with disabilities as well as subgroups of students
- Helps readers understand achievement progress within schools and compare these to district and state achievement

Adequate Yearly Progress (AYP) – Detail Data and Status

Provides information from assessments, graduation and attendance rates and AYP status in relation to four criteria:

- The district must test 95% of students in total and in each required subgroup





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- The district must attain achievement goals in English language arts and mathematics or reduce the percentage of students in the non-proficient category of achievement significantly ("safe harbor") annually
- The district must attain achievement goals for each subgroup that has at least 30 students
- The district must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools

Teacher Quality 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
- Cannot be compared with MEAP results for grades 4 and 8 because there are no national standards.

For 2010-2011, Detroit Public Schools did not make Adequate Yearly Progress. Some of our Elementary, Middle and High Schools made AYP. We are actively working to address the district issues through the implementation of a five-year academic plan and a Priority Schools Educational Program, which reforms how education is being offered. There are currently forty-five (45) schools involved in this program. Included are schools that are being turned around as well as higher-performing programs. Priority Schools offer programs that include measurable expectations, creative teaching methods and parental and community engagement.

The district has developed and is implementing a five-year academic plan. Stakeholders will see a more rigorous academic curriculum in every school. The academic plan includes:





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Expanded time for reading and mathematics under common core curriculum

Instructional time in reading and math will be expanded to 90 minutes daily in every kindergarten through eighth-grade class. For most students, that will mean a dramatic increase in exposure to these two core subject areas.

Pre-algebra for 7th graders

All seventh-grade teachers will receive professional development to support the curriculum change and to prepare them to use research-based techniques in the classroom. All students will receive new text books and supplemental materials.

A tutor for every pre-kindergartner student who needs one through the Volunteer Reading Corps

More than 5,500 volunteers, representing 130 municipalities, have pledged at least one hour a week for the next three years to tutor DPS students in reading. Volunteers are screened before being assigned to schools.

Additional language courses available

Students at more DPS schools will have access to foreign language courses.

Advanced Placement courses available at every high school

Students at every DPS high school will have access to Advanced Placement courses, which allows high school students to earn college credits.

More opportunities for student apprenticeships, internships, shadowing and mentorships

Students will have greater access to programs that will give them college credits and/or work experience under the district's five-year Academic Plan.





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Extended Day and Summer School programs

Students have more opportunities to recover credits – for free – than ever before. Combined, the DPS Summer Academy and DPS Extended Day Program gave nearly 1,200 students who were behind the opportunity to graduate without having to complete another year of school.

As part of the academic plan, the district has set ambitious targets for improvement, including:

- 100% of students of students scoring advanced or proficient on reading and math in grades 3-8 on the Michigan Educational Assessment Program (MEAP), high school Michigan Merit Examination (MME), and the National Assessment of Educational Progress (NAEP)
- All schools making Adequate Yearly Progress (AYP)
- 99 percent or more student retention at all grades
- 98 percent daily student attendance rate
- More children who move out of special education
- 98% graduation rate
- 100% application and acceptance rate to postsecondary institutions
- Additional National Board certified teachers
- Dropout rate lowered to 3%
- DPS expects decreases in students retained at each grade, student suspensions and expulsions, and referrals and placement of students in special education.

Some of our schools did not make AYP. Below you will find a list of these schools, the reasons the school(s) did not make AYP and a summary of the actions underway to improve. The principal has a letter and school-specific AER that will help answer your questions. These are also posted on the district and school web sites.





