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Detroit Public Schools Community District

3011 W Grand Blvd,
Detroit, MI 48202

2015-2016 Annual Education Report (AER) Cover Letter

March 13, 2017

Dear Parents(s)/Guardian(s) and Community Members:

We are pleased to inform you that the Detroit Public Schools Community District's Annual Education Report (AER) with report cover letters for the District and your child(ren)'s school is available for review. The Annual Education Report provides key information on the 2015-2016 educational progress for Detroit Public Schools. The AER addresses the complex reporting information required by Federal and State laws. Please be advised that our staff is available to help you understand this information. Please contact us at (313) 873-6473 or email us at AER@detroitk12.org, if you need assistance.

The Annual Education Report contains the following information:

- Student Assessment Data – Elementary or middle school assessment results on the Michigan Student Test of Educational Progress (M-STEP), high school assessment results on the M-STEP component of the Michigan Merit Exam (MME), and assessment results for students with disabilities on Michigan's Alternative Assessment Program (MI-Access).
- Accountability Scorecard - Detail Data and Status
- Teacher Qualification Data - Identifies teacher qualification 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)

AM/SS/cMcD/ss:03.09.2017

The AER is available for you to review electronically by visiting the District's website http://detroitk12.org/aer or the MiSchool Data website at https://goo.gl/0oivhq. You may review a copy in the main office at your child's school or in Parent Resource Room at Detroit Collegiate Preparatory High School at Northwestern, 2200 W. Grand Boulevard, Detroit, Michigan 48208.

The key challenges for our District are as follows:

We did not meet the 80% graduation rate for all subgroups.

Graduation Rate			
Subgroup	**4-Year Cohort**	**5-Year Cohort**	**6-Year Cohort**
White	63.64%	62.50%	53.54%
Economically Disadvantaged	69.85%	74.57%	70.66%
Students with Disabilities	46.68%	54.36%	49.73%

We did not attain target achievement goals for all subgroups in the following core curriculum areas:

English Language Arts:

Only 0.75% of the Bottom 30% subgroup met the proficiency target in English Language Arts.

Mathematics:

Only 1.21% of the Bottom 30% subgroup met the proficiency target in mathematics.

Science:

Only 0.00% of the Bottom 30% and 11.01% of the Students with Disabilities subgroups met the proficiency target in science.

Social Studies

Only 0.00% of the Bottom 30% and 12.18% of the Students with Disabilities subgroups met the proficiency target in science.

We did not test 95% of our students in all subgroups.

English Language Arts:

Only 92.92% of the white and 92.44 % of the Bottom 30% subgroups were assessed in English Language Arts.

Mathematics:

Only 90.70% of the Bottom 30% subgroup were assessed in mathematics.

Science:

Only 94.46% of the All Students; 94.12% of the African American; 93.25% of the White; 94.35% of the Economically Disadvantaged and 92.59% of the Students with Disabilities subgroups were assessed in science.

Social Studies

Only 93.99% of the All Students; 93.60% of the African American; 92.54% of the White; 94.05% of the Economically Disadvantaged and 90.66% of the Students with Disabilities subgroups were assessed in science.

We are actively working to address the district issues through our Academic Plan, online at (http://detroitk12.org/content/wp-content/uploads/2016/11/ACADEMIC-PLAN-Executive-Summary-FINAL-2.pdf).

Detroit Public School Community District's Academic Plan will provide guidance to align all resources in the interest of student achievement and support. Consistent with the Academic Plan is an aggressive plan designed 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. The plan is organized around five Pillars of Excellence.

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 2016 budget
- **Goal 4:**
    - 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:

Literacy

Provide a continuum of learning, enabling individuals to acheive their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

Career Pathways

Provide students with a context for studying traditional academics and learning the skills psecific to a career.

Innovation

Create a shift in mindset to ensure staff is encouraged to: be flexible; try something new, and explore new ways of thinking.

Family & Community

Enhance and enrich positive relationships for all stakeholders.

Wrap Around Services

Ensure every student received appropriate support to elevate their social, emotional, and academic performance.

