



DETROIT PUBLIC SCHOOLS

Trix Elementary School

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 Trix Elementary School. 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 Trix Elementary School's office.

We are in **AYP Phase 4** for the 2010-2011 school year. We did not make Adequate Yearly Progress (AYP) because:

- ❖ We did not meet the 90% attendance rate goal.
 - Attendance Rates for All Students 87.4%; Black 87.2%; Students with Disabilities 85.6% and Economically Disadvantaged 87.4`%.
- ❖ We did not attain target achievement goals for all subgroups of students in English language arts.
 - 45.2% of our Students With Disabilities met the AYP State Objective in Reading.

Because our school has not made AYP for 5 year(s), we are identified for Restructuring Planning.

In order to improve and make AYP, all staff members have agreed that building a unified culture focused on collaboration and achievement requires protecting and increasing instructional time to dramatically, visibly and measurably raise student achievement and attendance. To ensure this, the Trix staff has committed to a series of change strategies to signal their commitment to work with





DETROIT PUBLIC SCHOOLS

the school leaders to develop a collaborative and achievement-focused school culture. Change strategies to enable this improved school climate include:

- Hire an Attendance Officer to work in the school full-time to assist in monitoring student attendance and assist in developing a school plan to increase student attendance and decrease tardiness.
- Providing an extended school day to increase learning time in order to support the academic growth of all students
- Improving instruction through ongoing and job-embedded professional learning that is focused on the implementation of research-based instructional strategies proven to impact student learning
- Using data as an integral part of instructional reform, both to inform instructional decisions and to guide instructional practices
- Monitoring and measuring changes in professional practice through the continuous use of technology-enabled classroom walkthroughs, reflective faculty discussions and development of data-informed action plans
- Engaging parents as meaningful partners in their children's learning by providing Saturday workshops focused on supporting student achievement
- Further increasing learning time by agreeing to commit to 100% daily attendance for all faculty members, excluding emergencies, and to improving excessive absences among the Trix students through deep analysis of attendance patterns and trends, and the development of data-informed interventions to increase attendance.

Because instructional time is often lost due to student suspensions and transience as well as absences, the staff agreed to commit to a set of practices that protect instructional time, regardless of the external threats, by:

- Setting clear expectations for student behaviors, including supporting a clearly-defined, fully implemented and well-supported student behavior model that helps minimize disruptions to instructional time





DETROIT PUBLIC SCHOOLS

- Develop in-house suspensions so that suspended students are in school and engaged in completing class work provided by their teachers to prevent any significant loss of instructional time
- Ensuring teachers follow district pacing charts in each academic area so that high mobility students do not lose valuable time as they transition between and among schools. The administration will monitor the paced instruction through observations, peer review and study groups. Immediate feedback will be given, both to correct instructional techniques where necessary and to point out positive results.

Collaboration on all levels is critical to the overall success of our students at Trix. The faculty and staff will work to increase collaboration efforts among teachers, between home and school, and in the community at large. In the spirit of collaboration our parents are asked to attend the Title1 Parent meeting, monthly LSCO meetings and School Improvement Team meetings. Our partnership with The Parent Network will provide support and assistance for to our parents encouraging them to get involved with their child's school.

The District along with the DFT have collaborated and negotiated a shared decision-making procedure as part of the Collective Bargaining Agreement. This will allow staff the opportunity to collaborate with parents, community and partnerships in order to determine and support practices and procedures to best meet the academic needs of our students.

Trix welcomes and encourages multiple opportunities for parents to experience school-based events that promote engagement, involvement, and enrichment. Such events include:

- Monthly parent participation activities
- LSCO meetings
- Parent workshops
- Monthly Newsletter
- Monthly Calendar
- Family Math Night
- Family Reading Night





DETROIT PUBLIC SCHOOLS

- Mother/Daughter Tea
- Father/Son Summit
- Parent Appreciation Celebration
- Side by Side Cooking Program
- Field Day Picnic

This year we are seeking to have a parent representative from each homeroom who will assist in planning strategies to increase parent involvement in the school.

We recognize that collaboration with parents is essential in the life of any school. However, we also understand that establishing a collaborative relationship with the community has a positive and lasting impact. We believe we can do more to create an outreach-centered approach to community involvement. In turn, we believe that we can and will benefit from our community partners as much as we will contribute to them.

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 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/





DETROIT PUBLIC SCHOOLS

School Improvement Status

Year	School Improvement Status
2010-2011	AYP Not Met ~ Restructuring
2009-2010	AYP Met ~ Corrective Action

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
- *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.





DETROIT PUBLIC SCHOOLS

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.
- *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 Trix Elementary School 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





DETROIT PUBLIC SCHOOLS

- 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	281	14.5%
2009-2010	-	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 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.

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

Sincerely,
Denise Booker, Principal

