

# Franklin High School

<http://franklin.livoniaschools.org>



## 2019-2020 Annual Education Report



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Livonia, MI 48150  
734-744-2655

Andrew Pesci, Principal



January 29, 2020

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key about the continuous improvement goals and educational progress of Franklin High School students based on 2018-19 assessment results. The AER addresses the complex reporting information required by federal law and some requirements of 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 me, Andrew Pesci, Principal of Franklin High School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://franklin.livoniapublicschools.org> or you may review a copy in the main office of our school.

For the 2018-2019 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA) based on their 2018-19 State Testing Results. A Target Support and Improvement (TSI) school is one that has at least one underperforming student group. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has been identified as a Targeted Support and Improvement school.

The AER has two major sections to it that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education and is required to be presented in MDE format.

Our ongoing challenge as a school is to have all student perform at higher academic levels, including our low-achieving students, our minority populations, and those with learning disabilities. This school year our School Improvement Goals focus on the following:

- increasing our students' academic achievement in reading, writing, and math.
- creating positive teacher/student relationships.
- working collaboratively in Professional Learning Communities to work toward providing our students a guaranteed and viable curriculum.

These strategies positively benefit our subgroups as well as our entire student population.

Our school improvement efforts have multiple avenues and levels of attack:

- We have expanded our targeted support for our at-risk population, which includes our students who are reading below grade or who struggle emotionally and academically. Using data and teacher recommendations, we are assigning our 9<sup>th</sup> and 10<sup>th</sup> grade students who are reading

below grade level with ELA teachers who are trained in providing these students with daily reading support. Students enrolled in these classes demonstrate their progress by taking iReady Reading Assessments. To better support our 9<sup>th</sup> grade students who need more social and emotional support, we work closely with these students in our Transitions I course. The general educators who work closely with these students also team up with our Student Assistant Provider, our Guidance Counselors, and senior mentors to help these students better manage the daily struggles they may face. Students who are enrolled in our Academic Success Skills class have an opportunity to relearn course to recover course credit. Students who receive Special Education services may receive a Study Skills class as an additional support.

- Each core department has developed content-specific strategies to support student learning.
- In the past, we have met as departmental groups to analyze student data. This year, we are in the beginning to implement the Professional Learning Community process to ensure all students are learning to their fullest potential.
- In line with the district's climate goal, we continue to put a greater emphasis on understanding our students as individuals with unique needs.

State law requires that we also report additional information as found on the following pages.

Our partnership with parents and our collaborative efforts among staff helps our students take academic risks as they continue to successfully meet lifelong challenges.

Sincerely,

Andrew Pesci  
Principal

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:(734)744-2501) . The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:(734)744-2524).

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## **MISSION STATEMENT**

The mission of Franklin High School is to ensure all students receive an authentic, engaging, and relevant education that prepares them to successfully meet lifelong challenges.

## **VISION STATEMENT**

Our shared vision is to provide a safe and supportive environment where we develop positive connections with our students. We will ensure all students have an ongoing opportunity to learn accountability for their education and become involved in the community, as they strive to achieve their greatest academic, emotional, social, and civic potential.

## **SCHOOL PROFILE**

Franklin High School has long served as a cultural and learning center for both the Livonia and Westland communities. Our doors first opened in 1962 and we celebrated our first graduating class in 1964. During the past fifty-plus years, over 26,000 students and hundreds of staff members have connected to provide a rich and vibrant history.

Franklin High School is a comprehensive high school that services students in grades nine through twelve. Our pupil enrollment is approximately 1450 and there are over 100 faculty members. Our total staff numbers over 120. We operate on a traditional school schedule of six class periods that meet every day. The student daily schedule currently runs from 7:25 a.m. to 2:20 p.m. There are also a few limited opportunities for students to take an optional seventh period class.

The strength of Franklin High School rests within the people that make up the Franklin community. We have a highly competent, caring, and professional staff and our students earn all types of academic, athletic, artistic, and leadership awards. In 2009, Franklin High School earned the prestigious status as an International Baccalaureate World School. Co-curricular programs play a significant role in our educational experience. Also counted among our strengths are the commitment and dedication of our wonderfully supportive community.

Approximately 85% of our students are classified racially as white and 35% of our students are economically disadvantaged. Last year, 80% of our students attended either a two or four year college or university, 15% of our students attended a program that offered technical training and 5% enlisted in the armed forces.

## **GRADUATION REQUIREMENTS**

The Board of Education has established a specific core curriculum that requires 23 units in grades 9-12.

### Graduation Requirements for Classes 2016 and Beyond:

4.0 units in language arts; 4.0 units in mathematics; 3.0 units in science; 3.0 units in social studies; 1.0 unit in physical education and health; 1.0 unit in visual performing and/or applied arts; 2.0 units in World Language; 20 hours of online experience provided in core courses; 7.0 units in electives.

***State law requires that we report the following additional information.***

## **ASSIGNING PUPILS TO THE SCHOOL**

The Livonia Public Schools District is a closed school district and does not accept students outside of its designated geographical boundaries. Students are assigned to Franklin High School based upon their residency within the District boundaries. Those school boundaries are determined by the Board of Education. Transfers from within the school district must be approved through central office authorities.

## **SCHOOL IMPROVEMENT**

School Improvement is a process in which stakeholders work cooperatively to improve student achievement. The process relies on staff, parents, and students participating in collaborative decision making regarding formulating and implementing achievement goals. The goals are determined through

analysis of student achievement data and survey information. Action plans using researched-based strategies and activities are developed for each improvement goal and progress toward the achievement of those goals is documented annually.

Our goals for the 2019-20 school year are described below:

1. Increase the percentage of students scoring at or above the established proficiency standard on the state assessment in all areas.
2. Reduce the failure rate in our school in each course.
3. Increase by at least 20% the number of students earning credit in AP, IB, or capstone courses.

