

William J. Beckham Academy

9860 Park Drive
Detroit, Michigan 48213-7102

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 William J. Beckham 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 Philip Vanhooks, Principal at (313) 852-8500 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/school/136/>. You may also review 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.

For 2011-2012, William J. Beckham Academy is a priority school. We did not make Adequate Yearly Progress (AYP) because the school's performance is in the bottom 5% of the State based on student achievement, achievement gaps and student growth over time in the tested subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested).

We did not meet the 90% attendance rate goal.

- Attendance Rate for All Students 65.3%; Black 65.3%; Economically Disadvantaged 65.3%.

We did not test 95% of our students.

- Only 80.6% of Students with Disabilities were assessed in English Language Arts and mathematics.

We did not attain target achievement goals for all subgroups of students in English Language Arts.

- Only 44.7% All Students; 45.2% Black; 11.9% Students with Disabilities and 44.2% of our Economically Disadvantaged students met the AYP State Objective in reading.

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

- Only 13.1% All Students; 13.2% Black and 12.9% of our Economically Disadvantaged students met the AYP State Objective in mathematics.

We are actively working to address the school issues by continuing to work aggressively to improve in the areas of daily attendance, reading, math, and science proficiency. We will continue to work with attendance officers and parents to enhance our daily attendance. Students who are in attendance, on time daily, will be a part of our HOTS (Here on Time) program and rewarded monthly. After a student is absent three (3) consecutive days without a doctor's excuse, the attendance officers will be notified and complete an attendance check. To ensure we reach our academic goals, all staff will participate in on-going professional development trainings and use student data to develop and implement an individual plan for every student they service. Staff will work in Grade Cluster Professional Learning Communities (PLC) to review and analyze data, create pre and post assessments, and discuss instructional strategies including Response to Intervention (RTI) that will be used to support student learning. Teachers will have a standardized homework and lesson planning process utilizing Madeline Hunter's Instructional Theory into Practice (ITIP) method. Project based learning will be implemented for Grades 2-5. This model is learner centered, teaches mastery of Grade Level Content Expectations, focuses on higher-order skills, and is taught throughout the entire school year. Students' progress will be monitored using a variety of assessment tools. Teachers will differentiate instructional strategies based on progress on class assignments and assessment reports. William J. Beckham Academy is actively leading efforts in the farm to school process bringing locally grown food to our school meals. Beginning this school year, we are implementing evidence based practice, Aquaponics in urban gardening and agriculture. To allow the richest learning experience and increase AYP, all academic reform models and strategies implemented will be fully supported and reinforced through the performing arts program at William J. Beckham Academy.

Parent Involvement

Parents/guardians you can become involved in the successful education of your child(ren) by:

- Making sure that your child is in school every day possible!
 - Make sure they arrive;
 - On time!
 - On task!
 - Ready to learn!



Parent Involvement: (Continued)

Establish a daily family routine with scheduled homework time.

- Designate a time and place for your child to do homework.
- Make sure all assignments are completed and promptly returned when due.
- Spend 45 minutes per day listening to national public radio.

Be aware of tests and project schedules

- Make sure your child has access to a computer and the Internet
- Partner with your child's teacher, stay informed about your child(ren)'s progress at school.
- Participate on local school committees
- Use the technology portal for parents to view daily lessons, monitor their child(ren)'s progress and to communicate with teachers.

Use TV wisely

- Academic Achievement drops for children who watch more than 10 hours a week.
- Limit the amount of time spent watching TV
- Select educational programs
- Watch and discuss shows with your child(ren). This will help children understand how stories are structured.

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	AYP Not Met ~ Priority
2010-2011	AYP Not Met ~ Restructuring - Extended Implementation

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.



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 are 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 the 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 William J. Beckham 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	446	40.6%
2010-2011 (Corrected)	274	20.0%

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.

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

Sincerely,

Philip Vanhooks, Principal

