

## The Detroit Public Schools District

### 2011-2012 Annual Education Report (AER) Cover Letter

August 13, 2012

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2011-2012 educational progress for the Detroit Public Schools District and our schools. The AER addresses the complex reporting information required by Federal and some requirements of State laws; however, our staff is available to help you understand this information. Please contact Karen P. Ridgeway, Superintendent of Academics at (313) 873-6205 or via email at [karen.ridgeway@detroitk12.org](mailto:karen.ridgeway@detroitk12.org) for help if you need assistance.

The AER is available for you to review electronically by visiting the following website <http://detroitk12.org/aer> or you may review a copy in the principal's office at your child's school or in the Parent Resource Center at the Detroit International Academy, 9026 Woodward Avenue, Room 141, Detroit, Michigan.

The 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 or MEAP-Access)**

- Presents achievement data for all five (5) tested subjects (mathematics, reading, science, social studies and writing) compared to targets for all students as well as subgroups of students.
- Provides achievement data for all five (5) tested subjects (mathematics, reading, science, social studies and writing) for students with significant disabilities (MI-Access or MEAP-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.

#### **Top to Bottom Ranking – Detail Data and Status**

Information used to rank schools is based on the development of the Top to Bottom list of schools and their performance. Each school's Top to Bottom ranking will be based on student achievement, student growth over time, school improvement over time and achievement gaps across all five tested subjects (mathematics, reading, science, social studies and writing).

## Adequate Yearly Progress (AYP) – Status

AYP Status is based on student participation and proficiency in mathematics and reading. Attendance targets must be met for elementary and middle schools and graduation rate targets must be met for high schools and districts.

### 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.
- Cannot be compared with MEAP results for Grades 4 and 8 because there are no national standards.

For 2011-2012, Detroit Public Schools District did not make Adequate Yearly Progress (AYP) because:

- We did not test 95% of our students in all subgroups.
  - English Language Arts: 93% Students with Disabilities were assessed.
  - Mathematics: 92% Students with Disabilities were assessed.
- We did not attain target achievement goals for all subgroups in English Language Arts.
  - English Language Arts: 33.1% of Students with Disabilities were proficient.
- We did not meet the 80% graduation rate goal.

	Graduation Rate 2011 (4-Year)	Graduation Rate 2010 (5-Year)	Graduation Rate 2009 (6-Year)
All Students	59.73%	68.35%	68.06%

We are actively working to address the district issues through our 2012-2013 Academic Plan: Higher Standards for All by focusing on the following five (5) District-wide goals and four (4) core strategies:



## District-wide Goals:

- **Goal 1: Improve student achievement as measured by:**
  - 50% of students in Grades 2 through 10 meeting or exceeding their Measures of Academic Progress (MAP) one-year growth target
  - Increase in the average composite ACT score for Grade 11 student by at least one-half percentage point above 2012 averages
  - Realize a graduation rate of 95% for all incoming Grade 12 students and 75% of graduating seniors enrolled/applied in post-secondary education
- **Goal 2:**
  - Daily average attendance rate of 90% or better
- **Goal 3:**
  - Enhanced policies, procedures and operational efficiency in order to achieve FY 2013 budget
- **Goal 4:**
  - Reduce the District's \$72 million legacy deficit by 20%
- **Goal 5:**
  - Improve customer service at every "touch point" of work-parents, unions, school staff and the public

## Four (4) Core Strategies:

- Providing a high-quality, well-rounded educational experience to all students that is rigorous, relevant, and engaging.
- Building strong relationships with students, families, and the community to increase trust and shared responsibility.
- Ensuring that every classroom has a high quality effective educator, supported by high-quality effective administrators and support staff.
- Aligning resources to accomplish priorities within a balanced budget.

The aforementioned core strategies are reflected in the five (5) pillars and supporting initiatives that follow. While the District will undertake many more initiatives over the next five (5) years, these are considered the most transformational. In the coming years, we will be known for our five (5) pillars of student achievement consisting of the following:

1. Talent management,
2. High quality teaching and learning,
3. Rigorous, transparent and continuous improvement cycle,
4. Customer service approach to community and each other, and
5. A secure, inclusive and dynamic culture.