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	School Name	Reason(s) for not making AYP	AYP Phase	Key actions underway to address the Issues
1.	Brewer Elementary School	Attendance/ Students With Disabilities (SWD) Reading and Mathematics Proficiency Targets	0~Alert	See District Attendance Plans and Students with Disabilities Academic Plans for improvement indicated below.
2.	Carver Elementary School	Attendance	0~Alert	See District Attendance Plans for improvement indicated below.
3.	Clark, J.E. Preparatory Academy	Attendance and Students With Disabilities (SWD) Reading Proficiency Target.	0~Alert	See District Attendance Plans and Students with Disabilities Academic Plans for improvement indicated below.
4.	Clemente, Roberto Academy	Attendance for White subgroup and Students With Disabilities (SWD) Reading Proficiency Target.	0~Alert	See District Attendance Plans and Students with Disabilities Academic Plans for improvement indicated below.
5.	Communication and Media Arts	95% Assessed Reading & Math and Students With Disabilities (SWD) Mathematics Proficiency Target.	0~Alert	See District Attendance Plans and Students with Disabilities Academic Plans for improvement indicated below.
6.	Cooke Elementary School	Attendance	0~Alert	See District Attendance Plans for improvement indicated below.
7.	Davis Aerospace High School	Mathematics Proficiency Targets.	0~Alert	Priority School – Educational Program See Districts Academic Plan.
8.	Detroit City High School	Graduation Rate; 95% Assessed Reading & Math; Reading and Mathematics Proficiency Target	0~Alert	See Districts Academic Plan.
9.	Detroit International Academy for Young Women	Mathematics Proficiency Targets.	0~Alert	Priority School – Educational Program See Districts Academic Plan.
10.	Detroit School of Arts	Mathematics Proficiency Targets.	0~Alert	Priority School – Educational Program See Districts Academic Plan.
11.	Detroit School of Arts-Langston Hughes Campus <i>Now known as Langston</i>	Attendance	0~Alert	Priority School – Educational Program See District Attendance Plans for





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	School Name	Reason(s) for not making AYP	AYP Phase	Key actions underway to address the Issues
	<i>Hughes Academy</i>			improvement indicated below.
12.	Dixon Elementary School	Attendance	0~Alert	Priority School – Educational Program See District Attendance Plans for improvement indicated below.
13.	Douglass Academy for Young Men	Graduation Rate; Reading and Mathematics Proficiency Target	0~Alert	Priority School – Educational Program See District Academic Plan and Graduation Plan for improvement indicated below.
14.	Durfee Elementary School	Attendance; SWD Reading Proficiency Target.	0~Alert	See District Attendance and Academic Plans for improvement indicated below.
15.	Greenfield Union Elementary School	SWD Reading and Mathematics Proficiency Targets.	0~Alert	See District Academic Plans for improvement indicated below.
16.	Hamilton Elementary – Middle School	Attendance; SWD Reading Proficiency Target	0~Alert	School Closed 2011-2012. See District Attendance and Academic Plans for improvement indicated below
17.	Henderson Academy	SWD Reading and Mathematics Proficiency Targets.	0~Alert	See District Academic Plans for improvement indicated below.
18.	Holmes, O.W. Elementary School	SWD Reading and Mathematics Proficiency Targets.	0~Alert	See District Academic Plans for improvement indicated below.
19.	Howe Elementary School	SWD Reading Proficiency Target.	0~Alert	School Closed 2011-2012. See District Academic Plans for improvement indicated below
20.	King, John R. Academic and Performing Arts Academy	SWD Attendance; SWD Reading Proficiency Target.	0~Alert	See District Attendance and Academic Plans for improvement indicated below.
21.	Mark Twain Elementary School	SWD Reading Proficiency Target.	0~Alert	See District Academic Plans for improvement indicated below.
22.	Marquette Elementary School	Attendance; SWD Reading Proficiency Target	0~Alert	See District Attendance and Academic Plans for improvement indicated below.
23.	Noble Elementary School	Attendance; SWD Mathematics Proficiency Target	0~Alert	See District Attendance and Academic Plans for improvement indicated below.