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, Arts and Mathematics (STEAM) a 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, DPSCD will provide students more education options that best meet their needs

- Integration of multiple technologies for all DPSCD 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 DPSCD students in reading. Volunteers are screened before being assigned to schools.

Additional language courses available

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

Advanced Placement courses available at every high school

Students at every DPSCD 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 DPSCD Summer Academy and DPSCD 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 State Assessments:

- 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 M-STEP, Mi-Access, ACT, SAT etc.
- Ensure that all parents are aware of tests

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 Assessment make-up dates
- Support Local school strategies
- Provide incentives to encourage students to participate in Assessment testing
- Provide opportunity for parents to attend "Parent University" to assist them with understanding the importance of Assessments 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.

- 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.

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

- 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 S.T.E.A.M related curriculum

Review the table below listing our schools. For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or “Beating the Odds” by outperforming the school’s predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases, no status label is given.

Network	School Name	Status Label (Focus, Priority, Reward and No Status)	Key Initiative to Accelerate Achievement
1	Ann Arbor Trail Magnet School	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Bow Elementary-Middle School	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Brewer Elementary-Middle School	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Brown, Ronald Academy	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Burton International School	No Status	See District Attendance and Academic Plans for improvement indicated above.
1	Carstens Elementary-Middle School	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Clark, J.E. Preparatory Academy	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Davison Elementary-Middle School	Focus	See District Attendance and Academic Plans for improvement indicated above.
1	Dixon Educational Learning Academy	No Status	See District Attendance and Academic Plans for improvement indicated above.
1	Dossin Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated above.
1	Durfee Elementary-Middle School	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Earhart Elementary-Middle School	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Fisher Magnet Lower Academy	Priority	See District Attendance and Academic Plans for improvement indicated above.

Network	School Name	Status Label (Focus, Priority, Reward and No Status)	Key Initiative to Accelerate Achievement
1	Fisher Magnet Upper Academy	Priority	See District Attendance and Academic Plans for improvement indicated below.
1	Gardner Elementary School	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Gompers Elementary-Middle School	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Greenfield Union Elementary-Middle School	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Henderson Academy	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Holmes, A.L. Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated above.
1	King, John R. Academic and Performing Arts Academy	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Marquette Elementary-Middle School	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Marshall, Thurgood Elementary School	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Mason Elementary School	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Nichols Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated above.
1	Noble Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated above.

Network	School Name	Status Label (Focus, Priority, Reward and No Status)	Key Initiative to Accelerate Achievement
1	Palmer Park Preparatory Academy	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Pulaski Elementary-Middle School	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Sampson Academy	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Thirkell Elementary School	Priority	See District Attendance and Academic Plans for improvement indicated above.
1	Young, Coleman A. Elementary	Priority	See District Attendance and Academic Plans for improvement indicated above.
2	Academy of The Americas	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Bagley Elementary School	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Bates Academy	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Bennett Elementary School	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Carleton Elementary School	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Carver Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Cass Technical High School	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Chrysler Elementary School	No Status	See District Attendance and Academic Plans for improvement indicated above.

Network	School Name	Status Label (Focus, Priority, Reward and No Status)	Key Initiative to Accelerate Achievement
2	Clemente, Roberto Academy	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Clippert Academy	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Cooke Elementary School	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Detroit International Academy for Young Women	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Detroit School of Arts	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	East English Village Preparatory Academy	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Edison Elementary School	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Emerson Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Foreign Language Immersion and Cultural Studies	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Golightly Education Center	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Harms Elementary School	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Ludington Magnet Middle School	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Mann Elementary School	No Status	See District Attendance and Academic Plans for improvement indicated above.