## Initiatives

- ❖ Developing a PK – 14 coherent and relevant curricula that are aligned to state, national and the Common Core State Standards focused on student understanding and differentiation models that support various learning modalities
- ❖ Designing instruction based on research in teaching, learning and human development
- ❖ Increasing instructional time to at least a 90-minute block in reading and mathematics in grades K – 8 to build a stronger foundation for students
- ❖ Added emphasis on Science, Technology, Engineering and Mathematics (STEM) subjects
- ❖ Integrating technology seamlessly into the curriculum targeting students in grades 6 to 12 through the use of Netbooks
- ❖ Creating a robust virtual learning environment, DPS will provide students more education options that best meet their needs
- ❖ Integration of multiple technologies for all DPS classrooms that will support the different ways in which children learn as well as provide additional time for individualized and differentiated instruction

It is our belief that collectively the five (5) pillars have a significant impact on student achievement and will guide the District to one where all schools are providing the highest quality of education for every student. This *Academic Plan* provides an initial roadmap for our journey to excellence in instruction, research, creative activity, and public service. We will continue to provide the following best practices to our students:

### **Expanded time for reading and mathematics under common core curriculum**

Instructional time in reading and mathematics 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 (2) 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-kindergarten student who needs one through the Volunteer Reading Corps**

More than 5,500 volunteers, representing 130 municipalities, have pledged at least one (1) hour a week for the next three (3) 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.

## **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.

## **Strategies to Increase the Students with Disabilities Participation Rate**

**The Supervisors of the Office of Specialized Student Services will work more closely with schools to implement and monitor the following strategies to increase participation of students with disabilities on the MEAP:**

- ❖ Ensure that all students are taking the correct level test based on grade level
- ❖ Ensure that the caseload list matches the B1 at every school
- ❖ Ensure that students with disabilities are tagged appropriately
- ❖ Ensure that assessment section of the IEP is current
- ❖ Ensure that all students who are enrolled are actually in attendance at each school
- ❖ Ensure that students who are no longer enrolled in school are “dropped” appropriately
- ❖ Ensure that calls are made to the parents of the children who did not participate
- ❖ Ensure that letters are sent to parents prior to MEAP
- ❖ Ensure that all parents are aware of test



**Further, the data with respect to participation of students with disabilities will be disaggregated by Supervisors to:**

- ❖ Determine which students did not participate
- ❖ Compare on an individual basis whether or not these students participated last year
- ❖ Determine which students did not participate in ELA? Math? Both?
- ❖ Determine if a pattern exists
- ❖ Determine why students who did not participate also did not participate in the MEAP make-up dates
- ❖ Support Local school strategies
- ❖ Provide incentives to encourage students to participate in MEAP testing
- ❖ Provide opportunity for parents to attend “Parent University” to assist them with understanding the importance of the MEAP and what they can do to prepare their children
- ❖ Send home test strategies so parents can also give support
- ❖ Teach one strategy a week; at the end of each week students will take The strategy home to discuss with parents

### **Strategies to Improve Proficiency Rate for Students with Disabilities in English Language Arts**

- Review the IEP of each student. Know the specific needs of individual students and the resource personnel and technology needed to meet them.
- Provide students with disabilities the opportunity to learn to use text to gain meaning; do not replace explicit reading instruction with modifications or accommodations.
- Explicitly teach pro-social skills (e.g., cooperating with others, listening, asking for help).
- Pre-teach or re-teach curricular content and provide additional guided practice before, after, or as appropriate, during class time.
- Provide extended learning opportunities to increase a student’s rate of learning. Provide supplemental (additional) instruction in general education content using enhanced content or teaching strategies. This is an appropriate activity for general education extra help time and special education resource time. Traditional remediation is usually insufficient in helping students increase their rate of learning.
- Provide instructions and expectations for all assignments in multiple formats, including written and oral. Verbalize what is written on the board or written in the text provided to the student.



## **Strategies to Improve Proficiency Rate for Students with Disabilities in English Language Arts (Continued)**

- Provide students with disabilities access to differentiated instruction within the general education environment including scaffolding, flexible grouping, learning/interest centers, manipulatives, varying the length of time for a student to master content, and encouraging advanced learners to pursue topics in greater depth.
- Identify difficulties early and intervene; regularly assess students to determine if they are meeting learning goals; adjust instruction or support services if students are not meeting the goals. Consider reviewing and revising the IEP if significant changes to the student's program are needed.
- Involve students in monitoring their own progress using clearly defined performance standards and charting.
- Provide strategy cards or rubrics that remind students of the processes or steps needed to complete a task or desired behavior.
- Appropriately provide encouragement, gentle/polite reminders, and verbal prompts.
- Provide access to assistive technology and other accommodations such as a text reader to facilitate reading comprehension and efficient assignment completion and large print or Braille text. Assistive technology and accommodation are used to increase, maintain, or improve the functional capabilities of an individual with disabilities. Often, assistive technology and other appropriate accommodations allow a student with a disability to function more independently.
- Directly teach test preparation and test-taking skills.

