ENTERPRISE HIGH SCHOOL

2012/2013 Year in Review

VISION STATEMENT

- Warren Woods Enterprise High School ensures that every child will succeed – "Make it Happen - Together."

MISSION STATEMENT

- Warren Woods Enterprise High School is dedicated to providing a caring alternative learning environment that promotes student achievement.

BELIEFS STATEMENT

- We believe all children can learn. We believe students in an alternative environment learn best with a hands-on and creative curriculum. We believe in a challenging, integrated curriculum that prepares students to be successful in today's society.

District and School PLC Goals 2012/2013

A. Working with norms within all buildings and teams

B. Continuing to work on curriculum essentials using Curriculum Crafter

C. Working on creating common assessments given once per month (modeled after state assessments)

D. Common Assessment results have been shared at monthly DSAT meetings

E. Team Notes and Agendas have been completed and logged

F. Established building and team smart goals in conjunction with NCA/SIP goals and data

ENTERPRISE POINTS OF PRIDE

- Each classroom has clearly stated TWL statements and weekly schedules of lessons and assignments

ENTERPRISE POINTS OF PRIDE

- Continued the school wide initiative entitled "Life after Enterprise"

- College sign-up initiative for Macomb Community College

    a) 19 Enterprise students attended MCC Orientation
    b) 24 seniors are currently enrolled for the 2013 fall semester

ENTERPRISE POINTS OF PRIDE

College presentations hosted at Enterprise High School

- ITT Technical Institute
- Everest College
- The Art Institute
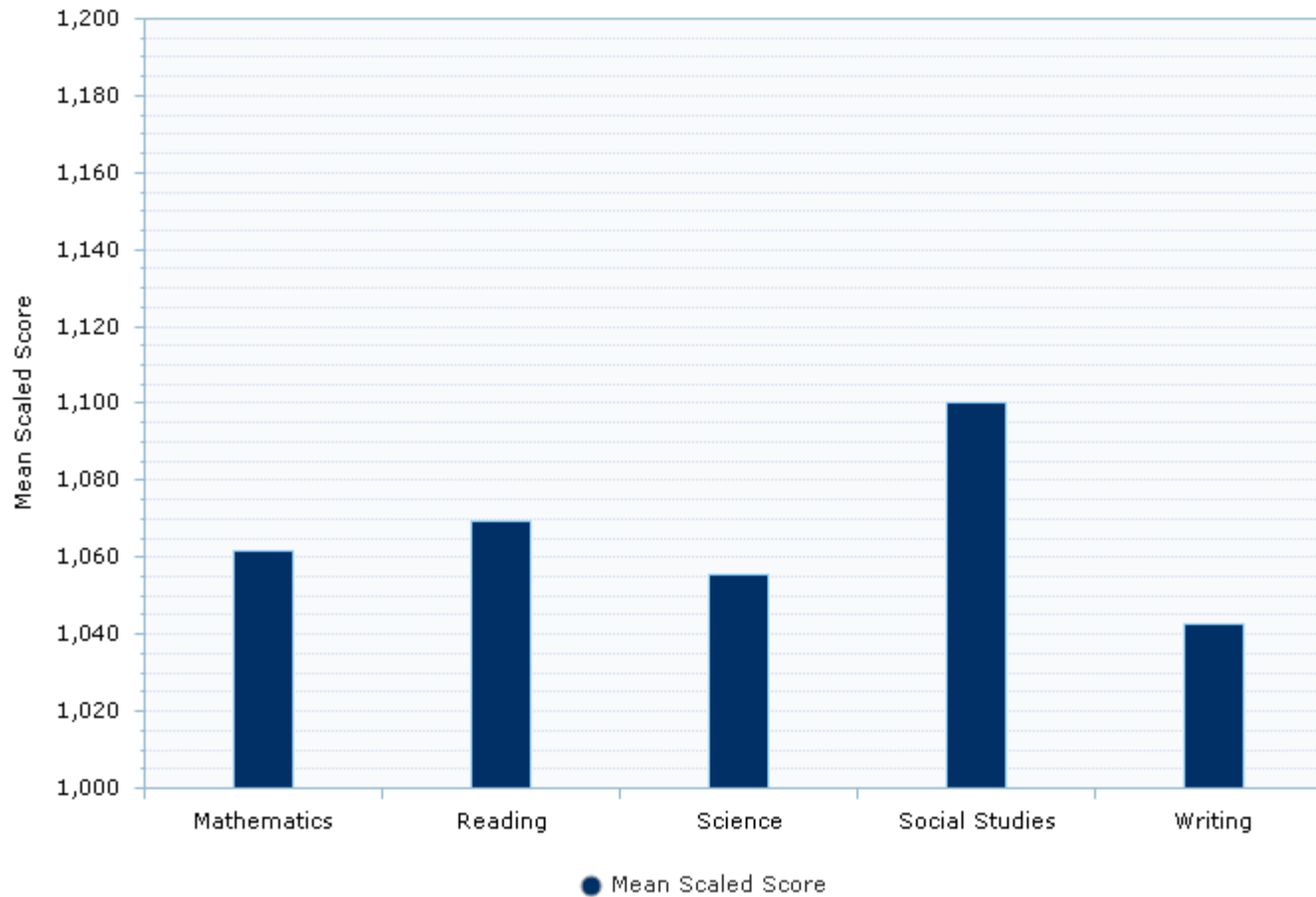- Military recruiters

