



DETROIT PUBLIC SCHOOLS

Turning Point Academy

12300 Linnhurst St.

Detroit, Michigan 48205-2627

Annual Education Report (AER) Cover Letter (2013-2014)

August 15, 2014

Dear Parents and Community Members:

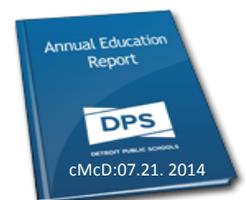
We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for the Turning Point Academy. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact, Gary Taylor, Principal at (313) 866-2200 for assistance.

The AER is available for you to review electronically by visiting the District's website <http://detroitk12.org/aer> or the school's website at <http://detroitk12.org/schools/turningpoint/>. You may also view a printed copy in the main office at your child's school or at the Parent Resource Center located at the Detroit International Academy, Room 141, 9026 Woodward Avenue, Detroit, Michigan 48202.

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. Our school has not been given one of these labels.

The key challenges for our school are as follows:

- **We did not meet the 90% attendance rate goal.**
 - The attendance rate for the All Students subgroup is 61%.
 - 4-Year Cohort: 0.00%; 5-Year Cohort: 0.00%; 6-Year Cohort: 0.00%

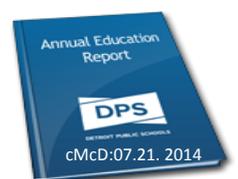


- **We did not test 95% of our students.**
 - Only 77.08% of the All Students; 79.07% of the Black; 80.00% of the Economically Disadvantage and 78.72% of the Students with Disabilities subgroups were assessed in reading.
 - Only 68.75% of the All Students; 69.77% of the Black; 72.50% of the Economically Disadvantage and 70.21% of the Students with Disabilities subgroups were assessed in mathematics.
 - Only 65.71% of the All Students; 62.50% of the Black and 67.65% of the Students with Disabilities subgroups were assessed in science.
 - Only 47.06% of the All Students; 46.88% of the Black; 53.33% of the Economically Disadvantaged and 48.48% of the Students with Disabilities subgroups were assessed in social studies.
- **We did not attain Differentiated target achievement goals for all subgroups of students in writing.**
 - Only 0.00% of the Bottom 30% subgroup met the Differentiated target in writing.
- **We did not attain Differentiated target achievement goals for all subgroups of students in science.**
 - Only 0.00% of the All Students subgroup met the Differentiated target in science.
- **We did not attain Differentiated target achievement goals for all subgroups of students in social studies.**
 - Only 8.33% of the All Students subgroup met the Differentiated target in social studies.

We are actively working to address our Michigan School Scorecard issues, accelerate student achievement and close persistent gaps in achievement.

Base on the Data Feeder information retrieved, Turning Point Academy's scores in reading, science, writing have fluctuated between proficient and non- proficient in grade 3, 4, 5, 6, & 7 while our math scores have remained constant in the arena of non-proficient. Due to the nature of this program and student transiency, the number of pupils tested is less than 10 therefore rendering a halted Michigan Scorecard status. Current data reflects that there is no status for TPA's AYP. Based on data derived from the Feeder Student Data File, Turning Point status will remain the same as the number of students tested is constant.

To increase Turning Point Academy's Michigan Scorecard status, there will be a grass root effort to increase student enrollment and attendance. To meet our differentiated targets and improve our AYP status in the 5 core academic areas, we have embarked upon a new initiative to implement measurable and meaningful ways of learning through the use of technology. We are the recipients of the new Technology Readiness Infrastructure Grant (TRIG) in which our staff will



participate in rigorous training on utilizing technology to implement the common core standards and on-line high stakes testing. Our teachers will participate in professional development to learn how to teach the common core standards through the use of technology. Our differentiated targets will improve as we move through the program modules, demonstrating a multifaceted approach to teaching and learning reading, writing, math, and language arts. The use of online and web based programs will develop technological advanced students while preparing them for the new online Smarter Balanced Testing initiative.

Parent Involvement

All parents of Turning Point Academy's participating students shall be invited and encouraged to attend the schedule friendly Title 1 and Parent Advisory Council (PACSA) meetings. The meetings will inform parents of the school's participation in Title I programs in efforts to explain the requirements and rights of the parents and students involved. If funding permits, parents will be provided with bus tickets to promote participation.

Specifically, Turning Point Academy's Annual Title 1 Meeting shall be held within the first 45 days of school to:

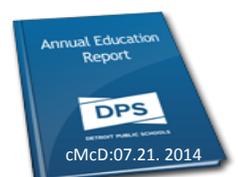
- Provide an overview of Title 1 Program
- Review Parent Involvement Policy
- Review of School Compact Policy
- Review of Title I Programs and Budget
- Review and discuss School Education Report

Monthly PACSA meetings will be held as one avenue of frequent communication to provide:

- School improvement updates
- Workshops
- Student achievement data
- Surveys
- Testing data
- Review of Common Core Standards

Parents will also have the opportunity to observe, volunteer and participate in the day to day operations of Turning Point's Day Treatment Program. All services provided by Turning Point Academy are dependent upon stakeholder involvement.

State law requires that we also report additional information.



Process for Assigning Pupils to the School

Detroit Public Schools has an “Open Enrollment Initiative.” This initiative allows students to elect to attend any Detroit Public School without being required to live within the boundary for that school. The “Open Enrollment Initiative” does not apply to the Examination High Schools or Application Schools. Parents may enroll their child(ren) in the school of their interest as long as the school has not reached capacity for their particular grade. Enrollment preference is given to students who live within the boundary of a school.

