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Detroit City West Side Academy for Leadership Development

4701 McKinley
Detroit, Michigan 48208

2015-2016 Annual Education Report (AER) Cover Letter

March 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 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>, the school's website at <http://detroitk12.org/schools/westside/> or the MiSchool Data website at <https://goo.gl/Uf2LcH>. You may review a copy in the main office at your child's school or in the Parent Resource Room at Detroit Collegiate Preparatory High School at Northwestern, 2200 W. Grand Boulevard, Detroit, Michigan.

For the 2016-2017 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings,

top 5% of schools making the greatest gains in achievement (improvement metric), or “Beating the Odds” by outperforming the school’s predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was identified as a Priority school.

The key challenges for our school are as follows:

We did not test 95% of our students.

Only 67.50% of the All Students; 67.50% of the African American; 58.62% of the Economically Disadvantaged and 60.00% of the Students with Disabilities subgroups were assessed in English Language Arts.

Only 67.50% of the All Students; 67.50% of the African American; 58.62% of the Economically Disadvantaged and 60.00% of the Students with Disabilities subgroups were assessed in mathematics.

Only 64.86% of the All Students; 64.86% of the African American; 59.26% of the Economically Disadvantaged and 70.00% of the Students with Disabilities subgroups were assessed in science.

Only 64.86% of the All Students; 64.86% of the African American; 59.26% of the Economically Disadvantaged and 70.00% 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 English Language Arts.

Only 21.74% All Students; 0.00% of the Bottom 30%; 21.74% of African American; 7.14% of Economically Disadvantaged and 0.00% of Students with Disabilities subgroups met the Differentiated target in English Language Arts.

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

Only 4.35% All Students; 0.00% of the Bottom 30%; 4.35% of African American; 0.00% of Economically Disadvantaged and 0.00% of Students with Disabilities subgroups met the Differentiated target in mathematics.

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

Only 0.00% of the Bottom 30% subgroup met the Differentiated target in science.

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

Only 4.17% All Students; 0.00% of the Bottom 30%; 4.17% of African American; 6.25% of Economically Disadvantaged and 12.50% of Students with Disabilities subgroups met the Differentiated target in social studies.

We did not meet the 80% graduation rate goal.

4-Year Cohort: 33.33%; 5-Year Cohort: 45.38%; 6-Year Cohort: 55.35%

We are actively working to address our Michigan School Scorecard issues, accelerate student achievement and close persistent gaps in achievement by implementing the following key initiatives:

English Language Arts:

In English Language Arts, West Side Academy students are making some notable gains, but they are still achieving on average far below the targets set by the district. In order to improve our Accountability status for ELA, West Side Academy plans to continue implementation of our Linked Learning program on the pathway of information technology. Linked Learning is bringing real--world application of language arts skills into the classroom, and teachers are benefiting greatly from access to curriculum supplemental resources from the National Academy Foundation (NAF). We will also implement common writing guidelines for both English and social studies classes.

Mathematics:

In Mathematics, West Side Academy students perform on average far below district targets at every grade level. We believe that the best solution to this problem is improved implementation of Professional Learning Communities and professional development opportunities. Following our model of cross--curricular and project--based learning, administration will provide common preparation periods for all grade--level cohorts and all content--specific Professional Learning Communities. Math teachers will have the opportunity to plan cross--curricular lessons to build student engagement and understanding of material, thereby leading to better results on standardized assessments and increased overall mastery of mathematics.

Science:

In science, West Side Academy plans to improve its Accountability status both by continued implementation of Linked Learning and NAF curricula and by providing more opportunities for hands--on learning and real--world application. With the successful integration of DAPCEP into our course catalog, several students have had the opportunity to explore careers in the sciences first--hand. We plan to expand these opportunities for all students by providing

Science (Continued):

teachers with resources for lab work and offering professional development opportunities in project---based science instruction.

Social Studies:

West Side Academy must also improve its Accountability status in the field of social studies. In order to achieve these gains, we plan to continue implementation of our Linked Learning program, and we will use a common rubric for writing instruction across English and social studies classes. By implementing common writing guidelines across humanities instruction, we will strengthen student literacy and writing skills ensuring that all students have access to quality reading and writing instruction across content areas.

Social Studies:

West Side Academy must also improve its Accountability status in the field of social studies. In order to achieve these gains, we plan to continue implementation of our Linked Learning program, and we will use a common rubric for writing instruction across English and social studies classes. By implementing common writing guidelines across humanities instruction, we will strengthen student literacy and writing skills by ensuring that all students have access to quality reading and writing instruction across content areas.

Graduate Rate (80%):

According to recent data, West Side Academy’s 4---year graduation rate (33%) is below the district’s target of 80%. While we would like this number to improve, we also recognize that the goal of West Side Academy’s alternative education program is not always to retain students through four years of high school. Much of our freshman population comes from middle school students who struggle to complete traditional academic programs. Often, West Side Academy helps these students get back on track for success at their traditional neighborhood schools. Further, many upperclassmen come to West Side Academy to make up missing credits and transition to neighborhood high schools. We are proud to serve our students regardless of where they ultimately obtain their diplomas, but we have also developed initiatives to attract students to graduate from West Side Academy when it is in their best interest. For example, we encourage more students to take advantage of our Extended Day program, summer school, and online courses. By increasing student and parent awareness about these programs and mobilizing our counseling team to advise students on how to leverage these resources, we believe that more students will finish their degrees at our school.