ENTERPRISE POINTS OF PRIDE

- Staff has made over 2500 phone calls to parents and guardians since the start of the 2012 school year in an continued attempt to improve communication

- We have increased the number of phone calls by 500

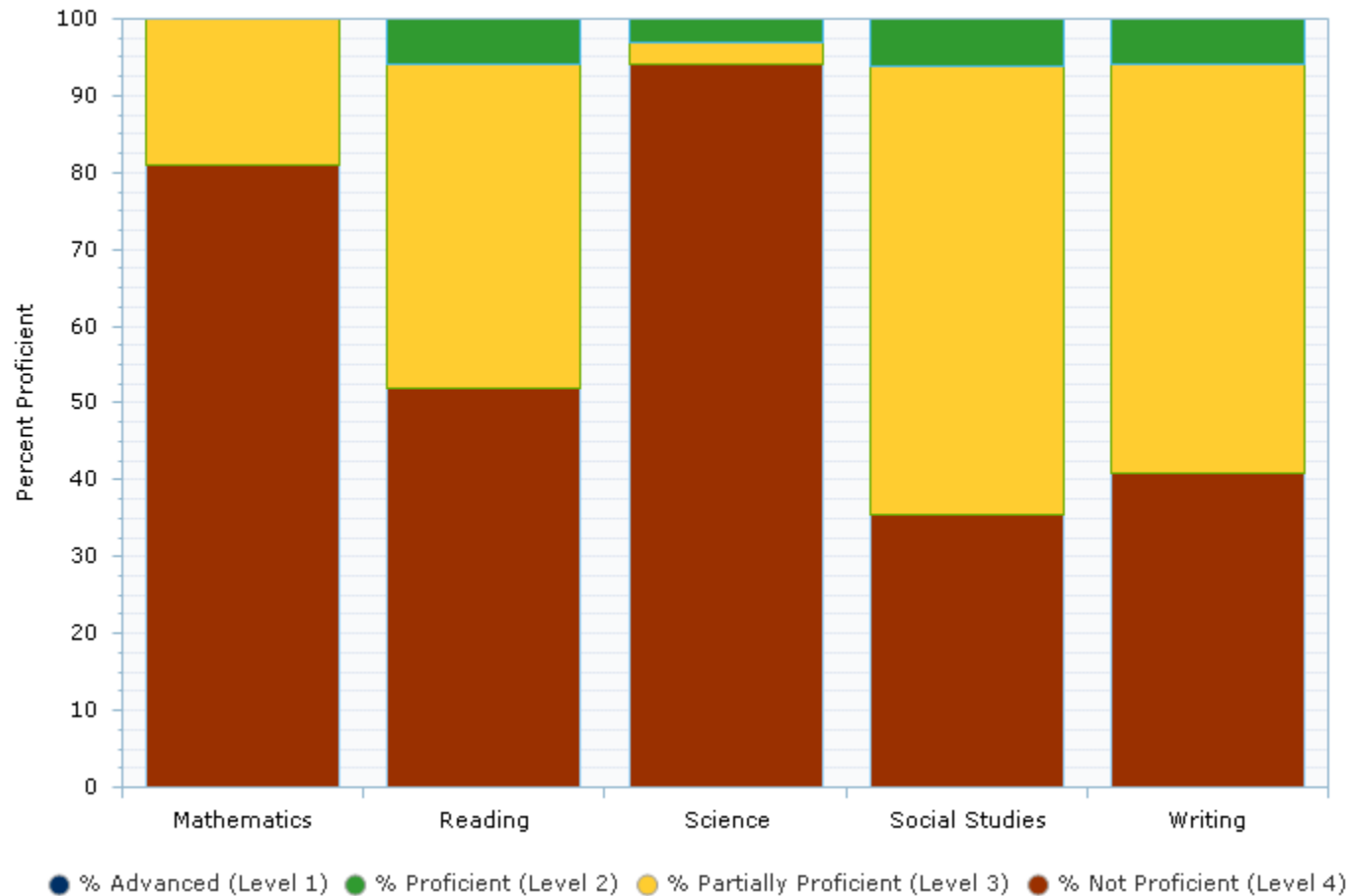# 2012-2013 TESTING RESULTS AND INTERVENTIONS/RESPONSES:

