



March 20, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017–18 educational progress for the Detroit Leadership Academy Middle/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 Kristen Woods-Helms, Principal, or EQUITY Education at 313-977-9178 for assistance.

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

For the 2017-18 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 three or more underperforming student subgroups. 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.

\* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school was identified as a “COMPREHENSIVE SUPPORT AND IMPROVEMENT” school.

Detroit Leadership Academy Middle/High School 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. In guiding our students down this path, we have experienced challenges with academic achievement in reading and mathematics and chronic absenteeism. These challenges all impact student achievement. To accelerate the process of reducing the identified challenges, our school has made an intentional effort to use data driven instruction and strategic interventions to target and overcome the identified challenges.

The school has also developed intervention programs to provide targeted students with the emotional, social, behavioral, and academic support needed to experience success using a data driven model.

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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 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 Middle/High School. 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. School improvement goals for 2017-18 were in the areas of curriculum, instruction, and culture. Our goals were designed to ensure alignment of curricular resources to appropriate grade-level rigors of the Common Core Standards and College Readiness Standards and Next Generation Science Standards, build teachers' capacity to deliver high-quality, engaged instruction, and develop a safe, inclusive, learning-focused school culture. These focus areas are meant to support students and teachers in moving further, faster in their development and address individual learning needs.

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 cycle that includes frequent, continuous rounds of observation and feedback .

In regards to school culture, our staff has begun 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.

Detroit Leadership Middle School/High School believes that parents are a critical part of a child's education and that parental input and support are necessary for success. Our staff encourages open, ongoing communication between school and home. We work to involve parents in reinforcing the school culture and developing individualized learning plans to meet achievement goals for each student. We have had individualized meetings throughout the year with families to identify student's goals and set a plan to achieve them as a team.

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 Middle/High School is a remarkable school, Detroit Leadership Academy ("Academy") 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. To support the mission, the Academy has selected three guiding principles. The principles, college-ready, career-focused and community-minded, serve as the foundation for all curricular development, instructional programs and activities for the Academy.

Detroit Leadership Academy Middle/High School is committed to providing an educational program focused on preparing students for success at the next educational level and to be accepted to and graduate from college. To that end, the Academy provides high-quality instruction, timely and targeted intervention and an Academy culture centered on high expectations and support.

Detroit Leadership Academy Middle/High School believes all students can achieve at the highest levels when provided with: a proven, research based instructional program; challenging and aligned standards; opportunities to build ownership; and effective intervention.

4. Detroit Leadership Academy Middle/High School maintains compliance by adhering to Common Core State Standards. We have also incorporated College Readiness 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 assessments, including the SAT Exam during his/her junior year. A copy of the curriculum can be obtained on line, by request, or in the Main Office.

5. Below are the aggregate student achievement results for M-Step (2016-17, 2017 -18), NWEA MAP (16-17 and 17-18), and PSAT and SAT:

M-STEP (2016-17)	M-STEP (2017-18)
6 <sup>th</sup> Grade Proficiency: <b>Reading: ≤10%</b> <b>Math: ≤10%</b>	6 <sup>th</sup> Grade Proficiency: <b>Reading: ≤20%</b> <b>Math: ≤20%</b>
7 <sup>th</sup> Grade Proficiency: <b>Reading: 15.2%</b> <b>Math: ≤10%</b> <b>Science: ≤10%</b>	7 <sup>th</sup> Grade Proficiency: <b>Reading: ≤10 %</b> <b>Math: ≤10%</b>
8 <sup>th</sup> Grade Proficiency: <b>Reading: 16.1 %</b> <b>Math: ≤10%</b> <b>Social Studies: ≤10 %</b>	8 <sup>th</sup> Grade Proficiency: <b>Reading: ≤10 %</b> <b>Math: ≤10%</b> <b>Social Studies: ≤10%</b>
11 <sup>th</sup> Grade Proficiency: <b>Science: ≤10%</b> <b>Social Studies: ≤10%</b>	11 <sup>th</sup> Grade Proficiency: <b>Social Studies: ≤10%</b>

PSAT (2016-17) Percent <b>Met or Exceeded Proficiency</b>	PSAT (2017-18) Percent <b>Met or Exceeded Proficiency</b>
9 <sup>th</sup> Grade Proficiency ELA: 12.3% Math: 6.2%	9 <sup>th</sup> Grade Proficiency ELA: 8.2% Math: 2.7%
10 <sup>th</sup> Grade Proficiency ELA 29.6% Math 7%	10 <sup>th</sup> Grade Proficiency ELA 11.1% Math 5.6%

SAT (2016-17) Percent <b>Met or Exceeded Proficiency</b>	SAT (2017-18) Percent <b>Met or Exceeded Proficiency</b>
11 <sup>th</sup> Grade Proficiency ELA: 16.1% Math: 0%	11 <sup>th</sup> Grade Proficiency ELA: 9.4% Math: 3.8%

NWEA MAP: Percent of Students Meeting Spring Proficiency Levels

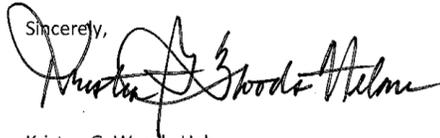
Grade (16-17)	Reading	Math
6	7%	7%
7	15%	7%
8	19%	0%

NWEA MAP: Percent of Students Meeting Spring Proficiency Levels

Grade (17-18)	Reading	Math
6	7%	4%
7	16%	7%
8	30%	8%

6. The number and percentage of students represented by parents at school sponsored parent-teacher conferences
  - 132 students or 33% for the 2016-2017 school year
  - 45 or 13% of students for the 2017 – 2018 school year
  
7. None of the following were offered at Detroit Leadership Academy during the 2016-17 or 2017-18 school year except
  - a. During SY2016-17, 16 students or 18% participated in a dual enrollment program provided by Henry Ford Community College. This was the first semester of the program. This was the first graduating class. There was no dual enrollment offered during the SY2017-18.
  - b. There was no college equivalent courses (AP/IB) offered at Detroit Leadership Academy during the SY2016-17 and SY2017-18.
  - c. There was no students enrolled in college equivalent courses (AP/IB) at Detroit Leadership Academy during the SY2016-17 and SY2017-18.
  - d. During the SY2016-17, 15 students or 17% of students received a score leading to college credit. There was no students that received a score leading to college credit during the SY2017-18.

We believe in shared leadership and strategic planning. We are willing to work hard to achieve greatness. Our teachers and leaders embody the following creed: "I am somebody, I was somebody when I came, I'll be a better somebody when I leave, I am courageous and I am strong, I deserve an education that I earn here, I have things to do, people to impress, and places to go, I commit to be college ready, career focused, and community minded. I am great, I am a Cougar, and I am a Champion". We believe in our work and in the future of our students, our staff, our school and our community. We have the right people who are willing to work hard and the support and mindset to implement these changes to ensure our students reach their achievement goals.

Sincerely,  


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