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January 31, 2025

Dear DLA Families 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 Detroit Leadership Academy and our schools. 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 Heather Schmidt at [Heather@cennonprofit.org](mailto:Heather@cennonprofit.org) for assistance.

The DISTRICT AER is available for you to review electronically by visiting the following website: [https://www.mischooldata.org/annual-education-report-1?Common\\_Locations=1-D,1778,119,0](https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-D,1778,119,0) or you may request a copy in the Main Office at your child's school. Each school will also be communicating their own AER to families directly.

These reports contain the following information:

**Student Assessment Data**

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

**School Accountability Data**

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

**Educator Qualification Data**

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

**NAEP Data (National Assessment of Educational Progress)**

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

## Civil Rights Data

- Provides information on school quality, climate, and safety

Review the table below listing our schools. 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 status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Detroit Leadership Academy PreK-8	CSI	Lower chronic absenteeism and improve academics through academic intervention + teacher coaching and development
Detroit Leadership Academy High School	CSI	Lower chronic absenteeism and improve academics through academic intervention + teacher coaching and development

The district's vision is to provide remarkable neighborhood schools. This means providing a highly challenging, stimulating and supportive environment that unlocks the potential of **ALL** children and adults as leaders, pioneering the way to equity and excellence. We emphasize with our students, staff, and families and teach them the habits necessary to be successful in school and in life: *Showing Up, Opting-In, Working Hard, Finishing Strong, and Reflecting.*

In addition to our focus on student academic success, we also prioritize having the necessary resources in place to meet students' social and emotional needs and address other barriers to students' learning. Supporting the full range of our students' needs requires strong partnerships between school and home. We are excited about and thankful for the relationships we have built between our schools and our families; we also acknowledge that we have room to grow in this area and are actively seeking opportunities to engage our students and their families more intentionally as partners.

Finally, it is important you know that we are actively seeking ways to continually make the DLA community one where diversity, equity, inclusion, and anti-racist practices are embedded into every decision we make. It is of utmost importance to us that we honor and celebrate the lived experiences of our school community, of which we are honored to serve.

Sincerely,

Michille Roper-Few  
*Superintendent*