CURRENT EHS MME DATA:

CURRENT EHS MME DATA:

PREVIOUS EHS ACT DATA 2011-2012:

Percentage of Students Meeting ACT Benchmarks

● Met Benchmark ● Did Not Meet Benchmark

PREVIOUS EHS ACT DATA 2010-2011:

Percentage of Students Meeting ACT Benchmarks

● Met Benchmark   ● Did Not Meet Benchmark
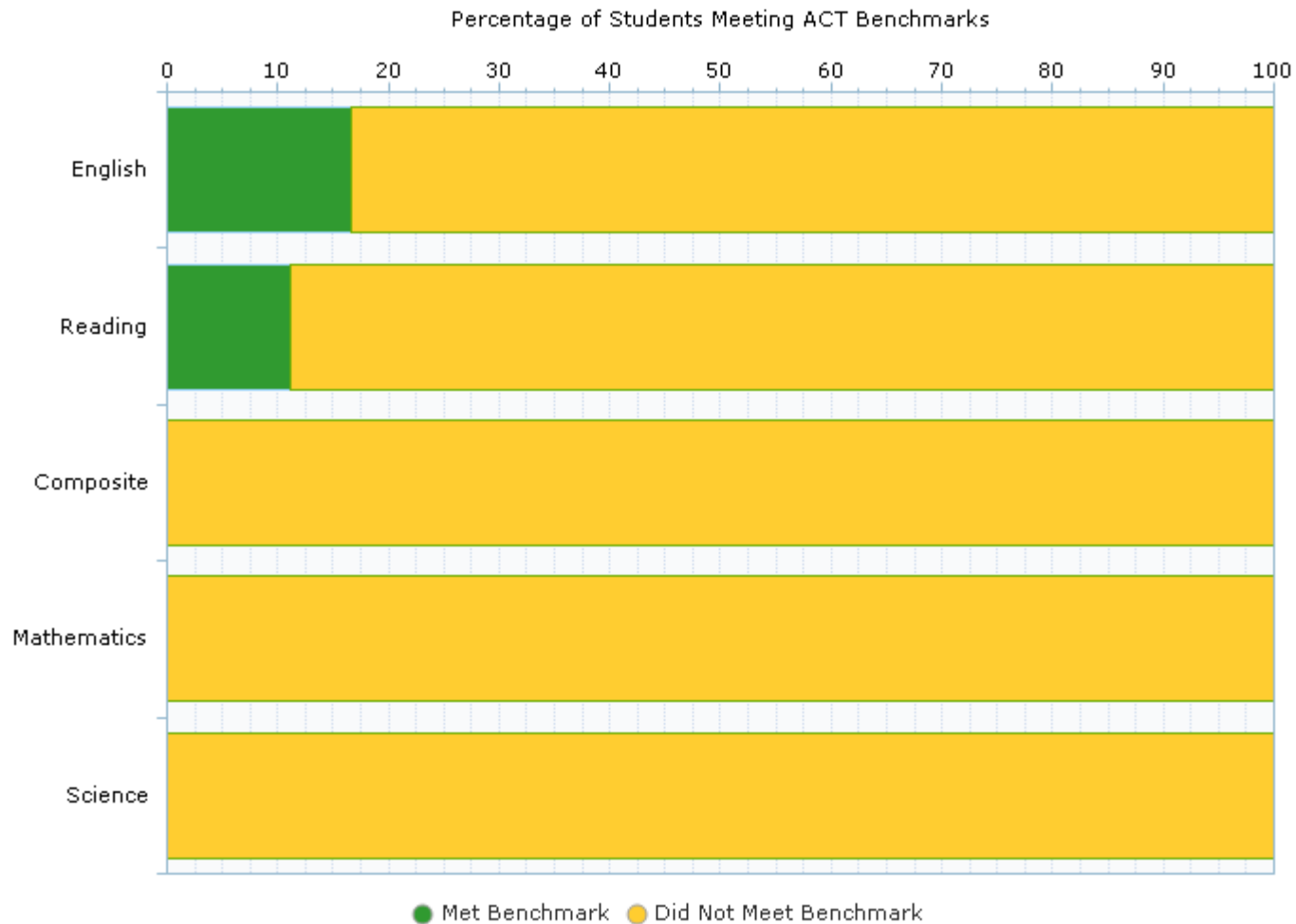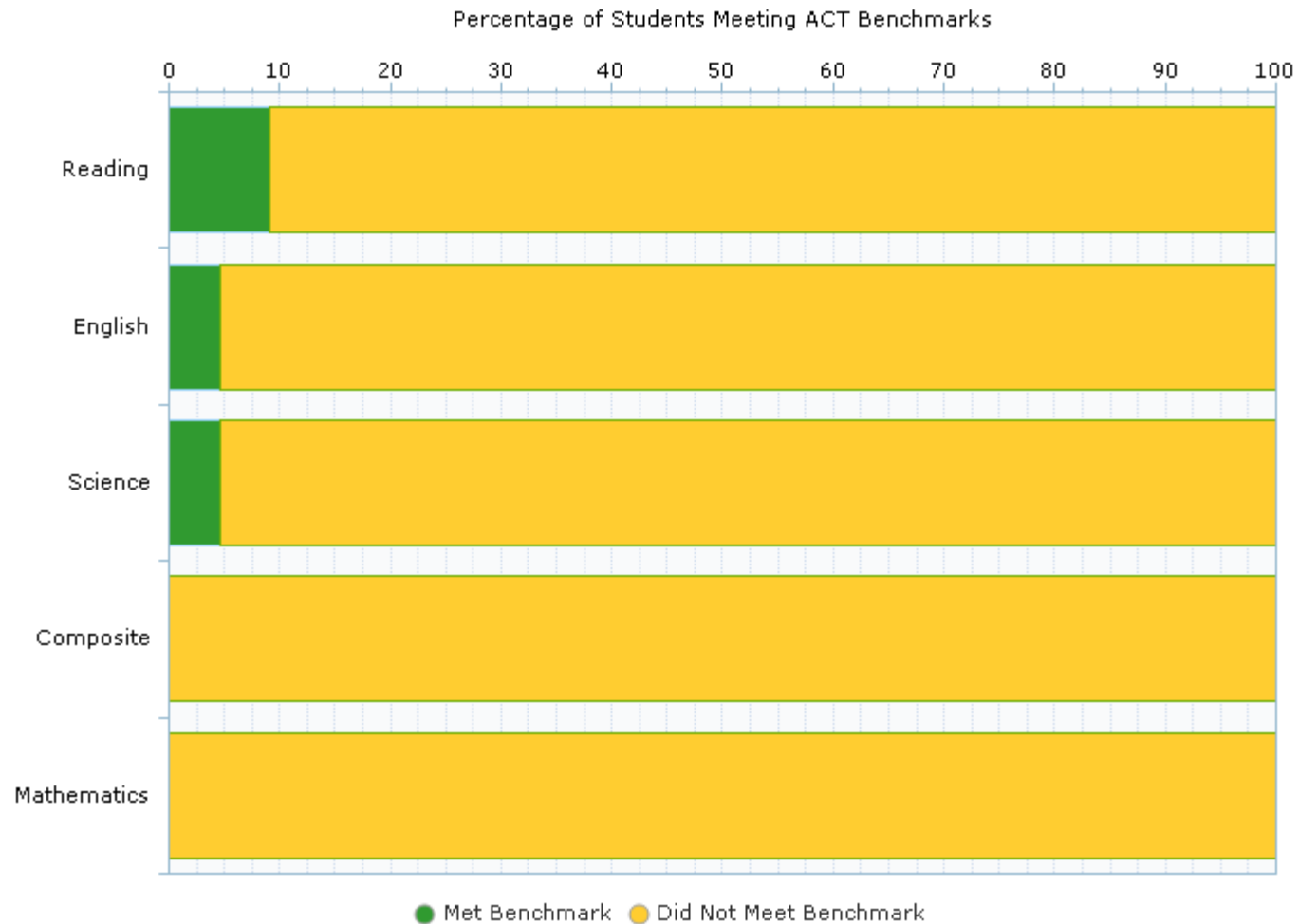
OTHER MEASUREMENTS OF ACHIEVEMENT:

- According to the American Educational Research Journal, school effectiveness can be measured via two related indicators: dropout rates, which indicate their percentage of students who quit before school completion, and graduation rates, which indicate the percentage of students who remain in school and earn a high school diploma.*

Test Scores, Dropout Rates, and Transfer Rates as Alternative Indicators of High School Performance, American Education Research Journal, Spring 2005, Vol 42, No. 1, pp. 3-42

EHS DROPOUT RATES (4TH YEAR COHORT)

● % Graduates ● % Dropouts ● % Off-Track Continuing ● % Other Completers
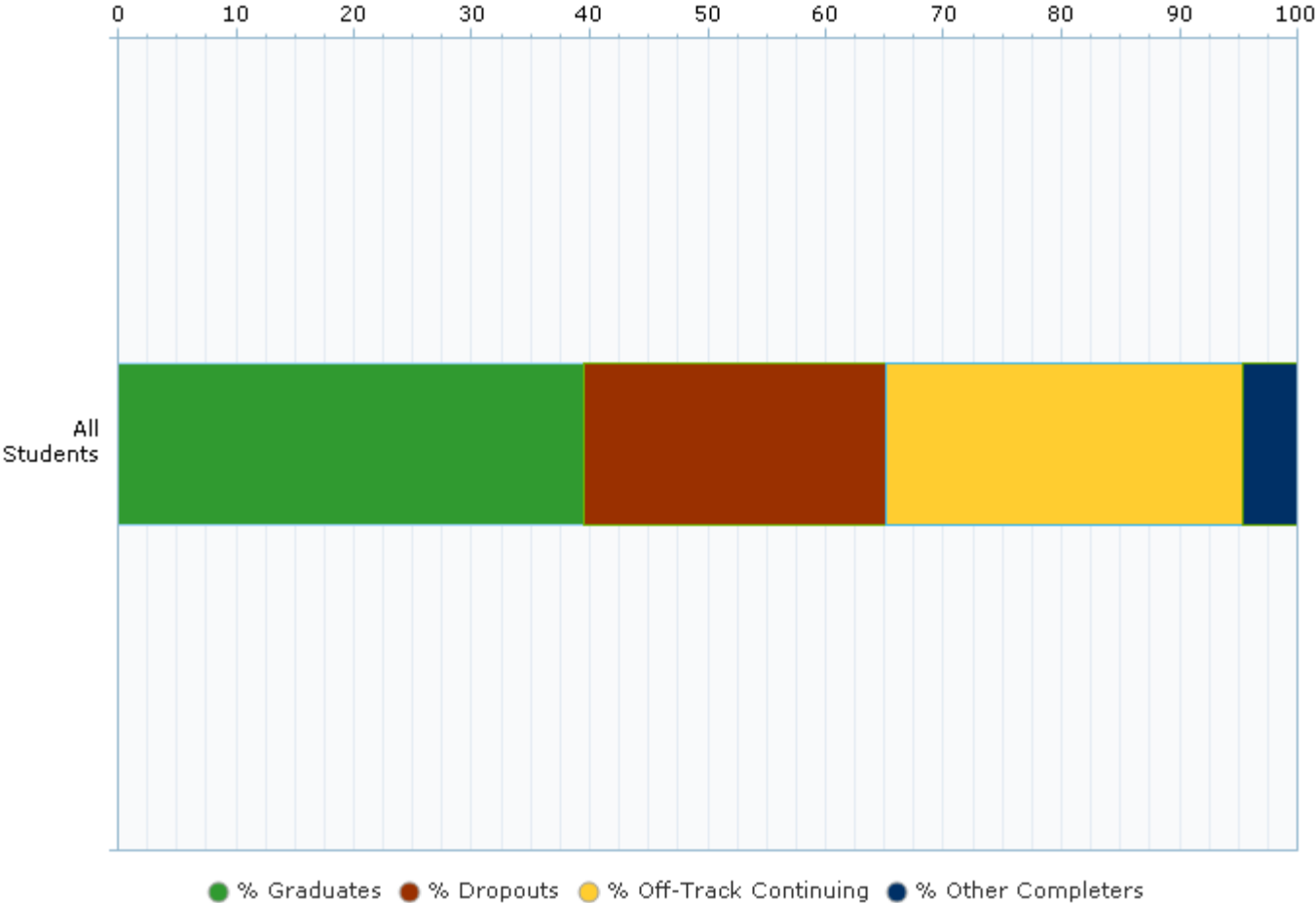
EHS Dropout Rates (5th Year Cohort)

