



Michigan Educational Choice Center

Trix Academy

January 15, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Trix Academy. 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 Detra Coleman, the school Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site:

<http://bit.ly/2NkNEBW> or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a TARGETED SUPPORT AND IMPROVEMENT SCHOOL.

The Staff at Trix Academy is working hard to better identify students who struggle to meet grade level targets. At Trix Academy, Targeted Instructional Initiatives have been implemented across the entire academy. These initiatives include in-depth lesson planning focused on high levels of rigor and questioning strategies, a coaching and feedback cycle of professional development, and Blended Learning opportunities with research-based online learning and assessment programs. In addition, Trix utilizes Multi-Tiered Systems of supports which includes a one hour block of Intervention instruction in the classroom for all Tiers of students as well as small group, one on one push-in and pull out academic intervention provided by academic interventionists, utilizing research based programs. To fill out the MTSS supports at Trix, counseling and behavior supports are in place and incentive programs to increase student engagement in their learning process are implemented. Finally, parents are engaged in the learning environment through a variety of involvement activities and conferences.



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The Academy has incorporated extended instructional time for English Language Arts and mathematics across all grade levels to ensure students are becoming competent in these areas at each grade level. In addition, rigorous intervention plans have been developed for all grade levels to meet the needs of all students.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

* The Academy shall make reasonable effort to advertise its enrollment openings. The Academy's open enrollment period shall be a minimum of two weeks (14 calendar days) in duration and shall include evening and weekend times.

* The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the Academy's next open enrollment period.

* In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

* Trix Academy is in its second year of a new School improvement plan. Committees of the Academy's School Improvement Team meet monthly to report progress and update the 3-5-year School Improvement Plan.

3. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

* The Academy has a curriculum for the core content areas (English Language Arts- Mathematics, Social studies, and Science). Upon request, a copy of the curriculum can be made available in the main office of the school.



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4. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Trix Academy - Percentile Summary				
Grade	Spring 2017-2018		Spring 2018-2019	
	Mathematics	Reading	Mathematics	Reading
0	44.00	37.00	38.50	26.50
1	31.00	26.00	37.50	20.00
2	21.00	28.00	9.00	10.00
3	23.00	22.00	8.00	8.50
4	20.00	25.00	17.00	20.00
5	19.00	25.00	7.00	16.00
6	9.00	23.00	11.00	26.00
7	23.00	22.00	16.00	19.00
8	16.00	27.00	8.50	24.00
Overall	21.00	15.00	25.00	18.00

5. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Due to a transition of management companies, data related to the 2015/2016 and 2016/17 parent teacher conference data are not available. In 2017, Trix had 65% of their parents attend a conference. In 2018, Trix had 68% or 174 students represented by Parents at Parent – teacher Conferences.

We are so proud of the wonderful work families are doing here at Trix Academy. I would like to encourage all students and parents to continue to work hard. Trix Academy appreciates the confidence parents have displayed entrusting the staff for their child's academic needs. As we move forward, the continued support and assistance of all stakeholders is greatly appreciated. We expect this to be a rewarding and successful school year and we are excited to continue this school year with you as partners in education.

Sincerely,

Detra Coleman
Principal