



DETROIT PUBLIC SCHOOLS

Detroit City West Side Academy for Leadership Development

4701 McKinley
Detroit, Michigan 48208

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 Detroit City West Side Academy for Leadership Development. 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 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 at <http://detroitk12.org/schools/school/269/>. 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 40.38% for the All Students; 40.38% of the African American and 42.05% for the Economically Disadvantaged subgroups.

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

- 5-Year Cohort Graduation Rate is 56.93% for the All Students; 57.46% of the African American and 62.28% for the Economically Disadvantaged subgroups.
- 6-Year Cohort Graduation Rate is 67.36% for the All Students; 67.36% of the African American and 71.19% for the Economically Disadvantaged subgroups.

We did not test 95% of our students.

- Only 25.00% of the All Students; 28.57% of the African American and 25.33% of the Economically Disadvantaged subgroups were assessed in reading.
- Only 24.43% of the All Students; 27.89% of the African American and 24.67% of the Economically Disadvantaged subgroups were assessed in mathematics.
- Only 25.00% of the All Students; 28.57% of the African American and 24.67% of the Economically Disadvantaged subgroups were assessed in science.
- Only 26.14% of the All Students; 29.93% of the African American and 26.67% of the Economically Disadvantaged subgroups were assessed in writing.
- Only 39.96% of the All Students; 41.71% of the African American; 41.20% of the Economically Disadvantaged and 49.40% 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 writing.

- Only 15.38% 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 0.0% of the All Students subgroup met the Differentiated target for mathematics.

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

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

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

- Only 3.28% of the All Students; 0.0% of the Bottom 30%; 3.39% of the African American and 4.08% of the Economically Disadvantaged subgroups 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.

A comprehensive analysis of all of our data points including achievement, process and perception data led our school improvement team to the decision to develop a new and comprehensive reform model. This comprehensive reform effort will embrace strategies that are designed to ensure the implementation of an academic program of study that is perceived to be both interesting and relevant by our students.

We believe the key to helping students succeed in high school and graduate prepared for post-secondary studies and the world of work is the implementation of curricular content that meets their interest level and helps them to embrace relevance of learning. Adopting and implementing career pathway subject matter offers an innovative approach to high school education that integrates rigorous academics with demanding career and technical education. The addition of comprehensive student support services and relevant work-based learning opportunities leads to more students successfully completing high school on time, prepared for both college and a career (Jacobson & Mokher, 2009).

Our long-range vision for our school is to redefine the “alternative” category that has been designated for our school by our district. Our goal is to indeed, provide an alternative academic program but one that embraces the goals and identified outcomes of college and career readiness. We believe this effort will support our goal to ensure a successful and on-time graduation for each student served as well as post-secondary acceptance to each student’s school of choice.

Parent Involvement

At West Side Academy we all agree that parent involvement at home, school and in the community directly impact each student’s academic and social achievement. To this end, support will be provided for our parents by ensuring that they understand the importance of and have the skills to support their student’s learning. It is understood that helping parents to be actively engaged in the educational process of our students requires the commitment and support of our entire staff. Therefore, all staff will have an opportunity to participate in parent approved and

designed job-embedded professional development that supports their ability to better support parent involvement and quality family engagement.

We will use all available resources to ensure an open line of communication is available for all families. Families will be encouraged to engage and sustain in dialogue to support student academic achievement. Furthermore, we will host parent workshops providing information on how to help their children at home mentally, physically, emotionally and financially. Examples of these workshops are:

- Host RAP sessions (Relatives as Parents);
- Student Orientation;

We believe that through these efforts, ultimately we will see an improvement in student achievement.

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

School Description:

Detroit City West Side Academy for Leadership Development is an alternative school serving **Grades: 9-12, Ages: 14-20.**

The curriculum of West Side Academy is based on the A.C.C.E.L. (Alternative Curriculum Choices for Excellence in Leadership) model. **Some Offerings:** Online Courses, Foreign Language, DAPCEP, Academic Games, Girls/Boys Basketball, Cheerleading, Project 180, Concurrent Enrollment Partnership with WCCCD, Extended Day, Test Prep Café -Tutorial Support, Smart Boards. Please visit our website at <http://detroitk12.org/schools/school/269/> for more detailed information about our school.

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.

Access to the Core Curriculum (Continued)

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 Detroit City West Side Academy for Leadership Development 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	445	15.6%
2011-2012	960	31.1%

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.

- 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): None

College Equivalency Courses: None

Percentage of Students Receiving a Score Leading to College Credit: None
(Scores from: ACT/SAT/AP)*

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

Sincerely,

Andrea Ford-Ayler, Principal