



January 27, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Detroit Leadership Academy High 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 Michille Few, *Principal* or Kerri Smith, *Superintendent*, at 313.977.9178 for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/2VRIpiq> or you may review a copy in the main office at your child's school.

For the 2021-22 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 2021-22. 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 or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Comprehensive Support and Improvement school.

Areas of improvement are summarized by an overall increase in student achievement across core academic areas. In guiding our students down this path, we have experienced challenges with reading and mathematics which impacts our students' achievement. To address these challenges we make an intentional effort to use lesson plan development with teacher observation and feedback, cycles of data-based decision making, and targeted interventions.

The school has also developed wrap-around support programs to provide students with social emotional and attendance support needed to experience academic success.

State law requires that we also report additional information.

1. Our students come to us, primarily, from Brightmoor and Cody-Rouge neighborhoods. Re-enrollment, typically a week-long period begins in the end of February and ends in early March. Open enrollment is during March and April for the upcoming school year and there is a student lottery in early May, if necessary. This process is designed to give all interested parents equal opportunity for their child to attend Detroit Leadership Academy. In order to apply, you must be a resident of the State of Michigan.

Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public-school academy shall not enroll a pupil who is not a Michigan resident.

- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan school district.
- The Academy shall allow any pupil who was enrolled in the Academy in the immediately preceding school year to enroll in the Academy unless the appropriate grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.
- The Academy may give enrollment priority to one (1) or more of the following:
 - A sibling of a pupil enrolled in the Academy.
 - A pupil who transfers to the Academy from another public school pursuant to a matriculation agreement between the Academy and other public school that provides for this enrollment priority
 - A child, including an adopted child or legal ward, of a person who is employed by or at the Academy or who is on the Academy Board.

2. Our School Improvement Team is involved in a comprehensive and continuous school improvement process and our school improvement plan is up-to-date and current, per requirements of AdvancEd and the State of Michigan School Improvement Office.

To achieve our academic-based goals, we have implemented four key levers. They include a strengthened balanced assessment system with data-driven planning practices, the implementation of a revised set of curricular resources with instructional Professional Learning Communities (PLCs) led by content experts to support teachers' unpacking of resources and backwards planning, and a district-wide teacher coaching system that includes frequent, continuous rounds of observation and real-time feedback.

In regards to school culture, our staff has continued training in restorative strategies and trauma-informed instruction, in an effort to further refine our learning-focused 'culture of calm'. We believe that in order to grow productive young adults and safeguard learning time, it is imperative to develop students' abilities to rebuild and repair relationships when conflict occurs and recenter their attention on achieving personal wellness and academic goals.

Our goals for the next three-five years include strengthening our whole-child focused Multi-Tiered System of Support (MTSS) which will address issues of chronic absenteeism, social/emotional needs, student engagement, and academic support, while continuing to grow our staff's skill set in the use of trauma-informed practices and high-quality instructional delivery.

3. Detroit Leadership Academy High School serves approximately 300 students. We primarily serve students from Castle Rouge, Brightmoor and Cody Rouge communities. In conjunction with local partners, the long-term vision of the school is to serve as both a school and community support to both students and their families. Our school mission is that DLA students will use their college degrees and careers to redefine what is possible by empowering future students and inspiring communities to become sustainable centers of educational excellence and innovation.

4. Detroit Leadership Academy High School maintains compliance by adhering to Common Core State Standards. The curriculum is Board of Education approved. Students must earn: at least 25 credits, including the 4 years of English, 4 years Math, 3 years Social Studies, 3 years Science, World Language, 1 year PE and Health, 1 year Visual, Performing or Applied Arts, Advisory (taken all years) and 2 years of Electives. Also, a student must complete all MDE-required assessments, including the SAT Exam during his/her junior year. A copy of the curriculum can be obtained by request, or in the Main Office.
5. Below are the aggregate student achievement results for the PSAT and SAT over the past two school years (2020-21 and 2021-22).

PSAT/SAT (2020-2021) Percent Met or Exceeded Proficiency	PSAT/SAT (2021-2022) Percent Met or Exceeded Proficiency
9 th Grade PSAT Proficiency ELA: 19% Math: 10%	9 th Grade PSAT Proficiency ELA: 11% Math: 2%
10 th Grade PSAT Proficiency ELA: 20% Math: 4%	10 th Grade PSAT Proficiency ELA: 11% Math: 0%
11 th Grade SAT Proficiency ELA: 2% Math: 0%	11 th Grade SAT Proficiency ELA: 8% Math: 0%

6. The number and percentage of students represented by parents at school sponsored Family-teacher conferences were:
 - a. 40 or 13% for the 2019—2020 school year
 - b. 30 or 10% for the 2020—2021 school year
7. None of the following were offered at Detroit Leadership Academy High School during the 2020-2021 or 2021-2022 school year:
 - a. Dual enrollment offered during either year
 - b. College equivalent courses (AP/IB) offered at Detroit Leadership Academy High School during either year
 - c. Students enrolled in college equivalent courses (AP/IB) at Detroit Leadership Academy during either year
 - d. Students that received a score leading to college credit during either year

Detroit Leadership Academy is committed to maintaining its reputation for year round educational programs for families and supporting all students on their journey towards excellence. We appreciate all you do and look forward to working with you as we empower children with the social, emotional, and academic skills that will enable them to be successful in the future. We strive to give children access to opportunities so that they will be aware of the choices available to them as they grow into future leaders.

Sincerely,

Michille Few
Principal