



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 PreK-8. 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 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,12581,1778,119](https://www.mischooldata.org/annual-education-report-1?Common%20Locations=1-S,12581,1778,119) or you may request a copy in the Main Office.

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 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 employ data-driven instruction and analysis, targeted interventions through a defined Multi-Tiered System of Support (MTSS) addressing academic, social-emotional, and attendance needs, continuous and intentional teacher and leadership coaching, professional learning communities, and after-school tutoring.

State law requires that we also report additional information.

1. **Process for assigning pupils to the school:** Our students come to us primarily from the Brightmoor and Cody-Rouge neighborhoods. Re-enrollment, typically a week-long period, begins at the end of February and ends in early March. Open enrollment is during March through September for the upcoming school year and there is a student lottery in early May, if necessary. This process is designed to give all interested families an equal opportunity for their child to attend Detroit Leadership Academy. To apply, students 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 enrolled in the Academy 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 a lack of student records.
- If the Academy receives more applications for enrollment than available spaces, 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 another public school that provides for this enrollment priority
 - A child, including an adopted child or legal ward, of a person employed by or at the Academy or on the Academy Board.

2. **Status of 3-5 Year School Improvement Plan:** Our School Improvement or MICIP Team is involved in a comprehensive and continuous school improvement process. Our school improvement plan is up-to-date and current per the requirements of 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 backward planning, a district-wide teacher coaching system that includes frequent, continuous rounds of observation and real-time feedback, and a school-wide tiered literacy intervention system.

Regarding school culture, our staff has continued training in restorative strategies and trauma-informed instruction in an effort to refine our learning-focused culture. 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 to five years include strengthening our whole-child-focused Multi-Tiered System of Support (MTSS), which addresses issues of chronic absenteeism, social-emotional needs, student engagement, and academic support. We also plan to continue growing our staff's skill set in trauma-informed practices and high-quality instructional delivery.

3. **Description of the school:** Detroit Leadership Academy Elementary School is a Pre-K through 8th grade campus authorized by Central Michigan University. We are located in the Castle Rouge Area of Detroit and serve approximately 400 students from that area, in addition to Brightmoor and Cody Rouge. In conjunction with local partners, the school's long-term vision is to serve as both a school and community support to 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. **Core Curriculum and implementation:** Detroit Leadership Academy implements a core curriculum aligned to State of MI standards, Common Core State Standards, and Next Generation Science Standards in our K-8 classrooms. A copy of the curriculum can be obtained by request in the Main Office.

5. **Two years of aggregate student achievement results:**

Grade	M-STEP % Proficient+: 2022-23		M-STEP % Proficient+: 2023-24	
	Reading	Math	Reading	Math
3	8.5%	2.1%	4.1%	4.1%
4	0%	0%	28.6%	7.1%
5	6.5%	0%	4.3%	2.1%
6	6.3%	0%	7.5%	2.5%
7	6.1%	6.1%	21.4%	2.4%
8 (PSAT)	12.2%	4.9%	17%	6.4%

6. **Family Conference Participation:** The number and percentage of students represented by parents at school-sponsored Family-teacher conferences is:

- a. 240 or 60% for the 2022–2023 school year
- b. 319 or 75% for the 2023-2024 school year

Detroit Leadership Academy is committed to maintaining its reputation for year-round educational programs for families and supporting all students on their journey toward 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 succeed.

Sincerely,

Sonya Lewis
Principal