Legend: ● % Graduates ● % Dropouts ● % Off-Track Continuing ● % Other Completers
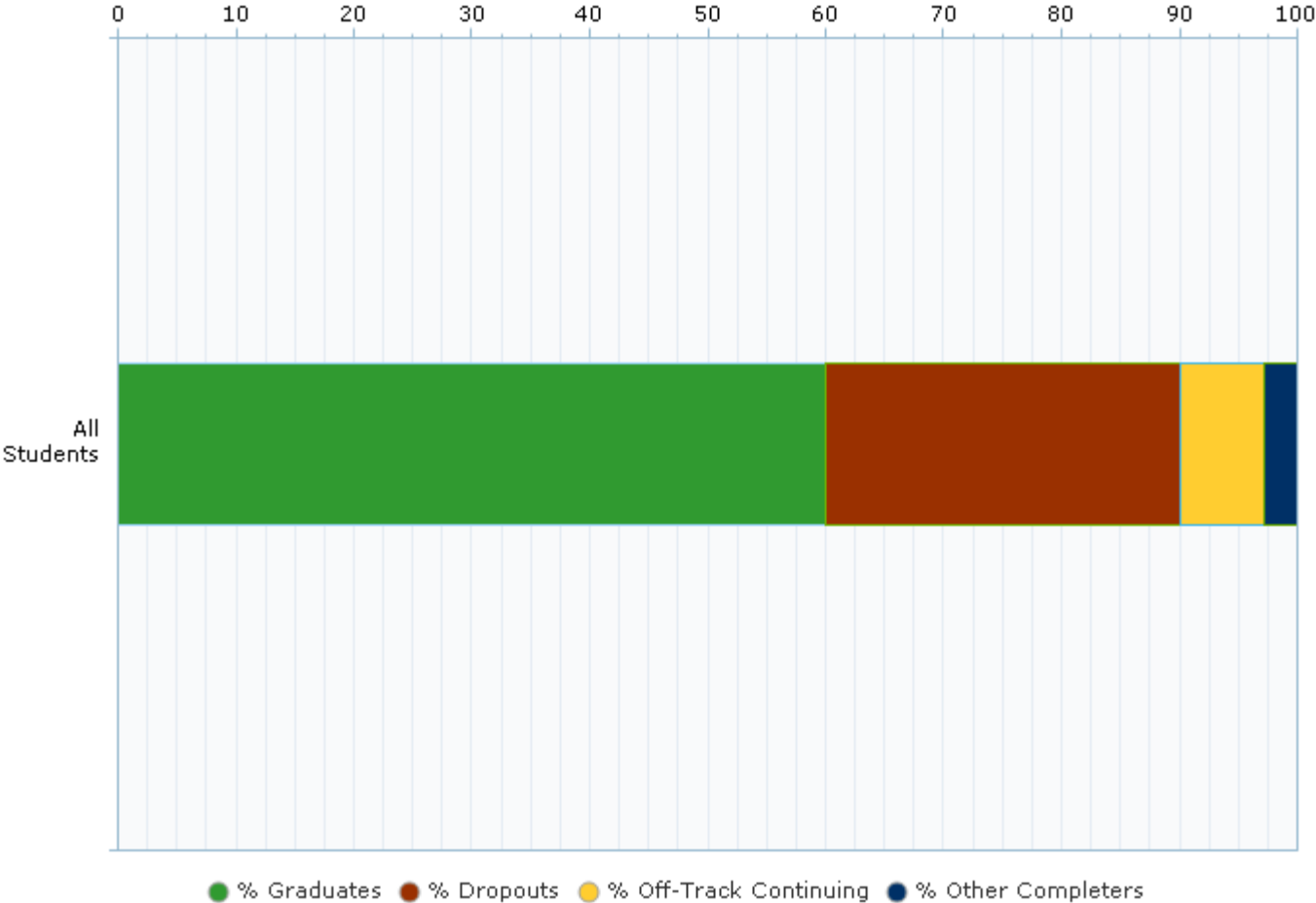
Dropout Prevention