Network	School Name	Status Label (Focus, Priority, Reward and No Status)	Key Initiative to Accelerate Achievement
2	Maybury Elementary School	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Munger Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Neinas Dual Language Learning Academy	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Pasteur Elementary School	Focus	See District Attendance and Academic Plans for improvement indicated above.
2	Paul Robeson, Malcolm X Academy	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Priest Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Renaissance High School	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Spain Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated above.
2	Vernor Elementary School	No Status	See District Attendance and Academic Plans for improvement indicated above.
3	A. Philip Randolph Technical High School	No Status	See District Attendance and Academic Plans for improvement indicated above.
3	Benjamin Carson School for Science and Medicine	No Status	See District Attendance and Academic Plans for improvement indicated above.
3	Blackwell Institute	No Status	See District Attendance and Academic Plans for improvement indicated above.
3	Bunche Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated above.

Network	School Name	Status Label (Focus, Priority, Reward and No Status)	Key Initiative to Accelerate Achievement
3	Cody - Detroit Institute of Technology at Cody	Priority	See District Attendance and Academic Plans for improvement indicated above.
3	Cody - Medicine and Community Health Academy at Cody	No Status	See District Attendance and Academic Plans for improvement indicated above.
3	Cody Academy of Public Leadership	No Status	See District Attendance and Academic Plans for improvement indicated above.
3	Communication and Media Arts HS	No Status	See District Attendance and Academic Plans for improvement indicated above.
3	Crockett Career and Technical Center	No Status	See District Attendance and Academic Plans for improvement indicated above.
3	Davis Aerospace High School	No Status	See District Attendance and Academic Plans for improvement indicated above.
3	Detroit City West Side Academy for Leadership Development	Priority	See District Attendance and Academic Plans for improvement indicated above.
3	Detroit Collegiate Preparatory High School @ Northwestern	Priority	See District Attendance and Academic Plans for improvement indicated above.
3	Douglass Academy for Young Men	Priority	See District Attendance and Academic Plans for improvement indicated above.
3	Eastside Detroit Lions Academy	No Status	See District Attendance and Academic Plans for improvement indicated above.
3	Edward "Duke" Ellington @ Beckham	No Status	See District Attendance and Academic Plans for improvement indicated above.
3	Garvey Academy	No Status	See District Attendance and Academic Plans for improvement indicated above.
3	Hutchinson Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated above.

Network	School Name	Status Label (Focus, Priority, Reward and No Status)	Key Initiative to Accelerate Achievement
3	Martin Luther King, Jr., Senior High School	Priority	See District Attendance and Academic Plans for improvement indicated above.
3	Mackenzie Elementary-Middle School	Priority	See District Attendance and Academic Plans for improvement indicated above.
3	Mark Twain Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated above.
3	Osborn Academy of Mathematics	Priority	See District Attendance and Academic Plans for improvement indicated above.
3	Osborn College Preparatory Academy	Priority	See District Attendance and Academic Plans for improvement indicated above.
3	Osborn Evergreen Academy of Design and Alternative Energy	Priority	See District Attendance and Academic Plans for improvement indicated above.
3	Randolph Career and Technical Center	No Status	See District Attendance and Academic Plans for improvement indicated above.
3	Schulze Elementary-Middle School	No Status	See District Attendance and Academic Plans for improvement indicated above.
3	Wayne Elementary School	No Status	See District Attendance and Academic Plans for improvement indicated above.
3	Western International High School	Priority	See District Attendance and Academic Plans for improvement indicated above.
3	Wright, Charles School	No Status	See District Attendance and Academic Plans for improvement indicated above.
Support	Diann Banks-Williamson Educational Center	No Status	See District Attendance and Academic Plans for improvement indicated above.
Support	Field, Moses	No Status	See District Attendance and Academic Plans for improvement indicated above.

Network	School Name	Status Label (Focus, Priority, Reward and No Status)	Key Initiative to Accelerate Achievement
Support	Jerry L. White Center High School	No Status	See District Attendance and Academic Plans for improvement indicated above.
Support	Keidan Special Education Center	No Status	See District Attendance and Academic Plans for improvement indicated above.
Support	Turning Point Academy	No Status	See District Attendance and Academic Plans for improvement indicated above.

In keeping with the mission of the District to work in partnership with families and our community, 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 Community District and wish you a successful school year.

Sincerely,

Alycia Meriweather
Interim Superintendent of Academics