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	School Name	Reason(s) for not making AYP	AYP Phase	Key actions underway to address the Issues
24.	Oakman Elementary/Orthopedic School	SWD Attendance; SWD Reading Proficiency Target.	0~Alert	See District Attendance and Academic Plans for improvement indicated below.
25.	Pasteur Elementary School	SWD Attendance; SWD Mathematics Proficiency Target.	0~Alert	See District Attendance and Academic Plans for improvement indicated below.
26.	Robinson Elementary-Middle School	SWD Attendance; SWD Reading Proficiency Target.	0~Alert	School Closed 2011-2012. See District Attendance and Academic Plans for improvement indicated below
27.	Sampson Academy	Attendance	0~Alert	See District Attendance Plans for improvement indicated below.
28.	Schulze Elementary School	SWD Reading and Mathematics Proficiency Targets.	0~Alert	Priority School – Educational Program See District Academic Plans for improvement indicated below.
29.	Sherrill Elementary School	Attendance; SWD Reading Proficiency Target	0~Alert	School Closed 2011-2012. See District Attendance and Academic Plans for improvement indicated below
30.	Spain Elementary-Middle School	Attendance	0~Alert	See District Attendance Plans for improvement indicated below.
31.	Field Moses	Reading and Mathematics Proficiency Targets.	1	School Improvement and Choice Transfer. See Districts Academic Plan.
32.	Garvey Academy	SWD Reading Proficiency Target.	1	School Improvement and Choice Transfer. See District Academic Plans for improvement indicated below.
33.	Hutchins Elementary School	SWD Reading and Mathematics Proficiency Targets.	1	School Closed 2011-2012. Choice Transfer. See District Academic Plans for improvement indicated below.
34.	Jerry L. White Center High School	Participation 95% Assessed Reading and Mathematics	1	School Improvement and Choice Transfer. See District Attendance and Academic Plans for improvement indicated below.
35.	Bow Elementary School	Attendance	2	Choice Transfer or Free Tutoring





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	School Name	Reason(s) for not making AYP	AYP Phase	Key actions underway to address the Issues
				Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
36.	Ronald Brown Academy	Attendance; SWD Reading Proficiency Target	2	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
37.	Bunche Elementary School	Attendance; SWD Reading and Mathematics Proficiency Targets.	2	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
38.	Burns Elementary School	SWD Reading Proficiency Target.	2	Priority School – Educational Program Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
39.	Carstens Elementary School	Attendance; SWD Reading Proficiency Target.	2	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
40.	Davison Elementary School	Attendance; SWD Reading and Mathematics Proficiency Targets.	2	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
41.	Fitzgerald-Bethune Now know as Mary McCloud Bethune Elementary-Middle School	Attendance; SWD Reading Proficiency Target.	2	Priority School – Educational Program. Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
42.	Gardner Elementary School	Attendance	2	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
43.	Hancock	Attendance	2	School Closed 2011-2012. Choice Transfer





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School Name	Reason(s) for not making AYP	AYP Phase	Key actions underway to address the Issues
			or Free Tutoring Supplemental Educational Services (SES). See District Academic Plans for improvement indicated below.
44. Holmes, A.L. Elementary School	Attendance; SWD Reading and Mathematics Proficiency Targets.	2	Priority School – Educational Program. Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
45. Loving Elementary School	Attendance	2	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Academic Plans for improvement indicated below.
46. Neinas Elementary School	SWD Attendance	2	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Academic Plans for improvement indicated below.
47. Nolan Elementary School	Attendance	2	Priority School – Educational Program Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Academic Plans for improvement indicated below.
48. Nolan	Attendance; SWD Reading and Mathematics Proficiency Targets.	2	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
49. Stewart Elementary School	Attendance; SWD Reading and Mathematics Proficiency Targets.	2	Priority School – Educational Program Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
50. Turning Point Academy	SWD Reading and Mathematics Proficiency and Participation 95% Targets.	2	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.





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	School Name	Reason(s) for not making AYP	AYP Phase	Key actions underway to address the Issues
51.	Van Zile Elementary School	Attendance	2	School Closed 2011-2012. Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Academic Plans for improvement indicated below.
52.	Wayne Elementary School	Attendance; SWD Reading Proficiency Target.	2	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
53.	Wilkins	Attendance	2	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Academic Plans for improvement indicated below.
54.	Carleton Elementary School	Attendance; SWD Reading and Mathematics Proficiency Targets.	3	Corrective Action: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
55.	Farwell Middle School	Attendance; SWD Reading and Mathematics Proficiency Targets.	3	School Closing 2010-2011. Priority School – Educational Program. Corrective Action: Grade configuration from 5 -8 to K-8 building. Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
56.	Glazer Elementary School	Attendance; SWD Reading and Mathematics Proficiency Targets.	3	Corrective Action: School closed 2011-2012. Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
57.	Jemison, Mae C.	Attendance; SWD Reading Proficiency Target.	3	Priority School – Educational Program. Corrective Action: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
58.	Keidan Special Education	Attendance; SWD Reading and	3	Priority School – Educational Program.





