

Dixon Elementary School

8401 Trinity Street
Detroit, Michigan 48228-2807

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 Dixon 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 Ora Beard, Principal at (313) 945-1330 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/090/>. 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, Dixon Elementary School did not make AYP because:

We did not meet the 90% attendance rate goal.

- Attendance Rate for All Students 83.6%; Black 83.7%; Students with Disabilities 81.2% and Economically Disadvantaged 83.6%.

Dixon Elementary School 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. All teachers will receive professional development on Common Core Standards and how they are aligned with our current GLCEs. Classroom Teachers and staff will continue ongoing training and follow-up throughout 2012-2013. The new strategies and components will be consistently implemented in all classrooms. These components include, but are not limited to: Standards Aligned curriculum, clear targets, student self-assessment, student goal setting and assessments for learning.

All students will receive weekly-targeted instruction aligned to the current and future state Standards, practice and review on reading skills, including literary elements, figurative language, character analysis, author's purpose, comprehension, and vocabulary strategies. In addition, students will receive weekly-targeted instruction aligned to the current and future State Standards for math.

The assessment for learning targets in reading and math will be monitored for improvement through monthly Benchmark assessments and weekly assessments. This will be accomplished through monthly data analysis and charting monthly skills and student progress by both, teachers and students, lesson plans, and administrative observations.

The target of student engagement will be monitored by monthly walk-throughs and analysis of the data among staff, lesson plans, and administrative observations including the use of smart boards, interactive response units, and computers in each classroom.

Attendance will be closely monitored and parental support will be given to ensure that all students attend school daily.

Parent Involvement

Parents are encouraged to participate in the implementation of the school wide plan. Their first opportunity is the annual Title I meeting that is held at the beginning of the school year. The purpose is to inform parents of the school's participation in the school wide plan, the program components, and the parent involvement piece. All parents are encouraged to attend the annual Title 1 meeting and are asked to volunteer in the implementation of the school wide plan. Additional opportunities for parents to be involved include LSCO and Second Cup of Coffee meetings. At both of these meetings parents are informed of what is happening at the school and issues and/or concerns are addressed. Additional opportunities are offered for parents to participate throughout the school year when Dixon Educational Learning Academy conducts various workshops during the day, evening and Saturday to keep parents informed of the activities of the school and the updates on progress of the parent concerns. Newsletters and notes are also sent home throughout the school to keep parents informed.

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"



Process for Assigning Pupils to the School: (Continued)

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
2011-2012	Continuous Improvement School ~ AYP Not Met
2010-2011	AYP Not Met ~ Not identified for improvement

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,



Access to the Core Curriculum: (Continued)

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 on line instructional management system), Web updates and semi-annual progress reports are 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 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 Benchmark Assessment in Reading and Mathematics for Dixon Elementary School can be found on the Detroit Public Schools' webpage 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	1071	35.4%
2010-2011 (Corrected)	1194	37.8%

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,

Ora Beard, Principal