The National Dropout Prevention Center/Network states the effectiveness of alternative schools in keeping students in school must focus on the following:

- 1. Reducing truancy
- 2. Improving attitudes toward school
- 3. Accumulating high school credits
- 4. Reducing behavior problems

Reducing Truancy

• At EHS, <u>constant communication</u> between faculty/staff and parents is implemented in order to retain students and reduce truancy.

• Staff/faculty consistently monitor absences. In response to attendance issues, <u>individualized student plans are created/implemented</u> in order to reduce truancy.

• These programs are <u>communicated effectively to all parents</u>. All parents are updated regularly to schedule changes, testing dates, and other important events.

ACCUMULATING HIGH SCHOOL CREDITS

- A main focus at EHS is accumulating and recovering high school credits.
  - After school programs and tutoring sessions have been implemented to support struggling students.
  - All EHS staff maintain records of individualized efforts with students.
  - E2020 classes offer students a wide range of credit recovery options.
  - Intervention programs such as the Instructional Waiver allow for individualized student instruction.

DROPOUT PREVENTION

- According to The National Dropout Prevention Center, EHS successfully implements the following to insure student retention:
  - A small student base not exceeding 250 students
  - A clearly **stated mission** and **discipline code**
  - A caring faculty with **continual staff development**
  - A school staff having high expectations for student achievement
  - A **flexible school schedule** with community involvement and support
  - A total commitment to have **each student** be a success.

THE ACHIEVEMENT GAP:

- "Today, the average black or Hispanic high school student currently achieves at about the same level as the average white student in the lowest quartile of white achievement. Black and Hispanic students are much more likely than white students to fall behind in school and drop out, and much less likely to graduate from high school, acquire a college or advanced degree, or earn a middle-class living."*

*According to the Education Commission of the States, sponsored by Pearson.

http://www.ecs.org/html/issue.asp?issueid=117&subissueID=303 2013

EHS: Closing the Achievement Gap

- In 2013 EHS had 40 total graduates.
    - 12 of these graduates were African American males
    - 3 of these graduates were African American females
    - 37% of our graduates were African Americans

- EHS Overall percentage of African American graduates rose 20 percent from 2012.

ENTERPRISE HIGH SCHOOL GOALS/INITIATIVES

RTI Intervention/Instructional Waiver

- Early release Fridays

  - Only students who have all worked completed are allowed to leave at 1:20pm
  - Other students are required to work on missing assignments or get extra instruction from teachers
  - The school has seen an increase in passing grades since the waiver has begun
  - The current plan for the 2013/2014 school year is to move the waiver to the middle of the day to increase intervention

ENTERPRISE HIGH SCHOOL GOALS/INITIATIVES

RTI Intervention/Instructional Waiver

- Passing rate in the 2011/2012 school year averaged 64%
- Passing rate for the 2012/2013 school year is currently at 68%

RTI Intervention/Instructional Waiver Form

Instructional Waiver 5/17/2013

File   Edit   View   Insert   Format   Data   Tools   Help   All changes saved in Drive

Student Name	Canty	Farmer	Fredlund	Hopman	Richards	Tanguay	Young
							e2020
							e2020
							e2020
			5th				e2020
				2nd			
		1,					e2020
			4th, 6th	2nd			3rd
							e2020
	3rd	4,		2nd	6th		
				6th			3rd
	3rd						e2020
	3rd						
	2nd						e2020
		3,	7th		5th		e2020

Overall Passing Grades - All Courses - 2012-2013			
First Quarter	Second Quarter	Third Quarter	Fourth Quarter
450	411	378	384
Overall Failing Grades - All Courses - 2012 - 2013			
182	245	159	179
Percentage Pass/Fail Ratio			
71 % passing rate	63% passing rate	70% passing rate	68% passing rate