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School Name	Reason(s) for not making AYP	AYP Phase	Key actions underway to address the Issues
School	Mathematics Participation 95% Assessed Targets.		Corrective Action: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
59. Law Elementary School	Attendance	3	Priority School – Educational Program. Corrective Action: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
60. Mason Elementary School	Attendance	3	Corrective Action: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
61. Northwestern High School	Graduation Rate; SWD Reading and Mathematics Participation 95% Assessed Target; Reading and Mathematics Proficiency Targets.	3	Priority School – Educational Program. Corrective Action: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
62. Phoenix Elementary School	Attendance; SWD Reading and Mathematics Proficiency Targets.	3	Priority School – Educational Program. Corrective Action: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
63. Pulaski Elementary School	Attendance	3	Priority School – Educational Program. Corrective Action: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
64. Detroit Lions Alternative Education	Attendance; Mathematics Participation – 95% Assessed Target.	4	Restructuring Planning: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
65. Murphy Elementary-Middle School	Attendance; Reading Proficiency Target.	4	Priority School – Educational Program. Restructuring Planning: Choice Transfer or Free Tutoring Supplemental Educational





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	School Name	Reason(s) for not making AYP	AYP Phase	Key actions underway to address the Issues
				Services (SES). See District Attendance Plans for improvement indicated below.
66.	Parker Elementary School	Attendance	4	Priority School – Educational Program. Restructuring Planning: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
67.	Trix Elementary School	Attendance; SWD Reading Proficiency Target.	4	Priority School – Educational Program Restructuring Planning: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
68.	White Elementary School	Attendance; SWD Reading Proficiency Target.	4	School closing 2011-2012. Priority School – Educational Program. Restructuring Planning: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
69.	Fisher Magnet Upper Academy	Attendance; SWD Reading Proficiency Target.	5	Priority School – Educational Program. Restructuring Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
70.	Kettering West Wing	Attendance	5	Priority School – Educational Program Restructuring Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
71.	Brenda Scott Academy for Theatre Arts	Attendance; SWD Reading and Mathematics Proficiency Targets.	6	Priority School – Educational Program. Restructuring Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.





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School Name	Reason(s) for not making AYP	AYP Phase	Key actions underway to address the Issues
72. Earhart Middle School	Attendance; White Participation – 95% Assessed; SWD Reading Target.	6	School closing 2011-2012. Priority School – Educational Program. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
73. Crockett High School	Reading and Mathematics Proficiency Targets. Reading Participation – 95% Assessed	7	Priority School – Educational Program. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
74. Martin Luther King Jr., Senior High School	Reading and Mathematics Proficiency Targets; Reading and Mathematics Participation – 95% Assessed	7	Priority School – Educational Program. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
75. West Side Academy Alternative Education	Attendance; Reading and Mathematics Proficiency Targets; Reading and Mathematics Participation – 95% Assessed	7	Priority School – Educational Program. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
76. Central Collegiate High School	Graduation Rate; Reading and Mathematics Participation – 95% Assessed; Reading and Mathematics Proficiency Targets	8	Priority School – Educational Program. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
77. Cody College Preparatory Upper School of Teaching	Graduation Rate; Reading and Mathematics Participation – 95% Assessed; Reading and Mathematics Proficiency Targets	8	Priority School – Educational Program. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for





