



# TRIX ACADEMY

20045 Joann Avenue, Detroit, MI | 313.426.1020 | [Trix.MECC-Academies.org](https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,11698,1832,119)

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 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 Elizabeth Van Hoesen for assistance.

The AER is available for you to review electronically by visiting the following website [https://www.mischooldata.org/annual-education-report-1?Common\\_Locations=1-S,11698,1832,119](https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,11698,1832,119) or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school HAS NOT BEEN GIVEN ONE OF THESE LABELS.

Key challenges for Trix Academy mirror the pandemic challenges across the nation. Emerging evidence shows that the pandemic has negatively affected academic growth, widening pre-existing disparities. Nearly all students have experienced some challenges to their mental health and well-being during the pandemic. We employ interventionists and classroom assistance in each room to ensure every student receives proper interventions and support. Our academy continues to work to improve both growth and proficiency. To address these issues, we continue to review all data and use targeted instruction. 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 Support (MTSS) 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.

Moreover, counseling and behavior supports are in place and incentive programs to increase student engagement in their learning process are implemented, as well as our Summer Learning Academy with a focus in ELA and Math. Finally, parents are engaged in the learning environment through a variety of involvement activities and conferences.

State law requires that we also report additional information.



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## THE APPLICATION PROCESS & THE PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Academy makes a 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. The Academy accepts applications all year. If openings occur during the academic year, students shall be enrolled. Applicants shall be placed on the official waiting list if openings do not exist. 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.

## THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Trix Academy is in its third 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. Administrators regularly reviews goals, objectives, activities and progress in MICIP (The state portal for the improvement plan)

## A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At this time, Michigan Educational Choice Center does not have any specialized schools. Trix Academy is a single-building district that serves students in grades kindergarten through 8th grade.

## 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

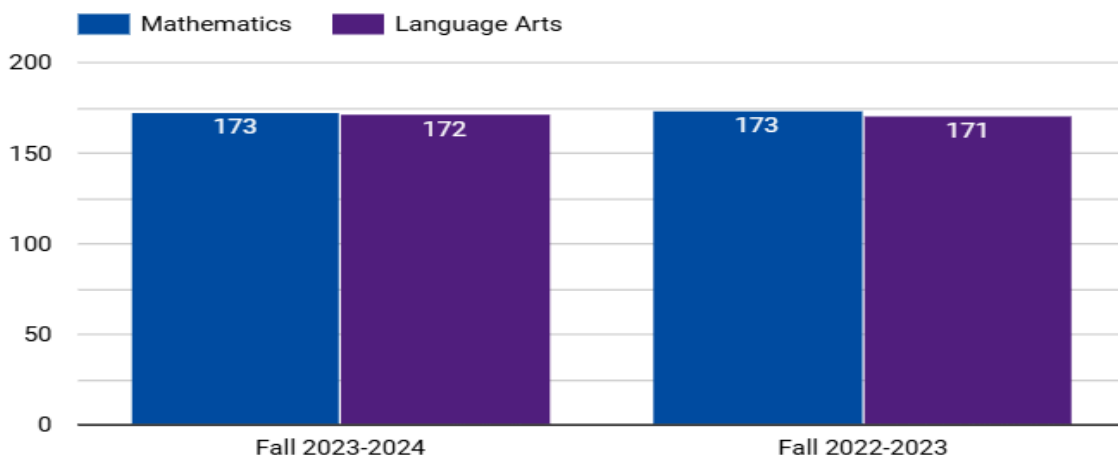
The Academy has a curriculum for the core content areas (English Language Arts Mathematics, Social Studies, and Science). Upon request, a copy of the curriculum can be made available in the main office of the school.



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## Trix Academy - NWEA MAP Achievement - Average RIT Score by Term by Subject



### THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

In 2023-2024, Trix had 200 or 77% of their students represented by parents at Parent-teacher Conferences. In 2022 - 2023, Trix had an average of 128 students or 51% students represented by Parents or family members 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. We appreciate the confidence parents have displayed in entrusting the staff with their child's academic needs. As we move forward, the continued support and assistance of all stakeholders is greatly appreciated. We look forward to the continued partnership to help our students reach their highest potential. We are working extremely hard to increase achievement for our students.

Sincerely,

Elizabeth VanHoesen  
Principal