Enterprise High School Goals/Initiatives

- Continued testing on Data Director/Common Assessments to collect data

  - All Quarter Exams are on Data Director
    - Many teachers have chapter and unit exams uploaded as well
  - Common Assessments with WWT are being used

ENTERPRISE HIGH SCHOOL GOALS/INITIATIVES

- After-school tutoring

  - Ms. Kurmas works with students on missing assignments and make-up work

    - The program has allowed seniors extra time to work on E2020 classes
    - Ms. Kurmas provides one-on-one instruction for students who need extra help and guidance
    - Through the program, Ms. Kurmas has logged 120 hours of additional instruction and work time for students **after** the school day has ended
    - Currently to date, Ms. Kurmas averages nine students per day in the after school program

ENTERPRISE HIGH SCHOOL GOALS/INITIATIVES

- FAME

  - **F.A.M.E.: Formative Assessment Michigan Educators**: Ten Secondary education teachers meet once every month and is a three year program that is aligned with Michigan State University. Warren Woods has several F.A.M.E. teachers consisting of various learning levels.

  - The Formative Assessment Process relies on teacher and student use of assessments that have formative features and are linked to core standards. Implementation of these assessments must include alignment to standards, formative assessment strategies and tools for students, and planned mechanisms for teacher feedback.

  - F.A.M.E. Process: Define learning targets, plan lessons with intentional formative assessment, teach lesson and use formative strategy, and finally use evidence from strategy to give feedback (intervention/success). This process is ongoing and continually relies on feedback/communication between student and teacher.

Enterprise High School Goals/Initiatives

- All students were given a pre-enrollment test at the start of the school year
  - Data results were housed in Data Director
  - Results were used for creating questions for "ACT Tuesdays"
- Students were given monthly reading assessments to track literacy and comprehension
- Students competed for highest NWEA scores
  - Winning students were given a pizza and movie party

ENTERPRISE HIGH SCHOOL GOALS/INITIATIVES

- Students were given the Decommissioned ACT (D-ACT) in the fall
  - D-ACT was housed on Data Director and given to help students prepare for ACT testing the following March
  - Students were given an individual results report which showed composite score, their answers and the correct answers
  - Letters, as well as the individual results report, were mailed home
  - Students were able to see their D-ACT score and focus on areas that needed improvement
  - There was also ACT preparation tutoring provided after school

ENTERPRISE HIGH SCHOOL GOALS/INITIATIVES

- D-ACT Individual Results Report
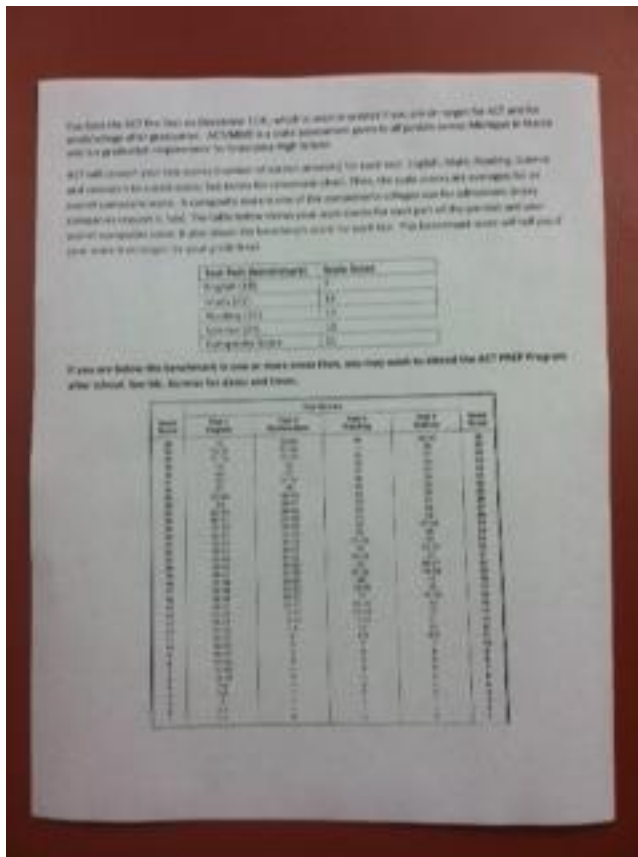
GRADUATING CLASS OF 2013

- Enterprise High School will be graduating 40 dedicated students this June