



DETROIT PUBLIC SCHOOLS

Diann Banks Williamson Center

2050 Cadieux

Detroit, Michigan 48214-2153

Annual Education Report (AER) Cover Letter (2013-2014)

August 15, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for the Diann Banks Williamson Center. 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, Roslyn Fluker at (313) 347-7280 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/banks/>. 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 48202.

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: 0.00%; 5-Year Cohort: -; 6-Year Cohort: -
- **We did not attain Differentiated target achievement goals for all subgroups of students in reading.**
 - Only 28.00% of the All Students subgroup met the Differentiated target in reading.



- **We did not attain Differentiated target achievement goals for all subgroups of students in science.**
 - Only 24.00% of the All Students subgroup met the Differentiated target in science.

We are actively working to address our Michigan School Scorecard issues, accelerate student achievement and close persistent gaps in achievement.

Since 2007/2008, the achievement trend for Diann Banks-Williamson Educational Center (formerly known as Kettering West Wing) indicated a decrease in the number of students in the emerging category, and an increase in students who attained and surpassed achievement targets in the MI Access Supported Independence Assessment and MI Access Participation Assessment. During the positive trend, Diann Banks-Williamson Educational Center (formerly known as Kettering West Wing) was focused on providing structure for instruction in the core subjects, by implementing a high school schedule, and departmentalizing. For a brief period, during the 2012-13, Diann Banks-Williamson Educational Center had a reversal of the trend. Fewer students scored in the surpassed category, as more students scored in the emerging category. The brief decline was due to a variety of factors, including a mid-year school closure. Diann Banks-Williamson Educational Center continued to focus on providing structure for instruction in the core subjects, with the high school schedule, and departmentalizing.

Diann Banks-Williamson Educational Center will continue to address previous Adequate Yearly Progress area of weakness (percentage of students who participated in state assessment) with the Positive Behavior Integrated Supports attendance incentives particularly during the testing window.

To meet the needs identified in the comprehensive needs analysis, Diann Banks-Williamson Educational Center will also focus on the following: 1) increased parent involvement, 2) creating school based assessments for progress monitoring, 3) utilizing assistive technology, 4) providing targeted support and extended learning, 5) differentiating instruction and providing 6) positive behavior supports.

Parent Involvement

Parents are invited to participate fully in school and student activities as well as school improvement. The various school and student functions will include performances, assemblies, fundraisers, breakfast, lunch, field trips on weekdays and weekends, and award ceremonies. Parent trainings will also be scheduled to provide parents with information on the curriculum, assessments, and on how to monitor their children's progress.

In addition, parents are invited to the monthly School Improvement and Section 31A meetings with staff. Parent Advisory Council on Student Achievement (PACSA) meets monthly (during the school day, and in the evening) and includes the school wide plan in its agenda. Power Points provide a synopsis of the demographic, achievement, perception, and process data collected.

Parent Involvement (Continued)

Parents are invited to provide feedback on the strengths, weaknesses, and to make suggestions for improvement based on the data by participating in conference calls, email groups, or responding to data prompts.

The AdancEd Monitoring plan will be reviewed in the school improvement meeting agendas, as well as the Parent Advisory Council on Student Achievement (PACSA) meeting agendas to monitor school improvement. Diann Banks-Williamson Educational Center parents and staff will evaluate the implementation of and the results achieved by the School Improvement Plan annually, considering improvement in demographic (attendance and discipline), perception, process data, as well as surveys, evaluation from parent activities, evaluation from workshops. The effectiveness of the plan will be determined based on whether the objectives set by the SIP for 2014-15 were met, by reviewing the school based assessments and the MIAccess assessment results. Issues of fidelity to the programs; implementation; and monitoring will be addressed when achievement gains do not meet expectations.

State law requires that we also report additional information.

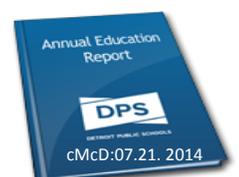
Process for Assigning Pupils to the School

Detroit Public Schools has an “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
2013-2014	No Status
2012-2013	No Status



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

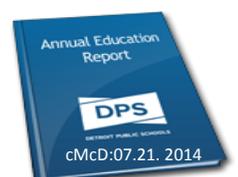
Access to the Core Curriculum

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.



Access to the Core curriculum (Continued)

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 up-dates 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.

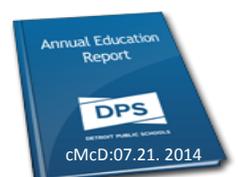
Parent Engagement

- ❖ 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 Diann Banks Williamson Center 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
- NWEA ~ MAP aggregate student achievement results



Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2013-2014	45	6.4%
2012-2013	42	5.6%

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 (PTC).

- 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 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 eight (8) instances, the calculated percentages are in excess of 100%. In each instance, each of these eight (8) schools may have experienced 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.

*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 (2014) Report. This report was run July 21, 2014.

The 2014 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 (1) Advanced Placement (AP) Exam divided by the total number of AP exams per school.

Postsecondary Enrollments (Dual Enrollments): None

College Equivalency Courses: None

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

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

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

Sincerely,

Roslyn Fluker

