



# DETROIT PUBLIC SCHOOLS

## **Detroit Public Schools District**

Fisher Building, 14th Floor  
3011 W. Grand Boulevard  
Detroit, Michigan 48202

### **Annual Education Report (AER) Cover Letter (2012-2013)**

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2012-2013 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**

Elementary or middle school assessment results on the Michigan Educational Assessment Program (MEAP), high school assessment results on Michigan Merit Exam (MME), and assessment results for students with disabilities on Michigan's Alternative Assessment Program (MI-Access or MEAP-Access)

- Presents achievement data for all five tested subjects (mathematics, reading, science, social studies and writing) compared to targets for all students as well as subgroups of students.
- Helps parents understand achievement progress within schools and compare these to district and State achievement.

## Accountability Scorecard – Detail Data and Status

Information is provided for the district and each school related to achievement targets in reading, writing, mathematics, science and social studies answering questions like:

- Did the district (and schools) meet achievement targets for all students and subgroups of students?
- Did the district (and schools) meet achievement growth targets for all students and subgroups of students?

## Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

## NAEP Data (National Assessment of Educational Progress)

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

For 2012-2013, Detroit Public Schools District did not meet the Michigan School Scorecard requirements because:

- We did not test 95% of our students in all subgroups.
  - Reading: 93.82% of the Asian and 92.74% of the Students with Disabilities subgroups were assessed.
  - Mathematics: 92.23% Students with Disabilities subgroup was assessed.
  - Science: 94.18% of the All Students; 94.24% of the African American; 92.78% of the Hispanic; 94.84% of the Economically Disadvantaged; 94.59% of the English language Learners and 86.43% of the Students with Disabilities subgroups were assessed.
  - Writing: 88.43% of the Asian; 93.76% of the Hispanic; 94.33% of the White and 86.75% of the Students with Disabilities subgroups were assessed.
  - Social Studies: 88.68% of the All Students; 88.50% of the African American; 88.70% of the Hispanic; 88.51% of the White; 88.23% of the Economically Disadvantaged; 90.92% of the English language Learners and 71.18% of the Students with Disabilities subgroups were assessed.

- We did not attain target achievement goals for all subgroups in English Language Arts.
  - Reading: 6.40% of the Bottom 30% and 36.28% of the Students with Disabilities subgroups were proficient.
  - Mathematics: 1.22% of the Bottom 30% subgroup was proficient.
  - Science: 11.64% of the All Students; 0.60% of the Bottom 30%; 11.19% of the African American; 9.94% of the Economically Disadvantaged and 8.73% of the Students with Disabilities subgroups were proficient.
  - Writing: 0.0% of the Bottom 30% and 16.61% of the Students with Disabilities subgroups were proficient.
  - Social Studies: 0.0% of the Bottom 30% and 4.40% of the Students with Disabilities subgroups were proficient.
- We did not meet the 80% graduation rate goal.

	Graduation Rate 2012 (4-Year)	Graduation Rate 2011 (5-Year)	Graduation Rate 2010 (6-Year)
<b>All Students</b>	64.74%	69.08%	71.00%

We are actively working to address the district issues through our 2012-2013 Strategic Plan, The “Neighborhood-Centered, Quality Schools,”, available online at [http://detroitk12.org/content/wp-content/uploads/2013/03/Strategic\\_Plan\\_DRAFT-FINAL.pdf](http://detroitk12.org/content/wp-content/uploads/2013/03/Strategic_Plan_DRAFT-FINAL.pdf)

**Specific curriculum actions are based on the District’s strategic plan to:**

- I. Broaden Services to Address Student Needs
- II. Support Parents and Families
- III. Offer Broad/High Quality Programs
- IV. Improve Customer Service
- V. Create Safe Learning Environments
- VI. Transform Central and School based services to serve customers better
- VII. Improve Technology
- VIII. Minimize the Impacts of Change
- IX. Foster School-Based Leadership
- X. Celebrate and Promote Success
- XI. Ensure Fiscal Stability
- XII. Improve Attendance and Discipline

Additionally, we will continue to focus on the following District-wide goals and 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.

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

- 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.
- 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

Review the table below listing our schools. The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases no status label is given.

	School Name	Status (Reward, Priority, Focus or No Status)	Key actions underway to address the Issues
1.	Academy of the Americas	No Status	See District Attendance and Academic Plans for improvement indicated below.
2.	Ann Arbor Trail Magnet School	No Status	See District Attendance and Academic Plans for improvement indicated below.
3.	Bagley Elementary School	No Status	See District Attendance and Academic Plans for improvement indicated below.
4.	Bates Academy	Reward	See District Attendance and Academic Plans for improvement indicated below.
5.	Beckham, William J. Academy	No Status	School Audit and Mandatory Changes: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.

