

Moses Field

1100 Sheridan

Detroit, Michigan 48214-4220

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 Moses Field. 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 Latanya Dandridge, Principal at (313) 866-5790 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 <http://detroitk12.org/schools/school/124/>. 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.

For 2011-2012, Moses Field did not make Adequate Yearly Progress (AYP) because:

We did not meet the 90% attendance rate goal.

- Attendance Rate for All Students 68.7%; Black 69%; Students with Disabilities 65.5% and Economically Disadvantaged 68.7%.

Moses Field 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 our AYP issues. Administration, staff and parents will work collaboratively to review and analyze MI-ACCESS, Brigance Diagnostic Inventory of Early Development II, Star Early Literacy and teacher-made formative assessment data to make changes and improvements to the center-based school curriculum. The current curriculum includes core academics (English Language Arts/Reading, Mathematics, Social Studies and

Science), daily living skills, social skills and prevocational skills development. Students will receive instruction based on identified Individualized Educational Plan goals and objectives that are aligned with identified Michigan Curriculum Framework Extended Grade Level Content Standards for students with moderate to severe disabilities. Teachers will receive intensive professional development for planning, delivering and implementing both Differentiated Instructional and Direct Instructional Models.

Parent Involvement

Parent and community stakeholders will be involved as part of the School Improvement Planning Team, which meets monthly. Each monthly parent meeting will focus on core curriculum areas and how Moses Field is/has implemented materials and programs within each classroom. Parents will be invited to participate in the research and scheduled workshops on best practices in regards to instruction and technology. Quarterly surveys, parent-teacher conferences and annual individualized educational plan conferences will be used as opportunities to collect parent evaluation and input.

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	AYP Not Met ~ School Improvement



School Description:

Moses Field is a center-based program designed for students ages 3 through 14. Students who are serviced by this program must have an Individualized Educational Plan for moderate to severe cognitive impairment of Autism. The curriculum focus entails Corrective Reading/Reading Mastery, Mathematics, social-skill training, Activities of Daily Living, Recycling, Special Olympics, Art, Adaptive Physical Education and Music Therapy. Students also receive in-school support services in the form of Occupational Therapy, Physical Therapy, School Social Work, Nursing and Speech and Language Instruction.

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 is 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 online instructional management system), Web updates and semi-annual progress reports are also a means to disseminate information to parents and the 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 Moses Field 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	21	3.8%
2010-2011 (Corrected)	35	5.5%

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 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,

Latanya Dandridge, Principal

