

Burton International School

2001 Martin Luther King Jr. Blvd.
Detroit, Michigan 48208-2870

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 Burton International 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 John Wilson, Principal at (313) 596-3800 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/037/>. You may also review a printed copy in the main office at your child's school or at the Parent Resource Center located in the Detroit International Academy, Room 141, 9026 Woodward Avenue, Detroit, Michigan.

For 2011-2012, Burton International School did not make Adequate Yearly Progress (AYP) because:

We did not meet the 90% attendance rate goal.

- Attendance Rate for All Students 87.4%; Black 86.7%; Students with Disabilities 83.3%; Economically Disadvantaged 87.4%.

Burton International Academy was also named a Priority School because the school's performance is in the bottom 5% of the State based on student achievement, achievement gaps and student growth over time in the tested subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested). Information used to rank schools is based on the development of the Top to Bottom list of schools and their performance. We are actively working to address the school issues by continuously analyzing student assessment data and differentiating instruction to meet the needs of all our students. Our cadre of highly effective teachers will use the District mandated initiatives in the form of- Data Director, Destination Learning (Reading/Math), Learning A to Z, Learning Village, mClass (DIBELS, Burst, TRC), PD 360, Accelerated Reading and Math, Zangle (Parent/Teacher Connect),

Netbooks, MacBooks, Clickers, Elmos, and Smartboards-to provide differentiation to our subgroups and student population. Timely additional assistance will be provided through an extended-day tutoring program, pre-kindergarten classes, summer school classes, and after school extra curriculum activities. All instructional staff will have access to the Literacy Coach, English Language Arts Instructional Specialist, and the Mathematics Instructional Specialist to support the needs of all students in the areas of curriculum and instruction through the use of best practices.

Parent Involvement

Parents have many opportunities for involvement at Burton International School. Burton International School parents are strategically involved in developing the Title I School-Wide Parental Involvement Policy. Parents are informed about the purpose of Title I funding, the Title I budget, and are allowed input regarding spending Title I funds for the school year. Parents are provided timely information and opportunities to attend regular meetings, school performance profiles, assessment results, and interpretation of the results. Burton International School offers a flexible number of meetings (a.m. and p.m.) to parents for Parent Teacher Conferences. We provide the following workshop:

- Parent Orientation/Open House
- Read to Rise
- School Improvement Team
- Achievement Data Night

State law requires that we also report additional information.

Process for Assigning Pupils to the School

During the 2011-2012 school year, 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



School Improvement Status

| Year | School Improvement Status |
|-----------|---------------------------|
| 2011-2012 | Priority ~ AYP Not Met |
| 2010-2011 | N/A ~ AYP Met |

School Description:

Burton International School, an application school, is a multilingual and multicultural school for students' city wide. Burton International respects and supports the ethnic, racial, and cultural heritage of its students and plans its programs to meet their needs. It offers a balanced academic program in language arts, mathematics, social studies, science, physical education, performing arts, music, foreign language and computer education. Burton International uses the community, with its variety of ethnic and economic groups, as learning resources for the children. For more detailed information about our school, please visit our web-site at <http://detroitk12.org/schools/school/037/>.

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 are 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 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 guides will be posted to the Division of Teaching and Learning under the Leadership page of our web-site 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 Burton International 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
- 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 | 384 | 12.3% |
| 2010-2011 (Corrected) | 907 | 21.9% |

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



Parent-Teacher Conferences (Interactions): (Continued)

instance, each of these seven (7) schools 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.

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

Sincerely,

John Wilson, Principal

