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West Side Academy Alternative Education Annual Education Report (AER) 2010-2011

August, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the West Side Academy Alternative Education. 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 the school for assistance. You may also leave a message on the AER Hot-line (313) 873.6473 or email us at aer@detroitk12.org.

The AER is available for you to review electronically by visiting the following web site www.detroitk12.org/AER or you may review a copy in West Side Academy Alternative Education's office.

We are in **AYP Phase 7** for the 2010-2011 school year. We did not make Adequate Yearly Progress (AYP) because:

- ❖ We did not meet the 80% graduation rate goal.
 - Graduation Rates 4-Year Cohort for All Students 46.71%; Black 47.02%; and Economically Disadvantaged 45.45%.
 - 5-Year Cohort for All Students 61.88%; Black 61.64%; and Economically Disadvantaged 56.34%. 6-Year Cohort for All Students 64.91%; Black 65.2%
- ❖ We did not test 95% of our students
 - English Language Arts: 82.3% of All Students; 82.1% of Black Students and 84.5% of Economically Disadvantaged Students were assessed.
 - Mathematics: 78.1% of All Students; 77.9% of Black Students and 79.8% of Economically Disadvantaged Students were a





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- ❖ We did not attain target achievement goals for all subgroups of students in English language arts.
 - 63.3% of All Students; 62.5% of Black Students; and 63% of Economically Disadvantaged Students met the AYP State Objective in Reading.
- ❖ We did not attain target achievement goals for all subgroups of students in mathematics.
 - 36.4% of All Students; 37.2% of Black Students and 36.6% of Economically Disadvantaged Students met the AYP State Objective in Mathematics.

Because our school has not made AYP for 8 year(s), we are identified for Restructuring Extended Implementation.

We will improve our Adequate Yearly Progress status during the 2011-2012 school year by implementing the following school-wide initiatives:

- ✓ Identified students who are “at risk” of failing to meet the state’s standard will be enrolled into our 21st Century Reading Intervention lab.
- ✓ Identified 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.
- ✓ All core teachers and some elective teachers will have access to the use of SMARTboard technology to increase student engagement.
- ✓ All course periods will be increased from 55 to 65 minutes to ensure effective content delivery and increased learning time.





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- ✓ Use of Mathematics, Reading and Process Writing coaches to provide teacher- support to ensure model lesson delivery.
- ✓ One-on-to one tutorial sessions 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 their successful passage to senior status.

The administrative and instructional team as well as the parents of West Side Academy believe the successful education of our students is a joint responsibility that is to be shared among us all. To ensure that the best interests of each student is addressed in this process, we have all agreed that strong links of communication must be established and nourished between the school and the home. We believe parents have a right to participate in the education of their students as well as the ultimate responsibility for their in-school behavior. We also believe that as educators we can and will help students develop appropriate decision-making and positive student behavior management by communicating our expectations and providing the support needed to meet them.

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 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.





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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 Non-Negotiables

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 that you are not sure of.
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 2009-2010 school year, students were required to live within the boundary of the school to which they were assigned.

During the 2010-2011 school year Open Enrollment Detroit Public Schools implemented the "Open Enrollment Initiative. This initiative allows students to elect to attend any Detroit Public School





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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
2010-2011	AYP Not Met - Restructuring
2009-2010	AYP Not Met ~ Restructuring

Detroit Public Schools' Core Curriculum:

Consistent with the District academic plan, **Excellent Schools for Every Child**, 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 include:

- *alignment of the curriculum, lessons planning and pacing calendars to national and state standards
- *ensuring that material and texts and supplemental resources and used in the classroom are directly linked to and with the grade expectations
- *defined grade level expectations to create alignment throughout the school
- * Administration and review of quarterly benchmark assessments for students in grades 3-12
- *use pre-intervention tools such as the Dynamic Indicator of Basic Early Literacy Skills (DIBLES) to assess language fluency for students on grades Prek-2 to ensure literacy foundation for reading success
- *use of the data (both formal and informal) to inform teaching strategies and professional development needs for staff, including but not limited to, teachers and administrators
- *focused professional development on the use of appropriate curriculum and teaching strategies, monitoring results and developing the interventions for re-teaching, as necessary





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*use technology (Learning Village/an on-line instructional management system) as a tool to manage instruction and teacher practice

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 soft ware 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 **Excellent Schools for Every Child**. This plan serves as the framework for each school's academic achievement plan. The frequent monitoring of the implementation of these plans is 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 member to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. Learning Village (an on line 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 guided will be posted to the Academic Affairs page of our web-site in the near future.

Parent Engagement

*Use the technology portal for parents to view daily lessons and to communication with teachers.

*implement and follow through with the parent contracts.

*increase the Volunteer Reading Corps from approximately 5000 volunteers this year to 10,000 for next school year.





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*use the Parent Resource Center to engage parents in innovative workshops and session 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 Alternative Education 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
2010-2011	1027	27.4%
2009-2010	210	N/A

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 For a variety of reasons, five (5) DPS schools are not included in the data collection count due to some school closures and non-return of Parent Teacher Conference Signature List Documents.
- 4.0 Several DPS schools had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least three (3) instances, the calculated percentages are in excess of 100%. In each instance, each of these three (3) schools is an elementary school with a large parent turnout at each of the four (4) required





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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: *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