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School Name	Reason(s) for not making AYP	AYP Phase	Key actions underway to address the Issues
			improvement indicated below.
78. Denby High School	Graduation Rate; Reading and Mathematics Participation – 95% Assessed; Reading and Mathematics Proficiency Targets	8	Priority School – Educational Program. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
79. Ferguson Academy for Young Women	Graduation Rate; Reading and Mathematics Participation – 95% Assessed; Reading and Mathematics Proficiency Targets	8	School closing 2011-2012. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
80. Finney High School	Graduation Rate; Reading and Mathematics Participation – 95% Assessed; Reading and Mathematics Proficiency Targets	8	Priority School – Educational Program. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
81. Ford High School	Graduation Rate; Reading and Mathematics Participation – 95% Assessed; Reading and Mathematics Proficiency Targets	8	Priority School – Educational Program. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
82. Kettering High School	Graduation Rate; Reading and Mathematics Participation – 95% Assessed; Reading and Mathematics Proficiency Targets	8	Priority School – Educational Program. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
83. Mumford High School	Graduation Rate; Reading and Mathematics Participation – 95% Assessed; Reading and Mathematics Proficiency Targets	8	Priority School – Educational Program. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for





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School Name	Reason(s) for not making AYP	AYP Phase	Key actions underway to address the Issues
			improvement indicated below.
84. Osborn Upper School of Global Communication and Culture	Graduation Rate; Reading and Mathematics Participation – 95% Assessed; Reading and Mathematics Proficiency Targets	8	Priority School – Educational Program. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
85. Palmer Park Preparatory Academy	Attendance	8	Priority School – Educational Program Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
86. Pershing High School	Reading and Mathematics Participation – 95% Assessed; Reading and Mathematics Proficiency Targets	8	Priority School – Educational Program. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
87. Southeastern High School	Reading and Mathematics Participation – 95% Assessed; Reading and Mathematics Proficiency Targets	8	Priority School – Educational Program. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
88. Southwestern High School	Graduation Rate; Reading and Mathematics Participation – 95% Assessed; Reading and Mathematics Proficiency Targets	8	Priority School – Educational Program. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
89. Trombly Alternative High School	Graduation Rate; Reading and Mathematics Proficiency Targets	8	School closing 2011-2012. Priority School – Educational Program. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES).





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School Name	Reason(s) for not making AYP	AYP Phase	Key actions underway to address the Issues
			See District Attendance Plans for improvement indicated below.
90. Western International High School	Graduation Rate; Reading and Mathematics Participation – 95% Assessed; Reading and Mathematics Proficiency Targets	8	Priority School – Educational Program. Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
91. Beckham, William Academy	SWD Reading and Mathematics Participation – 95% Assessed	9	Priority School – Educational Program Restructuring Extended Implementation: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
92. Priest Elementary School	Attendance	9	Restructuring Extended Implementation – School Audit and Mandatory Changes: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
93. Vetal Elementary School	Attendance	9	School closing 2011-2012. Priority School – Educational Program Restructuring Extended Implementation – School Audit and Mandatory Changes: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
<p>Schools Met AYP for 1 year. The school is identified for improvement and continues in the current AYP Phase. If the school makes AYP a second consecutive year it will return to Phase 0.</p>			
94. Edmonson Elementary School	Reading and Mathematics Proficiency Targets.	1	School closing 2011-2012. School Improvement and Choice Transfer. See Districts Academic Plan.
95. Detroit Day School for the		2	School Improvement: Choice Transfer or





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	School Name	Reason(s) for not making AYP	AYP Phase	Key actions underway to address the Issues
	Deaf			Free Tutoring Supplemental Educational Services (SES). See District Academic Plans for improvement indicated below.
96.	Fisher Magnet Lower Academy	Attendance	2	School Improvement: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Academic Plans for improvement indicated below.

These are the steps that Detroit Public Schools is taking to improve achievement

Attendance

- The District is moving to a new technology system for all schools. This will be less dependent on human error in the calculation and reporting of student attendance. The current system is dependent upon scanning, which has proven to be ineffective and non-operable in many instances for a number of the schools.
- Additional professional development and training on the use of the new system has been scheduled for administrators, teachers, guidance counselors and attendance agents.
- The new system will also provide transparency for Central office monitoring of the daily attendance reporting by schools.
- There has been a redefinition of the roles and responsibilities of attendance agents and guidance counselors with a goal of reducing overlap and duplication of effort and maximizing efficiencies for the identification and follow up parent/family contact. This includes the traditional follow up calls and home visits but we will also implement the use of the direct parent contact through the technology systems which were put into place this past year.
- The process for identification of students with attendance issues, the strategies at the school level for rewards and incentives, as well as sanctions, will be incorporated into school Academic achievement Plans. These plans will be reviewed, assessed and monitored by the designated Central Office staff.





