

West Side Academy Alt. Ed

4701 McKinley

Detroit, Michigan 48208-1005

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 West Side Academy Alt. Ed. 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 Andrea Ford-Ayler, Principal at (313) 456-8000 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/269/>. 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, West Side Academy Alt. Ed did not make Adequate Yearly Progress (AYP) because:

We did not meet the 80% graduation rate goal.

- 4-Year Graduation Rate: All Students 43.18%.
- 5-Year Graduation Rate: All Students 63.19%.
- 4-Year Graduation Rate: All Students 65.58%.

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

- Only 5.2% 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.

- 0 % of all of our students met the AYP State Objective in mathematics.

West Side Academy Alt. Ed is actively working to address the school's issues by implementing the following school-wide initiatives:

- Identify students who are “at risk” of failing to meet the state’s standard will be enrolled into our 21st Century Reading Intervention lab.
- Identify students who are “at risk” of failing to meet the state’s standards in Mathematics will be enrolled into our Carnegie Algebra Prep Lab.
- A Summer Transition Program will be available for all incoming 9th grade students.
- All 9th grade students will participate in the EXPLORE Assessment Program in preparation for the 11th grade state assessment.
- All 10th grade students will participate in the PLAN Assessment Program in preparation for the 11th grade ACT.
- All 11th grade students will participate in the Cambridge ACT Preparation course.
- Some core teachers and some elective teachers will have access to the use of SMARTboard technology to increase student engagement.
- A school-wide reading hour will be embedded into the master schedule.
- Incorporate the Close and Critical Reading Process in all classes.
- All course periods will be increased from 55 to 65 minutes to ensure effective content delivery and increased learning time.
- Use of Mathematics, Reading and Process Writing coaches to provide teacher- support to ensure model lesson delivery.
- One-on-to one tutorial session for identified students.
- Increased opportunities for parent involvement and engagement in our instructional program.
- Each 11th grade student will be assigned an in-school teacher-mentor to support his or her successful passage to senior status.

Parent Involvement

It is our belief that parent involvement at home, school and in the community directly impacts each student’s academic and social achievement. To this end, we will provide support for our parents by ensuring that they understand the importance of and have the skills to support their student’s learning. The onset of each school-year, during the month of October, we will conduct an Annual



Parent Involvement (Continued):

Title I meeting. The purpose of this meeting will be to explain our Title I program to parents. We will also use this time to introduce our aligned curriculum as well as our process for assessing student achievement. Time will also be taken to explain the results of our students' participation in the state assessment program. All of this information will be presented in a language that all parents can understand.

Finally, we understand that helping parents to be actively engaged in the educational process of our students requires a commitment of support from our entire administrative and instructional team.

Therefore, all teachers and other support staff will have an opportunity to participate in professional development that supports their ability to better support parent involvement and quality parent engagement.

In addition, the following strategies will be shared with parents in an effort to ensure their support of the academic program offered by West Side Academy:

10 Parent Involvement Strategies

1. Get involved with both the academic and social activities that take place at our school.
2. Use your voice to both advocate for your child and to support your child's teachers.
3. Encourage your child to study daily even if homework has not been assigned.
4. Be curious, ask questions about anything that you see going on in your child's life or of which you are not sure.
5. Make sure that your child gets to school daily and on time prepared to learn.
6. Remind your student daily to follow the "Code of Conduct."
7. Encourage your child to prepare for school the night before.
8. Encourage your child to read for at least 20 minutes daily.
9. Plan, plan, plan to prepare your child for college.
10. Strive for excellence and accept nothing less!



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	No AYP~ AYP Not Met

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 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 West Side Academy Alt. Ed 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	960	31.1%
2010-2011 (Corrected)	1027	27.4%

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



Parent-Teacher Conferences (Interactions) (Continued):

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,

Andrea Ford-Ayler, Principal