	<b>School Name</b>	<b>Status (Reward, Priority, Focus or No Status)</b>	<b>Key actions underway to address the Issues</b>
6.	Blackwell Institute	No Status	See District Attendance and Academic Plans for improvement indicated below.
7.	Bow Elementary- Middle School	Priority	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
8.	Brewer Elementary- Middle School	Priority	Choice Transfer. See District Attendance Plans for improvement indicated below.
9.	Brown, Ronald Academy	Priority	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
10.	Bunche Elementary- Middle School	No Status	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
11.	Burton International School	No Status	See District Attendance and Academic Plans for improvement indicated below.
12.	Carleton Elementary School	Priority	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
13.	Carstens Elementary- Middle School	Priority	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
14.	Carver Elementary- Middle School	Priority	Choice Transfer. See District Attendance Plans for improvement indicated below.
15.	Clark, J.E. Preparatory Academy	No Status	Choice Transfer. See District Attendance Plans for improvement indicated below.
16.	Clemente, Roberto Academy	No Status	Choice Transfer. See District Attendance Plans for improvement indicated below.

	<b>School Name</b>	<b>Status (Reward, Priority, Focus or No Status)</b>	<b>Key actions underway to address the Issues</b>
17.	Cody Academy of Public Leadership	No Status	2012-2013, became part of the Self-Governing Initiative. See District Attendance and Academic Plans for improvement indicated below.
18.	Cass Technical High School	Reward	N/A
19.	Chrysler Elementary School	Reward	N/A
20.	J. E. Clark Preparatory Academy	No Status	See District Attendance and Academic Plans for improvement indicated below.
21.	Roberto Clemente Academy	No Status	See District Attendance and Academic Plans for improvement indicated below.
22.	Clippert Academy	Reward	See District Attendance and Academic Plans for improvement indicated below.
23.	Cody –Academy of Public Leadership	No Status	2012-2013, became part of the Self-Governing Initiative. See District Attendance and Academic Plans for improvement indicated below.
24.	Communication and Media Arts HS	No Status	Choice Transfer. See District Attendance Plans for improvement indicated below.
25.	Cooke Elementary School	Reward	See District Attendance and Academic Plans for improvement indicated below.
26.	Davis Aerospace High School	No Status	See District Attendance and Academic Plans for improvement indicated below.
27.	Davison Elementary-Middle School	Focus	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
28.	Detroit Institute of Technology at Cody	No AYP	2012-2013, became part of the Self-Governing Initiative See District Attendance and Academic Plans for improvement indicated below.

	<b>School Name</b>	<b>Status (Reward, Priority, Focus or No Status)</b>	<b>Key actions underway to address the Issues</b>
29.	Detroit City West Side Academy for Leadership Development	No Status	See District Attendance and Academic Plans for improvement indicated below.
30.	Detroit Collegiate Preparatory High School	No Status	See District Attendance and Academic Plans for improvement indicated below.
31.	Detroit Institute of Technology @ Cody	No Status	See District Attendance and Academic Plans for improvement indicated below.
32.	Detroit International Academy for Young Women	No Status	See District Attendance and Academic Plans for improvement indicated below.
33.	Detroit School of Arts	No Status	See District Attendance and Academic Plans for improvement indicated below.
34.	Dixon Elementary School	No Status	See District Attendance and Academic Plans for improvement indicated below.
35.	Dossin Elementary-Middle School	Priority	See District Attendance and Academic Plans for improvement indicated below.
36.	Douglass Academy for Young Men	Priority	Choice Transfer. See District Attendance Plans for improvement indicated below.
37.	Durfee Elementary-Middle School	No Status	Choice Transfer. See District Attendance Plans for improvement indicated below.
38.	Earhart Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated below.
39.	East English Village Preparatory Academy	No Status	See District Attendance and Academic Plans for improvement indicated below.
40.	Eastside Detroit Lions Academy	No Status	School Audit and Mandatory Changes: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
41.	Edison Elementary School	No Status	See District Attendance and Academic Plans for improvement indicated below.

	<b>School Name</b>	<b>Status (Reward, Priority, Focus or No Status)</b>	<b>Key actions underway to address the Issues</b>
42.	Edward "Duke" Ellington Elementary- Middle School	No Status	See District Attendance and Academic Plans for improvement indicated below.
43.	Emerson Elementary- Middle School	No Status	See District Attendance and Academic Plans for improvement indicated below.
44.	Field, Moses	No Status	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
45.	Fisher Magnet Lower Academy	Priority	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
46.	Fisher Magnet Upper Academy	Priority	School Audit and Mandatory Changes: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
47	Foreign Language Immersion and Cultural Studies	No Status	See District Attendance and Academic Plans for improvement indicated below.
48.	Gardner Elementary School	No Status	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
49.	Garvey Academy	No Status	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
50.	Golightly Education Center	No Status	See District Attendance and Academic Plans for improvement indicated below.
51.	Gompers Elementary- Middle School	Priority	See District Attendance and Academic Plans for improvement indicated below.
52.	Greenfield Union Elementary-Middle School	No Status	Choice Transfer. See District Attendance Plans for improvement indicated below.