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- Finally, a major component of the administrator performance based contract is student attendance.

Students with Disabilities (SWD) Mathematics and Reading/Assessed Reading and Mathematics

- The District will continue the implementation of the academic plan, which also serves as a monitoring and accountability tool.
 - Clearly defined grade level expectations, which are aligned to Michigan Department of Education standards in the content areas have been developed and will be continue to be implemented this school year.
 - The district plan includes the strategies for implementation of the plan. The expected outcomes are clearly delineated with particular attention focused on the cohort/subgroups.
 - A reorganization of the district's departments and divisions has occurred with the intent to maximize support to schools and to establish accountability systems.
 - Based on the restructuring, designated central office professionals have been identified and are being trained to monitor the implementation of instruction in coordination with the Office of Research, Evaluation and Assessment.
- A technology system that provides teacher access to pacing calendars, lesson plans and instructional resources has been implemented and there will be ongoing support and training for users.
 - The District has increased instructional time through the addition of extended day and a summer learning academy.
 - External partner providers and principal coaches have been assigned to the schools. These supports will be regularly reviewed to determine effectiveness on improving student achievement.
 - Intervention materials have been purchased and provided to the schools, which are modified, based on need but have the same academic goals and standards as the general education materials.
 - Master schedules have been developed which include increased time for reading and mathematics instruction.
 - A "full press" is in place to ensure an increase of rich inclusion models.





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- Calendars for regular review of the IEPs have been developed and will be monitored from the central office to ensure that school/teachers are making the necessary provisions for differentiated instruction.
- The schools' academic achievement plans clearly delineate the strategies to be used by both the general education educators and the special education educators to meet the specific instructional needs of the cohort/subgroups enrolled in the school.
- Tools have been developed and distributed to schools that align the national/state and district standards, goals and academic expectations for all children; including those in the cohort groups, e.g. special needs students and second language learners.
- Principals are being held accountable for the review and assessment of the quality of instruction as a part of their performance based contract. They are also being provided with the resources and support to effectively accomplish the goal.
- The necessary training and professional development on the use of the materials has been scheduled for this year as it was last school year.
- Continued training will be provided on the use and understanding of student data to improve teaching and learning.
- Understanding the use of student data for instruction has been provided to teachers and administrators and will be provided throughout the school year.
- Quarterly benchmark assessments have been developed and are administered throughout the year for early identification and necessary intervention.
- The District is finalizing a teacher evaluation tool that will hold teachers accountable for student achievement results as well as other qualitative indicators. The district will begin the use of the tool this year.
- A similar principal evaluation tool is being developed and will be implemented this year.

Graduation Rate

- The district has developed a two-pronged approach to increase the high school graduation rates. There are increased credit recovery programs, and





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the District has increased time for learning through the high school Extended day program and the Summer Learning Academy. Each provides additional opportunities for students.

- At many of the high schools, block scheduling has been included in the master schedules.
- The district has created additional small schools and new schools to address the talents and interest of students while maintaining high levels of instructional rigor.
- Quarterly benchmarks have been created which are aligned to the Michigan Merit Examination (MME). The benchmark assessment will be regularly administered.
- Guidance counselors and other support staff will monitor student attendance.
- The District technology platform will be used by the high schools to manage and monitor instruction resulting in increased high school graduation rates.

In keeping with the mission of the District to create *Centers of Excellence in Every School in Every Neighborhood*, we are dedicated to providing the best learning environment for all students. We thank you for your continued support and commitment to the Detroit Public Schools and wish you a successful school year.

Sincerely,

Roy S. Roberts
Emergency Manager

Karen C. Ridgeway
Interim Superintendent of Academics