## **Strategies to Increase the Graduation Rate**

- ❖ Individualized instruction
- ❖ Use of new norm-referenced assessment as a benchmark test to be administered three times per year
- ❖ Targeted use of credit recovery programs
- ❖ Incorporation and use of a STEM related curriculum



Some of our schools did not make AYP and/or are Priority or Focus Schools. 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.

	School Name	AYP Phase 2011-2012	Status (Priority, Focus or No AYP)	Reason(s) for not making AYP (SWD=Students With Disabilities)	Key actions underway to address the Issues
1.	Academy of Critical Thinkers at Cody	99	No AYP	<ul style="list-style-type: none"> <li>• ELA/Math Participation</li> <li>• Math Proficiency</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
2.	Ann Arbor Trail Magnet School	0~Alert	No AYP	<ul style="list-style-type: none"> <li>• Attendance</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
3.	Bagley Elementary School	0~Alert	No AYP	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• ELA Proficiency -SWD Subgroup</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
4.	Barton Elementary School	0~Alert	Priority	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• ELA/Math Proficiency-SWD Subgroup</li> </ul>	<b>School closing 2012-2013</b>
5.	Beckham, William J. Academy	10	Priority	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Participation - SWD</li> <li>• ELA/Math Proficiency</li> </ul>	School Audit and Mandatory Changes: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
6.	Blackwell Institute	0~Alert	Priority	<ul style="list-style-type: none"> <li>• Attendance</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
7.	Bow Elementary-Middle School	3	Priority	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• ELA Proficiency -SWD Subgroup</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
8.	Brenda Scott Academy for Theatre Arts	7	Priority	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Math Proficiency</li> </ul>	<b>2012-2013, transitioning to the Education Achievement Authority (EAA)</b>
9.	Brewer Elementary-Middle School	1	Priority	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• ELA/Math Proficiency - SWD Subgroup</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.





	School Name	AYP Phase 2011-2012	Status (Priority, Focus or No AYP)	Reason(s) for not making AYP (SWD=Students With Disabilities)	Key actions underway to address the Issues
10.	Brown, Ronald Academy	3	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
11.	Bunche Elementary-Middle School	3	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
12.	Burns Elementary-Middle School	3	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	<b>2012-2013, transitioning to the Education Achievement Authority (EAA)</b>
13.	Burton International School	0~Alert	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
14.	Carleton Elementary School	4	Priority	<ul style="list-style-type: none"> <li>Attendance</li> <li>ELA/Math Proficiency - SWD Subgroup</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
15.	Carstens Elementary-Middle School	3	Priority	<ul style="list-style-type: none"> <li>Attendance</li> <li>Participation-ELA/Math-SWD</li> <li>Math Proficiency - SWD Subgroup</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
16.	Carver Elementary-Middle School	1	Priority	<ul style="list-style-type: none"> <li>Attendance</li> <li>Participation-ELA/Math-SWD</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.
17.	Central Collegiate Academy	9	Priority	<ul style="list-style-type: none"> <li>Graduation Rate</li> <li>Participation-ELA/Math</li> <li>ELA/Math Proficiency</li> </ul>	<b>2012-2013, transitioning to the Education Achievement Authority (EAA)</b>
18.	Clark, J.E. Preparatory Academy	1	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> <li>ELA Proficiency</li> <li>SWD-Math Proficiency</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.