Our goals for the 2018-19 school year are described below:

1. All students will either move toward or reach proficiency in reading.
2. All students will either move toward or reach proficiency in writing.
3. All students will either move toward or reach proficiency in mathematical fluency.
4. Allowing students to redo assignments and retake assessments in order to ensure all students are learning. Currently, we have departmental commitments in regards to this initiative as we work toward more clearly defining this policy.
5. Creating a positive culture with staff and students to further improve the overall building climate.

Our goals for the 2017-18 school year are described below:

1. All students at Franklin High School will become proficient in mathematical literacy.
2. All students at Franklin High School will become proficient readers.
3. All students at Franklin High School will become proficient writers.

The Livonia Public Schools School District earned District Level accreditation through AdvancED. Through the district accreditation process, Franklin High School also received AdvancED accreditation. The AdvancED accreditation process supports and validates district and school-level improvement efforts.

## **SPECIALIZED SCHOOLS OR PROGRAMS**

In addition to the regular 9-12 program, our high school students may be enrolled in the Career Intern Program; CTE courses at the Livonia Career Technical Center; International Baccalaureate (IB) program at Franklin; Mathematics, Science and Computer (MSC) program at Churchill; Creative and Performing Arts (CAPA) program at Churchill; Global Education program at Stevenson; the special education, pre-vocational and vocational education program for students with disabilities at Franklin and Churchill; and our post high school program Western Wayne Skill Center at Garfield Community School and the Livonia Transition Program (LTP) at Schoolcraft College. Other special education programs for high school students are available in western Wayne County for our students with disabilities based upon their individual needs. Specific information about these programs is available on the district Web site at [www.livoniapublicschools.org](http://www.livoniapublicschools.org).

## **CORE CURRICULUM**

The core curriculum at Franklin High School provides learning experiences in art, business, computer instruction, family life, world language, health, industrial technology, all areas of language arts (reading, writing, speaking, listening), mathematics, physical education, science, social studies, vocal and instrumental music, vocational education, and career and educational planning.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society.

As a result of a sound K-12 education based on well-defined educational outcomes, a Livonia Public School graduate will:

- Respect self, others, and the environment
- Communicate effectively
- Know how to learn and work productively
- Acquire and process information
- Use critical and creative thinking to make decisions and solve problems
- Work and participate independently and cooperatively
- Acquire a core of understandings and competencies within the content areas

A copy of the core curriculum may be obtained from the district's Academic Services Department.

## ENROLLMENT IN AP/COLLEGE LEVEL COURSES

During the 2018-2019 school year, 206 students were enrolled in 12 different Advanced Placement (AP) courses taught at Franklin High School. This is 14.2% of the building enrollment.

The following chart shows two years of data at the school and state levels. Listed are the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher (demonstrated college-level achievement through AP courses and exams).

<b>AP EXAMS</b>				
	<b>Franklin</b>		<b>State</b>	
	<b>2018-2019</b>	<b>2017-1018</b>	<b>2018-2019</b>	<b>2017-2018</b>
Total AP Students Testing	206	219	65,327	66,317
Number of Exams	309	374	110,149	110,817
AP Students with Scores 3+	175	132	70,939	43,002
% of Total AP Students with Scores 3+	85%	60.3%	64.4%	64.98%

The following chart shows the number of students enrolled in post-secondary courses in local colleges as well as the percentage as related to the total building enrollment tables.

<b>DUAL ENROLLMENTS</b>		
<b>Franklin</b>	<b>Post-Secondary (Dual Enrollment)</b>	<b>% Post-Secondary (Dual Enrollment)</b>
<b>2018-2019</b>	54	3.8%
<b>2017-2018</b>	26	1.8%

<b>INTERNATIONAL BACCALAUREATE (IB) Eleventh and Twelfth Grade Students</b>				
<b>Franklin</b>	<b>Number of IB Courses Offered</b>	<b>Number of Students Enrolled in IB Courses</b>	<b>% of Students Enrolled in IB Courses</b>	<b>Number of Students Graduating with IB Diploma</b>
<b>2018-2019</b>	12	26	2.0%	6
<b>2017-2018</b>	8	26	4.0%	5

### **PARENT TEACHER CONFERENCES**

Parent/Teacher conferences provide a wonderful opportunity for parents to have a short, personal conference session with their child's teachers. Two conference dates are designated during the school year with the first semester session usually held in October and second semester session usually held in March. We strongly encourage parents to attend these opportunities to consult with our faculty. Our percentage of students represented by their parent(s) at Parent/Teacher conferences over the last three years is outlined below:

Fall 2019: 495 students or 34.7% of our students were represented.

Fall 2018: 449 students or 30.9% of our students were represented.

Spring 2019: 279 students or 19.5% of our students were represented.

Fall 2017: 735 students or 50% of our students were represented.

Spring 2018: 395 students or 27% of our students were represented.

## **PARENT INVOLVEMENT**

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

# **BOARD POLICY**

**IDD**

**INSTRUCTIONAL PROGRAM  
PARENT INVOLVEMENT**

**JUNE 20, 2011  
Reviewed 5/2014**

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

## DATA FROM THE MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

### **Student Assessment Data**

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This section of the report presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7 and 11, compared to state averages for all students as well as subgroups of students.

### **Accountability – Detail Data and Status**

The accountability portion of the AER includes assessment proficiency and participation rates graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

### **Teacher Qualification Data**

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

### **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.

### **Civil Rights Data**

- Provides information on school quality, climate and safety.

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The link <http://bit.ly/2H8uNI5> will take you to the reports provided by the Michigan Department of Education for Franklin High School.