



DETROIT PUBLIC SCHOOLS

Western International High School

1500 Scotten Street
Detroit, Michigan 48209-2139

Annual Education Report (AER) Cover Letter (2012-2013)

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2012-2013 educational progress for the Western International High School. The AER addresses the complex reporting information required by Federal and 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 Rodolfo Diaz, Principal at (313) 849-4758 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/584/>. You may also view 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.

The State has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the State. Our school has not been given one of these labels.

The key challenges for our school are as follows:

We did not meet the 80% graduation rate goal.

- 4-Year Cohort Graduation Rate is 54.29% for the Students with Disabilities subgroup.

We did not meet the 80% graduation rate goal (Continued).

- 5-Year Cohort Graduation Rate is 60.00% for the Students with Disabilities subgroup.
- 6-Year Cohort Graduation Rate is 72.50% for the Students with Disabilities subgroup.

We did not test 95% of our students.

- Only 77.51% of the All Students; 72.50% of the African American; 79.91% of the Hispanic; 75.94% of the Economically Disadvantaged; 82.35% of the English Language Learners and 73.91% of the Students with Disabilities subgroups were assessed in reading.
- Only 74.26% of the All Students; 67.50% of the African American; 76.86% of the Hispanic; 72.17% of the Economically Disadvantaged; 79.19% of the English Language Learners and 73.91% of the Students with Disabilities subgroups were assessed in mathematics.
- Only 76.63% of the All Students; 70.00% of the African American; 79.04% of the Hispanic; 75.00% of the Economically Disadvantaged; 81.45% of the English Language Learners and 76.09% of the Students with Disabilities subgroups were assessed in science.
- Only 81.01% of the All Students; 77.22% of the African American; 82.97% of the Hispanic; 79.62% of the Economically Disadvantaged; 85.52% of the English Language Learners and 77.78% of the Students with Disabilities subgroups were assessed in writing.
- Only 82.34% of the All Students; 76.64% of the African American; 84.36% of the Hispanic; 75.00% of the White; 82.98% of the Economically Disadvantaged; 86.35% of the English Language Learners and 74.00% of the Students with Disabilities subgroups were assessed in social studies.

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

- Only 0.0% of the All Students subgroup met the Differentiated target for reading.

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

- Only 0.0% of the All Students subgroup met the Differentiated target for writing.

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

- Only 8.62% of the Bottom 30% and 8.33% of the African American subgroups met the Differentiated target for mathematics.

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

- Only 5.08% of the Bottom 30% and 5.26% of the African American subgroups met the Differentiated target for science.

We did not attain Differentiated target achievement goals for all subgroups of students in social studies.

- Only 0.0% of the All Students subgroup met the Differentiated target for social studies.

We are actively working to address our Michigan School Scorecard issues, accelerate student achievement and close persistent gaps in achievement by implementing the goals and strategies of its SIG Turnaround Plan. We will begin by “targeting the development of a master education plan for 21st century teaching and learning where all students will have the support they need to engage in more rigorous academics and a wider variety of extracurricular offerings such as: Advanced Placement, honor programs and other college courses are available to every high school student. To that end, the staff will focus on defining grade-level expectations, making clear what students need to learn in English Language Arts, math, social studies and science, including second language students and students in special education. Plans will be developed for parental involvement and a safe and secure learning environment for Western students, parents, staff, and community. This is needed as a way to support systematic change with the model selected.”

Parent Involvement

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

School Improvement Status

Year	School Improvement Status
2012-2013	No Status
2011-2012	No AYP ~ AYP Not Met

Detroit Public Schools’ Core Curriculum:

Consistent with the Detroit Public Schools 2013-2017 Strategic Plan, 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 strategic plan to:

- I. Broaden Services to Address Student Needs
- II. Support Parents and Families
- III. Offer Broad/High Quality Programs
- IV. Improve Customer Service
- V. Create Safe Learning Environments
- VI. Transform Central and School based services to serve customers better
- VII. Improve Technology
- VIII. Minimize the Impacts of Change
- IX. Foster School-Based Leadership
- X. Celebrate and Promote Success
- XI. Ensure Fiscal Stability
- XII. Improve Attendance and Discipline

The "Neighborhood-Centered, Quality Schools," Strategic Plan, is available online at http://detroitk12.org/content/wp-content/uploads/2013/03/Strategic_Plan_DRAFT-FINAL.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.

Parents/Guardians are offered 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 a means to disseminate achievement information to educators

Parents will have the opportunity to monitor students' progress, including attendance, through **Parent Connect** in the Fall.

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 website 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 NWEA~MAP Reading and Mathematics reports for Western International High School 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
- Michigan Accountability Scorecard Report
- Annual Education Report

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2012-2013	1528	15.8%
2011-2012	753	9.1%

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.

Parent-Teacher Conferences (Interactions) (Continued)

- 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):

Year	Total # of 11 th /12 th Graders Enrolled	# of Dual Enrollment Students	% of Dual Enrollment Students
2012-2013	0	0	0.0%
2011-2012	0	0	0.0%

College Equivalency Courses:

Number and percentage of students enrolled in college equivalent courses (AP/IB)

School Year	# of Courses Offered	# of Students Enrolled in Advance Courses	% of Students Enrolled in Advance Courses
2012-2013	4	59	4.28%
2011-2012	8	208	17.61%

Percentage of Students Receiving a Score Leading to College Credit
(Scores from: ACT/SAT/AP)*

School Year	Number of AP Students	Number of AP Exams	Number of Students taking the AP Exam(s) with Scores of 3, 4 or 5	Percentage of Students taking the AP Exam(s) receiving a Score of 3, 4, or 5
2012-2013	109	167	42	25.1%
2011-2012	92	150	30	32.6%
Source: College Board				

*Per the Evaluation Unit of the Detroit Public Schools Office of Research, Evaluation, Assessment and Accountability, data was obtained from the Advanced Placement (AP) Current Score Summary (2013) Report. This report was run August 7, 2013.

The 2013 data for this report provides, per school, the total number of Advanced Placement (AP) students who scored 3, 4, or 5 on at least one Advanced Placement (AP) Exam divided by the total number of AP exams per school.

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

Sincerely,

Rodolfo Diaz, Principal