

Turning Point Academy

12300 Linnhurst St.
Detroit, Michigan 48205-2627

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

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 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, Adequate Yearly Progress (AYP) 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 <http://detroitk12.org/schools/school/492/>. You may also view a printed copy in the main office of your child's school or in the Parent Resource Center located at the Detroit International Academy, Room 141, 9026 Woodward Avenue, Detroit, Michigan.

For 2011-2012, Turning Point Academy did not make Adequate Yearly Progress (AYP) because:

We did not meet the 90% attendance rate goal.

- Attendance Rate for All Students 67%.

We did not test 95% of our students.

- English Language Arts: Only 60.4% of All Students; 62% Black Students; 60.4% Students with Disabilities and 66.7% Economically Disadvantaged students were assessed.
- Mathematics: Only 60.4% of All Students; 62% Black Students; 60.4% Students with Disabilities and 66.7%

We did not test 95% of our students.

- Only 13.6% of all of our Students met the AYP State Objective in reading.

We did not attain target achievement goals for all subgroups of students in mathematics.

- Only 9.1% of all of our students met the AYP State Objective in mathematics.

Turning Point Academy is actively working to address the school's issues by utilizing our reading lab funded by Title 1 to assist with our Targeted Assistance students. We will also review our testing scores gathered from the MEAP, Michigan Merit Exam (MME), and Accelerated Reader (AR) program to provide the teachers the needed information to assist the student population to increase the test scores. By identifying the targeted students this allows us to maintain a small class size for our intervention group. TPA teachers have been trained in specific reading strategies/programs (differentiating instruction, thinking maps, Open Court, Six Traits of Writing) to provide additional support in those intervention groups in all grades K-12. Classroom teachers will provide additional support to the lowest quartile students based on individual need. Additional support staff (teacher consultants, reading coach, and music therapist) will assist in all classrooms to meet the AYP needs. Attendance will be closely monitored and parental support will be given to ensure that all students attend school daily.

Math-We have not made AYP for several years in the Day Treatment program. We have identified these students through testing results based on the Accelerated Math, MME and MEAP test scores and have held grade level meetings to discuss data with each classroom teacher to review individual student needs and discuss data driven strategies to be used in the classroom. These needs will be updated based on the results from test. Teachers also utilize state benchmark assessments and strand weakness as provided in group therapy to group students for remediation and reassessment. Teachers and support staff will utilize PD360 and other professional development opportunities.

Parent Involvement

Turning Point Academy will jointly develop a compact that outlines how all stakeholders will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state mandates and benchmarks. Additionally, parents/guardians you can become involved in the successful education of your son/daughter by helping them get S.M.A.R.T. - establishing goals, which are:

Specific – What, Why and How

Masurable - "If you can't measure it, you can't manage it." Help your son/daughter measure their progress, stay on track and reach their target dates.



Attainable - Help your son/daughter make the commitment to take the small steps to accomplish the goals they have set.

Realistic - Is it “do-able?”- Help your son/daughter understand that do-able does not mean easy. It means that they are able to push themselves to acquire the skills and knowledge necessary to meet their goals.

Timely – Help your son/daughter set a time limit. “Fixing to” or “getting ready to” - are not viable points in time. Whatever the goal may be – Graduation?! - Help your son/daughter establish the urgency to begin now – Take action. (Available online at <http://www.goal-setting-guide.com/goal-setting-tutorials/smart-goal-setting>)

State law requires that we also report additional information.

Process for Assigning Pupils to the School

During the 2011-2012 school year, Detroit Public Schools implemented the “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 web-site at:

http://detroitk12.org/resources/prospective_students/.

School Improvement Status

Year	School Improvement Status
2011-2012	No AYP ~ AYP Not Met
2010-2011	AYP Not Met ~ School Improvement (SES)



School Description:

Turning Point Academy is a day treatment program for severely emotionally impaired students in grades K-12 in the Wayne County eastern region area. The program focuses on shaping student behaviors to facilitate their return to neighborhood schools. Turning Point Academy is designed to foster growth and change in social and emotional behaviors to enhance each student's ability to function at both school and community.

Detroit Public Schools' Core Curriculum:

Consistent with the Detroit Public Schools Academic Plan for 2012-2013, 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 five (5) pillars of student achievement:

- I. Talent management,
- II. High quality teaching and learning,
- III. Rigorous, transparent and continuous improvement cycle,
- IV. Customer service approach to community and each other, and
- V. A secure, inclusive and dynamic culture.

An Executive Summary of the 2012-2013 Academic Action Plan, is available online at http://detroitk12.org/content/wp-content/uploads/2012/05/FINALAcademicPlanExecutive-Summary_2012.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.

A Summer Parent University is offered with 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 updates and semi-annual progress reports are also a means to disseminate information to parents and community.

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 web-site 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 Benchmark Assessment in Reading and Mathematics 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
- Annual Education Report



Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2011-2012	32	7.0%
2010-2011 (Corrected)	34	6.1%

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.

- 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 (and in some instances school open houses) 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 seven (7) instances, the calculated percentages are in excess of 100%. In each instance, each of these seven (7) schools is an elementary school or a Foundation for Early Learners School with 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.

Postsecondary Enrollments (Dual Enrollments):

2011-2012: None 2010-2011: None

College Equivalency Courses: NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

2011-2012: None 2010-2011: None



**Percentage of students receiving a score leading to college credit
(Scores from: ACT/SAT/AP)**

2011-2012: None 2010-2011: None

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

Sincerely,

Gary Taylor, Principal