	School Name	AYP Phase 2011-2012	Status (Priority, Focus or No AYP)	Reason(s) for not making AYP (SWD=Students With Disabilities)	Key actions underway to address the Issues
19.	Clemente, Roberto Academy	1	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.
20.	Cody Academy of Public Leadership	99	No AYP	<ul style="list-style-type: none"> <li>Participation-ELA/Math</li> <li>Math Proficiency - SWD Subgroup</li> </ul>	<b>2012-2013, becoming part of the Self-Governing Initiative</b>
21.	Cody College Preparatory Upper School of Teaching	9	Priority	<ul style="list-style-type: none"> <li>Participation-ELA/Math</li> </ul>	<b>2012-2013, becoming part of the Self-Governing Initiative</b>
22.	Communication and Media Arts HS	1	No AYP	<ul style="list-style-type: none"> <li>Math Proficiency</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.
23.	Cooke Elementary School	1	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.
24.	Davison Elementary-Middle School	3	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
25.	Denby High School	9	Priority	<ul style="list-style-type: none"> <li>Graduation Rate</li> <li>Participation-ELA/Math</li> <li>ELA/Math Proficiency</li> </ul>	<b>2012-2013, transitioning to the Education Achievement Authority (EAA)</b>
26.	Detroit City High School	1	No AYP	<ul style="list-style-type: none"> <li>Graduation Rate</li> <li>Participation-ELA/Math</li> <li>ELA Proficiency</li> </ul>	<b>School closing 2012-2013</b>
27.	Detroit Day School For The Deaf	2	No AYP	<ul style="list-style-type: none"> <li>ELA Proficiency</li> </ul>	<b>School closing 2012-2013</b>
28.	Detroit Institute of Technology at Cody	99	No AYP	<ul style="list-style-type: none"> <li>Participation-Math</li> <li>ELA Proficiency</li> </ul>	<b>2012-2013, becoming part of the Self-Governing Initiative</b>
29.	Detroit Lions Alternative Education	5	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> <li>ELA/Math Proficiency</li> </ul>	School Audit and Mandatory Changes: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.



	School Name	AYP Phase 2011-2012	Status (Priority, Focus or No AYP)	Reason(s) for not making AYP (SWD=Students With Disabilities)	Key actions underway to address the Issues
30.	Dixon Elementary School	1	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	<b>Choice Transfer. See District Attendance Plans for improvement indicated below.</b>
31.	Dossin Elementary-Middle School	0~Alert	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
32.	Douglass Academy for Young Men	1	Priority	<ul style="list-style-type: none"> <li>Attendance Rate</li> <li>Participation-ELA/Math</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.
33.	Durfee Elementary-Middle School	1	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> <li>ELA Proficiency</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.
34.	Earhart Elementary-Middle School	99	No AYP	<ul style="list-style-type: none"> <li>ELA/Math Participation</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
35.	Edison Elementary School	0~Alert	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
36.	Edward "Duke" Ellington Elementary-Middle School	0~Alert	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
37.	Emerson Elementary-Middle School	0~Alert	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> <li>ELA Proficiency</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
38.	Farwell Elementary-Middle School	99	No AYP	<ul style="list-style-type: none"> <li>ELA/Math Participation</li> </ul>	<b>School closing 2012-2013</b>
39.	Field, Moses	2	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
40.	Finney High School	9	Priority	<ul style="list-style-type: none"> <li>Graduation Rate</li> <li>Participation-ELA/Math</li> <li>Math Proficiency</li> </ul>	<b>School closing 2012-2013</b>



	School Name	AYP Phase 2011-2012	Status (Priority, Focus or No AYP)	Reason(s) for not making AYP (SWD=Students With Disabilities)	Key actions underway to address the Issues
41.	Fisher Magnet Lower Academy	3	Priority	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Math Proficiency</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
42.	Fisher Magnet Upper Academy	6	No AYP	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• ELA/Math Proficiency</li> </ul>	School Audit and Mandatory Changes: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
43.	Ford High School	9	Priority	<ul style="list-style-type: none"> <li>• Graduation Rate</li> <li>• Participation-ELA/Math</li> <li>• ELA-SWD/Math Proficiency</li> </ul>	<b>2012-2013, transitioning to the Education Achievement Authority (EAA)</b>
44.	Gardner Elementary School	3	Priority	<ul style="list-style-type: none"> <li>• Attendance</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
45.	Garvey Academy	2	No AYP	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Participation-ELA/Math-SWD</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
46.	Golightly Education Center	0~Alert	No AYP	<ul style="list-style-type: none"> <li>• Attendance</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
47.	Gompers Elementary-Middle School	0	Priority	AYP ~ Met	
48.	Greenfield Union Elementary-Middle School	1	Priority	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• ELA-SWD Proficiency</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.
49.	Harms Elementary School	0~Alert	No AYP	<ul style="list-style-type: none"> <li>• ELA Proficiency-SWD</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.