It should also be noted that transportation will not be provided for students who select a school outside of the boundary of their home school. “Open Enrollment Initiative” resources can be found on our website at: http://detroitk12.org/resources/prospective_students/

School Improvement Status

Year	School Improvement Status
2013-2014	No Status
2012-2013	No Status

School Description:

Turning Point Academy is a center based day treatment school within the Detroit Public School System. The program services students in grades K-12 that have severe emotional impairments, as well as other psychological concerns. The school is located in a former comprehensive elementary/middle school with a medium physical plant; however, we are also located in an under-populated area with few residences. We offer small class size and direct instruction. The majority of our students have economic disadvantages; 100% are students with disabilities. Turning Point Academy has successfully merged K-8 and 9-12 grades levels into one school making it the only Day Treatment School in the entire Detroit Public School System. Turning Point Academy services students who are located in the Eastern Wayne County Region. Turning Point Academy currently has one hundred (100) students, two (2) administrators, fourteen (14) teachers, one (1) educational technician, Title 31a counselor, thirteen (13) paraprofessionals, five (5) crisis aides, six (6) school social workers, one (1) behavior specialist, one (1) clerical, two (2) custodians, one (1) engineer, one (1) Teacher Consultant.

Our challenges are to improve student achievement and stabilize mental health ideations, so that we can offer more enrichment opportunities in co-curricular. Every student has an Individualized Education Plan (IEP) which increases our challenge to meet the needs of all students and to achieve general education standards. Our data indicates that we have a large percentage of

students who are below grade level in math and reading. Our challenge is to address these deficits in order to make our students more college and career ready

Detroit Public Schools' Core Curriculum:

Consistent with the Detroit Public Schools 2013-2017 Strategic Plan, there are aggressive plans to accelerate the rate of student achievement and to ensure that students graduate with the academic and social skills necessary for success in college and the workplace.

Specific curriculum actions 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

The "Neighborhood-Centered, Quality Schools," Strategic Plan, is available online at http://detroitk12.org/content/wp-content/uploads/2013/03/Strategic_Plan_DRAFT-FINAL.pdf

Access to the Core Curriculum

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

The implementation is a process delineated in the District Plan. This plan serves as the framework for each school's academic achievement plan.

The frequent monitoring of the implementation of these plans are conducted by the school diagnostic visits, review of the benchmark assessments, use of the teacher evaluation tool and adherence to the pacing calendar.

Access to the Core Curriculum (Continued)

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

Parents/Guardians are offered classes to increase parenting skills, early childhood literacy, adult literacy and GED. During the school year, the Regional Parent Resource Center is a vehicle for parents and other community members to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. Learning Village (an online instructional management system), Web up-dates and semi-annual progress reports are a means to disseminate achievement information to educators. Parents will have the opportunity to monitor students' progress, including attendance, through **Parent Connect** in the fall.

Detroit Public Schools' Core Curriculum is currently under revision. Pacing Charts and Curriculum guides will be posted to the Division of Teaching and Learning under the Leadership page of our website in the near future.

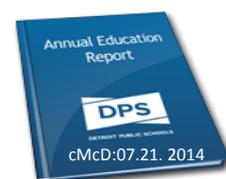
Parent Engagement

- ❖ Use the technology portal for parents to view daily lessons and to communicate with teachers.
- ❖ Implement and follow through with the parent contracts.
- ❖ Use the Parent Resource Center to engage parents in innovative workshops and sessions that are practical and will result in parent support to students at home.

Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly NWEA ~ MAP Reading and Mathematics reports for Turning Point Academy can be found on the Detroit Public Schools' web page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>. The following reports are available:

- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- Adequate Yearly Progress (AYP) Reports
- Michigan Accountability Scorecard Report
- Annual Education Report
- NWEA ~ MAP aggregate student achievement results



Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2013-2014	34	9.2%
2012-2013	30	7.4%

The Detroit Public Schools' Office of Research, Evaluation, Assessment and Accountability has developed a data collection system which has enabled the District to comply with the Annual Education Report criteria of identifying the number and percent of students represented by parents at Parent-Teacher Conferences (PTC).

- 1.0 Data from the PTC Forms represent “parent interactions” with teachers, per school, per card marking.
- 2.0 Parent Interaction Definition: During Parent-Teacher Conferences Schools/Teachers are advised to have each parent participant provide a parent signature-a parent may not sign for a student if they did not talk about that student.
- 3.0 Several DPS schools had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least eight (8) instances, the calculated percentages are in excess of 100%. In each instance, each of these eight (8) schools may have experienced a large parent turnout at each of the required conferences. If during each conference, one (1) parent with two (2) students enrolled in the school visited three (3) teachers for each of their two (2) students, this would count as six (6) parent interactions, thus increasing the base number and resulting percentage.

*Per the Evaluation Unit of the Detroit Public Schools Office of Research, Evaluation, Assessment and Accountability, data was obtained from the Advanced Placement (AP) Current Score Summary (2014) Report. This report was run July 21, 2014.

The 2014 data for this report provides, per school, the total number of Advanced Placement (AP) students who scored 3, 4, or 5 on at least one Advanced Placement (AP) Exam divided by the total number of AP exams per school.

Postsecondary Enrollments (Dual Enrollments): None

College Equivalency Courses: None

Number and percentage of students enrolled in college equivalent courses (AP/IB)

**Percentage of Students Receiving a Score Leading to College Credit (Scores from:
ACT/SAT/AP)*: None**

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

Sincerely,

Gary Taylor, Principal

