

Keidan Special Education School

4441 Collingwood
Detroit, Michigan 48204-1673

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 Keidan Special Education 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 Adrima Caesar, Principal at (313) 873-9400 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/198/>. 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, Keidan Special Education School did not make Adequate Yearly Progress (AYP) because:

We did not meet the 90% attendance rate goal.

- Attendance Rate for All Students 63.5%; Black 64.1%; Students with Disabilities 63.3% and Economically Disadvantaged 63.5%.

We did not test 95% of our students.

- English Language Arts: Only 94.3% of All Students and 94.4% Black students were assessed.
- Mathematics: Only 87.8% of All Students; 87.9% Black; 87.8% of Students with Disabilities and 86.7% of our Economically Disadvantaged students were assessed.

Keidan Special Education School was also named a Focus School because the school has a large student achievement gap between the top 30% of highest achieving students and the bottom 30% of lowest achieving students across 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 working towards improving test scores in English language arts and mathematics by using the district approved curriculum materials and pacing guides and making modifications/accommodations to address the needs of students with disabilities. School personnel will work towards developing lesson plans that can be observable, demonstrate student work, content standards, documentation of differentiated instruction, incorporates materials used to promote critical thinking and problem solving, and attend professional development opportunities to engage learners to become more proficient at state standardized test (MI-Access) using the extended grade level content expectations (EGLCE's).

Parent Involvement

Parents can become more involved in the successful education of their child by:

- Making sure that the child is in school every day
- Have school personnel develop relationships with parents/guardians to ensure that parents show up for meetings by:
 - Calling parents directly to attend meetings or school wide events.
 - Sending written communication home through (newsletters, flyers, email, daily communication log).
 - Providing parents with alternative meeting times/dates.
 - Motivate parents to attend meetings with gift certificates, raffle-give-a-ways, providing refreshments, or asking parents to bring snacks.
 - Having a parent bulletin board.
- Establishing homework routines.
- Participate in the local school communities and/or the LSCO.
- Volunteer in and around school.

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



Process for Assigning Pupils to the School: (Continued)

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	Focus ~ AYP Not Met
2010-2011	AYP Not Met ~ Corrective Action

School Description:

Keidan Special Education Center is a school for students ages 3-13 with Autism Spectrum Disorder and with Moderate, Severe, and Severe Multiple Cognitive Impairments. Our program is considered to be center-based, in that, we offer comprehensive educational programs, therapeutic services (occupational, physical and speech) as well as social, psychological and nursing services for our exceptional students. Our instructional focus is predicated on the goals and objectives outlined in each student's Individualized Education Plan (IEP). This allows for our staff to tailor lessons to meet our student different learning modalities. Keidan students have an opportunity to participate in Community-Based Instruction (CBI), Music Therapy, Adaptive Physical Education, Art, Dance, Choir, After-school tutoring, Special Olympics, Recycling and Community Outreach Programs.

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 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 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 Keidan Special Education 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	46	6.2%
2010-2011 (Corrected)	18	2.2%

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



Parent-Teacher Conferences Interactions: (Continued)

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,

Adrima Caesar, Principal