	<b>School Name</b>	<b>Status (Reward, Priority, Focus or No Status)</b>	<b>Key actions underway to address the Issues</b>
53.	Harms Elementary School	No Status	See District Attendance and Academic Plans for improvement indicated below.
54.	Henderson Academy	Priority	Choice Transfer. See District Attendance Plans for improvement indicated below.
55.	Holmes, A.L. Elementary-Middle School	No Status	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
56.	Hutchinson Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated below.
57.	Jerry L White Center High School	No Status	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
58.	Keidan Special Education School	No Status	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
59.	Kettering West Wing	No Status	<b>School closing 2013-2014</b>
60.	King High School	Priority	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance Plans for improvement indicated below.
61.	King, John R. Academic and Performing Arts Academy	Priority	Choice Transfer. See District Attendance Plans for improvement indicated below.
62.	Ludington Magnet Middle School	Reward	See District Attendance and Academic Plans for improvement indicated below.
63.	Mackenzie Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated below.
64.	Mann Elementary School	Priority	See District Attendance and Academic Plans for improvement indicated below.

	<b>School Name</b>	<b>Status (Reward, Priority, Focus or No Status)</b>	<b>Key actions underway to address the Issues</b>
65.	Mark Twain Elementary-Middle School	No Status	Choice Transfer. See District Attendance Plans for improvement indicated below.
66.	Marquette Elementary-Middle School	Priority	Choice Transfer. See District Attendance Plans for improvement indicated below.
67.	Marshall, Thurgood Elementary School	Priority	See District Attendance and Academic Plans for improvement indicated below.
68.	Mason Elementary School	Priority	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
69.	Maybury Elementary School	No Status	See District Attendance and Academic Plans for improvement indicated below.
70.	Medicine and Community Health Academy at Cody	No Status	2012-2013, became part of the Self-Governing Initiative. See District Attendance and Academic Plans for improvement indicated below.
71.	Munger Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated below.
72.	Neinas Elementary School	No status	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
73.	Nichols Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated below.
74.	Noble Elementary-Middle School	No Status	Choice Transfer. See District Attendance Plans for improvement indicated below.
75.	Northwestern High School	No Status	School closes 2013-2014
76.	Oakman Elementary / Orthopedic School	Priority	School closes 2013-2014

	<b>School Name</b>	<b>Status (Reward, Priority, Focus or No Status)</b>	<b>Key actions underway to address the Issues</b>
77.	Osborn Academy of Mathematics	No Status	2012-2013, became part of the Self-Governing Initiative, See District Attendance and Academic Plans for improvement indicated below.
78.	Osborn College Preparatory Academy	Priority	2012-2013, became part of the Self-Governing Initiative, See District Attendance and Academic Plans for improvement indicated below.
79.	Osborn Evergreen Academy of Design and Alternative	Priority	2012-2013, became part of the Self-Governing Initiative, See District Attendance and Academic Plans for improvement indicated below.
80.	Palmer Park Preparatory Academy	No Status	School Audit and Mandatory Changes: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
81.	Pasteur Elementary School	No Status	Choice Transfer. See District Attendance Plans for improvement indicated below.
82.	Priest Elementary-Middle School	No Status	School Audit and Mandatory Changes: Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
83.	Pulaski Elementary-Middle School	Priority	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
84.	Renaissance High School	No Status	See District Attendance and Academic Plans for improvement indicated below.
85.	Robeson Academy, Malcolm X Academy	No Status	See District Attendance and Academic Plans for improvement indicated below.
86.	Sampson Academy	Priority	Choice Transfer. See District Attendance Plans for improvement indicated below.
87.	Schulze Elementary-Middle School	No Status	Choice Transfer. See District Attendance Plans for improvement indicated below.



	<b>School Name</b>	<b>Status (Reward, Priority, Focus or No Status)</b>	<b>Key actions underway to address the Issues</b>
88.	Spain Elementary- Middle School	No Status	Choice Transfer. See District Attendance Plans for improvement indicated below.
89.	Thirkell Elementary School	Priority	See District Attendance and Academic Plans for improvement indicated below.
90.	Turning Point Academy	No Status	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
91.	Vernor Elementary School	No Status	See District Attendance and Academic Plans for improvement indicated below.
92.	Wayne Elementary School	No Status	Choice Transfer or Free Tutoring Supplemental Educational Services (SES). See District Attendance and Academic Plans for improvement indicated below.
93.	Coleman A. Young Elementary School	Priority	See District Attendance and 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 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.

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.

**Graduation Rate**

- ❖ The District has developed a two-pronged approach to increase the high school graduation rates. There is increased targeted use of credit

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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Jack Martin

Emergency Manager