



DETROIT PUBLIC SCHOOLS

Thurgood Marshall Elementary School

15531 Linwood Street
Detroit, Michigan 48238-1465

Annual Education Report (AER) Cover Letter (2013-2014)

August 15, 2014

Dear Parents and Community Members:

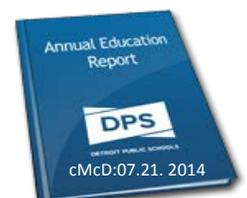
We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for the Thurgood Marshall Elementary School. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact, Sharon Lee, Principal at (313) 494-8820 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/marshall/>. You may also view a printed copy in the main office at your child's school or at the Parent Resource Center located at the Detroit International Academy, Room 141, 9026 Woodward Avenue, Detroit, Michigan 48202.

The State has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the State. Our school has not been given one of these labels.

The key challenges for our school are as follows:

- **We did not meet the 90% attendance rate goal.**
 - The attendance rate for the All Students subgroup is 84%.
- **We did not test 95% of our students.**



- Only 78.70% of the All Students; 79.49% of the Black; 79.10% of the Economically Disadvantaged and 30.12% of the Students with Disabilities subgroups were assessed in reading.
- Only 83.18% of the All Students; 83.18% of the Black; 84.15% of the Economically Disadvantaged and 41.94% of the Students with Disabilities subgroups were assessed in writing.
- Only 81.95% of the All Students; 82.78% of the Black; 82.46% of the Economically Disadvantaged and 42.17% of the Students with Disabilities subgroups were assessed in mathematics.
- Only 76.36% of the All Students; 77.36% of the Black and 75.92% of the Economically Disadvantaged subgroups were assessed in social studies.
- **We did not attain Differentiated target achievement goals for all subgroups of students in reading.**
 - Only 6.52% of the Bottom 30% subgroup met the Differentiated target in reading.
- **We did not attain Differentiated target achievement goals for all subgroups of students in writing.**
 - Only 0.00% of the Bottom 30% subgroup met the Differentiated target in writing.
- **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 15.15% of All Students; 0.00% of the Bottom 30%; 15.15% of the Black and 15.15% of the Economically Disadvantaged subgroups met the Differentiated target in social studies.

We are actively working to address our Michigan School Scorecard issues, accelerate student achievement and close persistent gaps in achievement.

Thurgood Marshall will meet or exceed the writing targets by differentiating instruction. Differentiated Instruction, also called differentiation, is a process through which teachers enhance learning by matching student characteristics to instruction and assessment. Differentiated Instruction allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs (Hall, Strangman, & Meyer, 2003). Differentiated Instruction is not a single strategy, but rather an approach to instruction that incorporates a variety of strategies. Thurgood Marshall teachers will differentiate writing instruction to allow students varying amounts of time to complete assignments, to give students different writing product options, to teach skills related to the writing process, and to teach writing across the curriculum.

This will be implemented by doing the following:

1. Teachers will give diagnostic assessments to determine student readiness. These assessments can be formal or informal. Teachers will give pre-tests, question students about their background knowledge, or use K-W-L charts/graphic organizers (charts that ask students to identify what they already **Know**, what they **Want** to know, and what they have **Learned** about a topic).
2. Determine student interest. This will be done by using interest inventories and/or including students in the planning process. Teachers will ask students to tell them what specific interests they have in a particular topic, and then teachers can try to incorporate those interests into their lessons.
3. Identify student learning styles and environmental preferences. Learning styles can be measured using Learning Style Inventories. Teachers can also get information about student learning styles by asking students how they learn best and by observing student activities. Identifying environmental preferences includes determining whether students work best in large or small groups and what environmental factors might contribute to or inhibit student learning. For example, a student might need to be free from distraction or have extra lighting while he or she works.

Teachers will incorporate different instructional strategies based on the assessed needs of their students. Throughout a unit of study, teachers should assess students on a regular basis. This assessment can be formal, but is often informal and can include taking anecdotal notes on student progress, examining students' work, and asking the student questions about his or her understanding of the topic. The results of the assessment could then be used to drive further instruction.