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50.	Henderson Academy	1	Priority	<ul style="list-style-type: none"> <li>Attendance</li> <li>ELA-SWD Proficiency</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.
51.	Holmes, A.L. Elementary-Middle School	3	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> <li>Participation-Math-SWD</li> <li>ELA-SWD/Math Proficiency</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
52.	Holmes, O.W. Elementary-Middle School	1	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	<b>School closing 2012-2013</b>
53.	Hutchinson Elementary-Middle School	0~Alert	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
54.	Jemison, Mae C.	4	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	<b>School closing 2012-2013</b>
55.	Jerry L White Center High School	2	Focus	<ul style="list-style-type: none"> <li>Participation-ELA/Math</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
56.	Keidan Special Education School	4	Focus	<ul style="list-style-type: none"> <li>Attendance</li> <li>Participation-ELA/Math</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
57.	Kettering High School	9	Priority	<ul style="list-style-type: none"> <li>Graduation Rate</li> <li>Participation-ELA/Math</li> <li>ELA Proficiency</li> </ul>	<b>School closing 2012-2013</b>
58.	Kettering West Wing	6	No AYP	<ul style="list-style-type: none"> <li>Participation-ELA/Math</li> </ul>	<b>School closing 2012-2013</b>
59.	King High School	8	Priority	<ul style="list-style-type: none"> <li>Graduation Rate</li> <li>Participation-ELA/Math</li> <li>ELA-SWD Proficiency</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
60.	King, John R. Academic and Performing Arts Academy	1	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.



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61.	Langston Hughes Academy	1	Priority	<ul style="list-style-type: none"> <li>Attendance</li> <li>ELA-SWD Proficiency</li> </ul>	<b>School closing 2012-2013</b>
62.	Law Elementary School	4	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	<b>2012-2013, transitioning to the Education Achievement Authority (EAA)</b>
63.	Logan Elementary School	0~Alert	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	<b>School closing 2012-2013</b>
64.	MacDowell Elementary School	0~Alert	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> <li>ELA-SWD Proficiency</li> </ul>	<b>School closing 2012-2013 Becoming DPS Chartered School</b>
65.	Mann Elementary School	0~Alert	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
66.	Mark Twain Elementary-Middle School	1	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.
67.	Marquette Elementary-Middle School	1	Priority	<ul style="list-style-type: none"> <li>Attendance</li> <li>Math Proficiency</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.
68.	Marshall, Thurgood Elementary School	0~Alert	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
69.	Mary McLeod Bethune Elementary-Middle School	3	Priority	<ul style="list-style-type: none"> <li>Attendance</li> <li>Math-SWD Proficiency</li> </ul>	<b>2012-2013, transitioning to the Education Achievement Authority (EAA)</b>
70.	Mason Elementary School	4	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
71.	Medicine and Community Health Academy at Cody	99	No AYP	<ul style="list-style-type: none"> <li>ELA/Math Proficiency</li> </ul>	<b>2012-2013, becoming part of the Self-Governing Initiative</b>
72.	Mumford High School	9	Priority	<ul style="list-style-type: none"> <li>ELA/Math Participation</li> <li>Math Proficiency</li> </ul>	<b>2012-2013, transitioning to the Education Achievement Authority (EAA)</b>
73.	Murphy Elementary-Middle School	5	Priority	<ul style="list-style-type: none"> <li>Attendance</li> <li>ELA Proficiency</li> </ul>	<b>2012-2013, transitioning to the Education Achievement Authority (EAA)</b>
74.	Neinas Elementary School	3	Priority	<ul style="list-style-type: none"> <li>Attendance</li> <li>ELA/Math Proficiency</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.