Participation Rate (95%):

Participation in standardized testing must improve over the next academic year in order to obtain accurate results and achieve measurable growth. In order to combat low participation rates, we plan to finalize testing schedules before the beginning of the academic year and communicate these dates with parents well in advance. We also plan to have the testing coordinator ensure that each teacher has access to reliable technology when administering online assessments, such as NWEA/MAP. In addition, we will provide incentives for students present on test days. Improving our participation rate must take top priority if we are to measure academic growth.

Parent Involvement

We hold strong beliefs that parent involvement is critical to student academic success. At West Side Academy, we involve parents on our School Improvement Team to help make critical decisions about our school. In addition, we host parent workshops in an effort to get more parents involved in their students' academic success. Parents can become further involved at West Side Academy by volunteering as classroom helpers and chaperones, establishing consistent contact with instructional staff, attending Parent--Teacher Conferences and parent workshops, and getting involved in community service projects and activities. West Side Academy values and welcomes parent involvement, and we plan to host more events that encourage increased parent attendance.

State law requires that we also report additional information.

Process for Assigning Pupils to the Schools

Open Enrollment Initiative

Detroit Public Schools Community District has an "Open Enrollment Initiative." This initiative allows students to elect to attend any Detroit Public School Community District 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/

Application Schools

Detroit Public Schools Community District has twenty-two (22) schools that require an application for enrollment. Families can apply during the application process window. Applications are open to families of current Detroit Public Schools Community District students as well as those newly enrolling or attending school elsewhere. The District uses one application for its Application Schools. Please note requirements on the application for submission of report cards, test data, transcripts, essay and Grade Point Average information. Schools also may have other individual entry requirements. Be prepared to provide behavior reports.

Examination High Schools

During the Examination High Schools application window, all 8th grade students attending public and non-public schools are eligible to apply for admission to the 9th grade at Cass Technical High School, Renaissance High School and Martin Luther King, Jr. Senior High School's Mathematics, Science and Applied Technology (MSAT) and Center for International Studies and Commerce programs. Residency is not required. During the beginning of the school year, students must complete and submit an application to take the placement examination.

An application is available at:

- All Detroit Public Libraries
- All Detroit Public Schools Community District's Middle Schools
- Detroit Public Schools Community Districts' Parent Resource Centers
- Detroit Public Schools Community District Research and Assessment Office located in the Support Services Complex Building A - 1425 East Warren Avenue

Students must submit an application to be eligible to take the examination. Completed applications and all required documents must be submitted to the student's current school or the Detroit Public Schools' Office of Research and Assessment. Detroit Public Schools Community Districts' students who submit an application will test at their middle school. Non-Detroit Public Schools Community Districts' students who submit an application will be notified of their testing date and location by mail. Applications may be mailed.

School Improvement Status

School Year	School Improvement Status
2015-2016	Priority
2014-2015	N/A

We will continue to work towards meeting our School Improvement Plan goals in English Language Arts, mathematics, science and social studies. Research-based strategies, comprehensive data analyses and data driven decision-making drives our school improvement efforts.

Detroit Public School Community District’s Core Curriculum

Detroit Public School Community District’s Academic Plan will provide guidance to align all resources in the interest of student achievement and support. Consistent with the Academic Plan is an aggressive plan designed 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. The plan is organized around five Pillars of Excellence.



Literacy

Provide a continuum of learning, enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

Career Pathways

Provide students with a context for studying traditional academics and learning the skills specific to a career.

Innovation

Create a shift in mindset to ensure staff is encouraged to: be flexible; try something new, and explore new ways of thinking.

Family & Community

Enhance and enrich positive relationships for all stakeholders.

Wrap Around Services

Ensure every student received appropriate support to elevate their social, emotional, and academic performance.

Access to the Core Curriculum

The instructional strategies and grade level expectations are aligned to the Michigan Department of Education standards (science and social studies) and Common Core State Standards (mathematics and English language arts). This represents the core curriculum for Detroit Public Schools Community District 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 and/or standards. The implementation is a process delineated in the District Academic Plan at:

<http://detroitk12.org/content/wp-content/uploads/2016/11/ACADEMIC-PLAN-Executive-Summary-FINAL-2.pdf>). This plan serves as the framework for each school's academic

Access to the Core Curriculum (Continued)

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 public may access the core curriculum via our public website www.detroitk12.org and then click on the link to the individual academic offices.

Parents/Guardians are offered classes through Parent University to increase parenting skills, early childhood literacy, adult literacy and GED. During the school year, the Parent Resource Centers are a valuable resource that allow parents and other community members to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. The Detroit Public Schools Community District Hub, Web up-dates and semi-annual progress reports are a means to disseminate achievement information to educators.

Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Community District's Quarterly NWEA~MAP Reading and Mathematics reports for our school can be found in the Resources section of our school's website at <http://detroitk12.org/schools/westside/>. The following reports are available on the Detroit Public Schools Community Districts' web page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>:

Parent-Teacher Conferences (Interactions)

School Year	Total Parent Interactions	Percent
2015-2016	280	7.0%
2014-2015	285	10.1%

The Detroit Public Schools Community Districts' Office of Research and Assessment 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.

Parent-Teacher Conferences (Interactions) (Continued):

- 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 Some Detroit Public Schools Community District had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least two (2) instances, the calculated percentages are in excess of 100%. In each instance, each of these two (2) 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.

Postsecondary Enrollments (Dual Enrollments):

Year	Total # of 11 th /12 th Graders Enrolled	# of Dual Enrollment Students	% of Dual Enrolment Students
2015-2016	68	0	0.0%
2014-2015	53	1	1.8%

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

Our staff wishes to encourage our students, parents, community and stakeholders to continue to have faith in our commitment to meet the educational needs of our students. Our resolve is firm; we will meet the challenge of “creating a successful future” for our students.

Sincerely,

Andrea Ford-Ayler, Principal