

Charles R. Drew Transition Center

9600 Wyoming Street
Detroit, Michigan 48204-4669

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 Charles R. Drew Transition Center. 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 Robert Avedisian, Principal at (313) 873-6880 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/260/>. 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.

Charles R. Drew Transition Center does not receive an Adequate Yearly Progress Status. The Charles Drew Transition Center is a Post-Secondary program for adult students, ages 20-26 years old. Vocational programs are offered to students with multiple disabilities: Moderate and Severely Cognitively Impairments, Visually Impaired, Hearing Impaired, Physically Impaired, Otherwise Health Impaired, and students with Autism. The Transition Center is a one-of-a-kind Center Based educational facility that has created a continuum of services for students with disabilities to ensure students acquire an age-appropriate learning environment.

The Charles Drew Transition Center student's population is comprised of graduates throughout the district who have completed their Detroit Public School k-12 educational program. Our unique curriculum and non-traditional classrooms allow adult students to develop transitional skills through authentic life training, and real-world connections. Students are prepared for the world of work and to become productive citizens with the necessary skills that will increase their quality of life.

The Charles Drew Transition Center students do not participate in **MEAP** or **Education Yes**. The unique school curriculum and programming will continue to address the student's most basic choices for the future; pursuing vocational training, further functional academic education, getting a job, and living independently.

All students will be receiving instruction based on their personal goals and objectives by using the students IEP, and EDP as an educational blue print towards individual success. Students are provided instruction in a non-traditional classroom setting that promotes independent living, and employability skills in real-life environments. All students are administered the Ester-III and Adaptive Brigance. Testing occurs twice a year to acquire quantitative data for measurement and instructional supports.

Charles R. Drew Transition Center believes that every student is a learner possessed with unique skills and abilities. The staff will continue to strive to meet each student's individual need to equip them with tools to make a successful transition into the community and the world of work. Students attending the transition center earn a certificate of completion. The ultimate goal is to provide students with work skill, and training that will transfer to the real adult world.

Parent Involvement

The in place Learning Village practices at the center create an environment for the students and their family to take an active role in preparing the student to take responsibility for his or her own life once school is finished. The School currently provides a centralized source of education, guidance, transportation, and even age appropriate recreation. The Learning Village component within the school design just for parents provides conferences and parent workshops, which are held to help parents/guardians to assist their young adult after our students leave school. Parents and students gain an understanding that they will need to participate in the educational process to help organize their own lives and needs and navigate between an array of adult service providers and federal, state, and local programs that provide lifelong support for cognitively impaired populations.

The Charles Drew Transition Center recognizes that this can be a daunting task one for which the student and his or her family need to be prepared to assist in the process, we have created office space and agency support on site. The Transition Center will continue to infuse best practices, supports, ideas, and information on how students, families, school



personnel, service providers, and others can work together to help students make a smooth transition from school into society.

State law requires that we also report additional information.

Process for Assigning Pupils to the School

Students who attend Drew Transition Center are ages 20-26 and are visually impaired, hearing impaired, moderately and severely cognitively impaired, physically impaired, otherwise health impaired, and autistic. They learn independent living and employability skills in real-life environments, both within the school site and out in the community.

School Improvement Status

Year	School Improvement Status
2011-2012	N/A
2010-2011	N/A

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 arise 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 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 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 Benchmark Assessment in Reading and Mathematics for Academy of The Americas can be found on the Detroit Public Schools' webpage 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	369	11.3%
2010-2011 (Corrected)	N/A	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 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



Parent-Teacher Conferences (Interactions): (Continued)

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): N/A

College Equivalency Courses: NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB): N/A

Percentage of students receiving a score leading to college credit
(Scores from: ACT/SAT/AP): N/A

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

Sincerely,

Robert Avedisian, Principal