	School Name	AYP Phase 2011-2012	Status (Priority, Focus or No AYP)	Reason(s) for not making AYP (SWD=Students With Disabilities)	Key actions underway to address the Issues
75.	Nichols Elementary-Middle School	0~Alert	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
76.	Noble Elementary-Middle School	1	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.
77.	Nolan Elementary-Middle School	3	Priority	<ul style="list-style-type: none"> <li>Attendance</li> <li>Math Proficiency</li> </ul>	<b>2012-2013, transitioning to the Education Achievement Authority (EAA)</b>
78.	Northwestern High School	4	Priority	<ul style="list-style-type: none"> <li>Graduation Rate</li> <li>ELA/Math Participation</li> <li>Math Proficiency</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
79.	Oakman Elementary / Orthopedic School	1	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.
80.	Osborn Academy of Mathematics	99	No AYP	<ul style="list-style-type: none"> <li>ELA/Math Participation</li> <li>Math Proficiency</li> </ul>	<b>2012-2013, becoming part of the Self-Governing Initiative</b>
81.	Osborn College Preparatory Academy	0~Alert	No AYP	<ul style="list-style-type: none"> <li>ELA/Math Participation</li> <li>Math Proficiency</li> </ul>	<b>2012-2013, becoming part of the Self-Governing Initiative</b>
82.	Osborn Evergreen Academy of Design and Alternative	99	No AYP	<ul style="list-style-type: none"> <li>ELA/Math Proficiency</li> </ul>	<b>2012-2013, becoming part of the Self-Governing Initiative</b>
83.	Palmer Park Preparatory Academy	9	Priority	<ul style="list-style-type: none"> <li>Attendance</li> <li>ELA/Math Proficiency</li> </ul>	School Audit and Mandatory Changes: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
84.	Parker Elementary-Middle School	8	Priority	<ul style="list-style-type: none"> <li>Attendance</li> <li>Math Proficiency</li> </ul>	<b>School closing 2012-2013</b>



	School Name	AYP Phase 2011-2012	Status (Priority, Focus or No AYP)	Reason(s) for not making AYP (SWD=Students With Disabilities)	Key actions underway to address the Issues
85.	Pasteur Elementary School	1	Focus	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.
86.	Pershing High School	9	Priority	<ul style="list-style-type: none"> <li>Graduation Rate</li> <li>ELA/Math Participation</li> <li>Math Proficiency</li> </ul>	<b>2012-2013, transitioning to the Education Achievement Authority (EAA)</b>
87.	Phoenix Elementary-Middle School	4	Priority	<ul style="list-style-type: none"> <li>Attendance</li> <li>Math Proficiency</li> </ul>	<b>2012-2013, transitioning to the Education Achievement Authority (EAA)</b>
88.	Priest Elementary-Middle School	10	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	School Audit and Mandatory Changes: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
89.	Pulaski Elementary-Middle School	4	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
90.	Robeson Academy, Malcolm X Academy	0~Alert	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
91.	Rutherford Elementary School	0~Alert	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	<b>School closing 2012-2013</b>
92.	Sampson Academy	1	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.
93.	Schulze Elementary-Middle School	1	No AYP	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.
94.	Southeastern High School	9	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	<b>2012-2013, transitioning to the Education Achievement Authority (EAA)</b>





	School Name	AYP Phase 2011-2012	Status (Priority, Focus or No AYP)	Reason(s) for not making AYP (SWD=Students With Disabilities)	Key actions underway to address the Issues
95.	Southwestern High School	9	Priority	<ul style="list-style-type: none"> <li>• Graduation Rate</li> <li>• ELA/Math Participation</li> </ul>	<b>School closing 2012-2013</b>
96.	Spain Elementary-Middle School	1	No AYP	<ul style="list-style-type: none"> <li>• Attendance</li> </ul>	Choice Transfer. See District Attendance Plans for improvement indicated below.
97.	Stewart Elementary-Middle School	3	No AYP	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• ELA Participation</li> </ul>	<b>2012-2013, transitioning to the Education Achievement Authority (EAA)</b>
98.	Thirkell Elementary School	0	Priority	AYP ~ Met	
99.	Trix Elementary-Middle School	5	Priority	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• ELA/Math Participation</li> </ul>	<b>2012-2013, transitioning to the Education Achievement Authority (EAA)</b>
100.	Turning Point Academy	3	No AYP	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• ELA/Math Participation</li> <li>• ELA/Math Proficiency</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
101.	Vernor Elementary School	0~Alert	No AYP	<ul style="list-style-type: none"> <li>• Attendance</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
102.	Wayne Elementary School	3	Priority	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• ELA Proficiency</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
103.	West Side Academy Alt. Ed	8	No AYP	<ul style="list-style-type: none"> <li>• Graduation Rate</li> <li>• ELA/Math Proficiency</li> </ul>	School Audit and Mandatory Changes: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.