Thurgood Marshall teachers will differentiate content, process, products, the learning environment, or use ongoing assessment and flexible grouping to make this a successful approach to instruction. They will make efforts to respond to variance among learners in the classroom by working with individuals and small groups in order to create the best learning experience possible.

Teachers will differentiate at least four classroom elements based on student readiness, interest, or learning profile:

- Content – what the student needs to learn or how the student will get access to the information;
- Process – activities in which the student engages in order to make sense of or master the content;
- Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
- Learning environment – the way the classroom works and feels.

In order to implement effective reading strategies, the teacher must take many things into account. One of the most important factors is ensuring that they are creating students who are enthused about reading. Thurgood Marshall teachers will use the following strategies to encourage life-long readers:

1. Increase vocabulary to help students to commit words to memory.
2. Enhance reading comprehension by teaching pre-reading strategies.
 - a. Show students how to use highlighters to mark important main points
 - b. Model effective reading strategies.
 - i. Read aloud to the students
 - ii. Stop and ask questions about the text
 - iii. Point out main points
 - iv. Model how to highlight and annotate text
3. Allow students to work on a team in order to increase reading comprehension
4. Give each group member a responsibility
 - a. One is in charge of vocabulary
 - b. One is asking questions about the text
 - c. One is summarizing the text
 - d. One is presenting all the topics to the class
5. Use charts, lists, and reading response logs (These are useful tools for students when they are struggling to read correctly. A reading response log will allow a student the opportunity to engage with the text on a personal level and increase his comprehension).

Please contact the school for detail information regarding our achievement initiatives.

Parent Involvement

Thurgood Marshall Elementary School parents will be strategically involved in the developing of the Title 1 School-Wide Parental Involvement Policy [1118 (c) (1)]. They will also participate in regular, two-way and meaningful communication involving student academic learning and other school activities. State law requires that we also report additional information.

Process for Assigning Pupils to the School

Detroit Public Schools has an “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 website at: http://detroitk12.org/resources/prospective_students/

School Improvement Status

Year	School Improvement Status
2013-2014	No Status
2012-2013	Priority

Detroit Public Schools’ Core Curriculum:

Consistent with the Detroit Public Schools 2013-2017 Strategic Plan, 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.

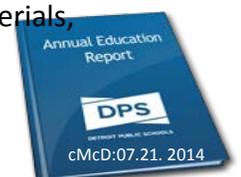
Specific curriculum actions are based on the District’s strategic plan to:

- I. Broaden Services to Address Student Needs
- II. Support Parents and Families
- III. Offer Broad/High Quality Programs
- IV. Improve Customer Service
- V. Create Safe Learning Environments
- VI. Transform Central and School based services to serve customers better
- VII. Improve Technology
- VIII. Minimize the Impacts of Change
- IX. Foster School-Based Leadership
- X. Celebrate and Promote Success
- XI. Ensure Fiscal Stability
- XII. Improve Attendance and Discipline

The “Neighborhood-Centered, Quality Schools,” Strategic Plan, is available online at http://detroitk12.org/content/wp-content/uploads/2013/03/Strategic_Plan_DRAFT-FINAL.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,



Access to the Core Curriculum

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.

Parents/Guardians are offered 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 a means to disseminate achievement information to educators. Parents will have the opportunity to monitor students' progress, including attendance, through **Parent Connect** in the Fall.

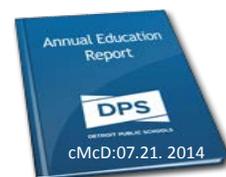
Detroit Public Schools Core Curriculum is currently under revision. Pacing Charts and Curriculum guides will be posted to the Division of Teaching and Learning under the Leadership page of our website in the near future.

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 NWEA~MAP Reading and Mathematics reports for Thurgood Marshall 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
- Combined School Profile Reports
- Individual School Profile Reports
- Adequate Yearly Progress (AYP) Reports
- Michigan Accountability Scorecard Report
- Annual Education Report
- NWEA ~ MAP aggregate student achievement results

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2013-2014	447	38.9%
2012-2013	470	54.0%

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 (PTC).

- 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 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 eight (8) instances, the calculated percentages are in excess of 100%. In each instance, each of these eight (8) 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.

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

Sincerely,

Sharon Lee, Principal