	School Name	AYP Phase 2011-2012	Status (Priority, Focus or No AYP)	Reason(s) for not making AYP (SWD=Students With Disabilities)	Key actions underway to address the Issues
104.	Western International High School	9	No AYP	<ul style="list-style-type: none"> <li>Graduation Rate</li> <li>ELA/Math Participation</li> </ul>	School Audit and Mandatory Changes: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
105.	Wilkins Elementary-Middle School	3	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
106.	Wright, Charles School	0~Alert	Priority	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
107.	Young, Coleman A. Elementary	0~Alert	Priority	<ul style="list-style-type: none"> <li>Attendance</li> <li>ELA-SWD Proficiency</li> </ul>	See District Attendance and Academic Plans for improvement indicated below.
<ul style="list-style-type: none"> <li>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.</li> </ul>					
108.	Crockett High School	7~Delay	No AYP	AYP Met 1-Year	<b>School closing 2012-2013</b>
109.	Osborn Upper School of Global Communications and Culture	8~Delay	No AYP	AYP Met 1-year	<b>School closing 2012-2013</b>
<ul style="list-style-type: none"> <li>Schools Met AYP. The school is not identified for improvement and is in Phase 0.</li> </ul>					
110.	Academy of The Americas	0	No AYP	AYP Met	<b>N/A</b>
111.	Bates Academy	0	No AYP	AYP Met	<b>N/A</b>
112.	Bennett Elementary School	0	No AYP	AYP Met	<b>N/A</b>
113.	Cass Technical High School	0	No AYP	AYP Met	<b>N/A</b>
114.	Chrysler Elementary School	0	No AYP	AYP Met	<b>N/A</b>
115.	Clippert Academy	0	No AYP	AYP Met	<b>N/A</b>
116.	Crockett High School	0	No AYP	AYP Met	<b>N/A</b>
117.	Davis Aerospace High School	0	No AYP	AYP Met	<b>N/A</b>
118.	Detroit International Academy for Young Women	0	No AYP	AYP Met	<b>N/A</b>
119.	Detroit School of Arts	0	No AYP	AYP Met	<b>N/A</b>
120.	Earhart Middle School	0	No AYP	AYP Met	<b>N/A</b>
121.	Foreign Language Immersion and Cultural Studies	0	No AYP	AYP Met	<b>N/A</b>
122.	Gompers Elementary-Middle School	0	No AYP	AYP Met	<b>N/A</b>



	School Name	AYP Phase 2011-2012	Status (Priority, Focus or No AYP)	Reason(s) for not making AYP (SWD=Students With Disabilities)	Key actions underway to address the Issues
123.	Ludington Magnet Middle School	0	No AYP	AYP Met	N/A
124.	Maybury Elementary School	0	No AYP	AYP Met	N/A
125.	Osborn Upper School of Global Communications and C	0	No AYP	AYP Met	N/A
126.	Renaissance High School	0	No AYP	AYP Met	N/A
127.	Thirkell Elementary School	0	No AYP	AYP Met	N/A



## 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 with 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.

- ❖ 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 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 Assessment and Accountability.



## **Students with Disabilities (SWD) Mathematics and Reading/Assessed Reading and Mathematics (Continued)**

- ❖ 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.
- ❖ 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 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.
- ❖ New Benchmark Assessment to be administered three (3) times per year:
  - Measures of Academic Progress (MAP) Northwest Evaluation Association (NWEA)



## **Students with Disabilities (SWD) Mathematics and Reading/Assessed Reading and Mathematics (Continued)**

- ❖ New Benchmark Assessment to be administered three (3) times per year: (Continued)
  - All schools will be held accountable for academically preparing students for success in college, work and life and demonstrating improved academic achievement for all groups of students
- ❖ Beginning fall, 2012, all schools will measure student performance using a growth-to-achievement standard assessment.
- ❖ All Detroit Schools will annually strive to prepare students to meet grade level achievement targets or achievement standards consistent with a common definition of college readiness and grade level proficiency.
- ❖ 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 is increased targeted use of credit recovery programs, and the District will continue to implement 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 schedule.
- ❖ The District will continue to incorporate the use of a STEM related curriculum.
- ❖ The District will maintain high levels of instructional rigor. Individualized instruction will be implemented based on students Individualized Learning Plans.
- ❖ A new Norm-Referenced assessment will be administered three (3) times per year.
- ❖ 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 *Higher Standards for All*, we will provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society. We thank you for your continued support and commitment to the Detroit Public Schools and wish you a successful school year.

Sincerely,

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Roy S. Roberts  
Emergency Financial Manager

