



Where CHAMPIONS are MADE!

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 Elementary. 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 Erin Wills, Principal, or EQUITY Education at 313-977-9178 for help if you need assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2tU3F7M>, 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 “HAS NOT BEEN GIVEN ONE OF THESE LABELS”.

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 Detroit Leadership Academy Elementary makes and 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 a wrap-around support programs to provide students with emotional, social, and behavioral support needed to experience academic success.

Elementary School
13550 Virgil Street, Detroit Michigan 48223
P 313.242.1500 F 313.242.1527
www.dlachampion.org

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL - 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. 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. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN – Our School Improvement Team is involved in a comprehensive school improvement process that addresses student learning in English Language Arts, Mathematics, Writing, Science, and Social Studies. Detroit Leadership Academy is currently a School-wide Title I building. Our school plan is up-to-date and current, per requirements of AdvancEd and the State of Michigan School Improvement Office.

Our goals for the next three - five years will include continued academic growth through lowering chronic absenteeism and improving academics through teacher coaching and development. For the upcoming years, our goals for school improvement will continue to include ongoing alignment of curriculum to Common Core Standards, MDE aligned standards, Next Generations Science Standards, further development of our Positive Behavioral Support System, and continued growth of academic achievement.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL - Detroit Leadership Academy Elementary School is a Pre - K through 5th Grade Facility that instructs over 300

students. We are located in the Castle Rouge Area of Detroit and serve students from that specific area as well as Brightmoor and Cody Rouge. 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. 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 – Detroit Leadership Academy implements the Common Core Curriculum in their K-5 classrooms. A copy of the curriculum can be obtained online, by request, or in the Main Office.
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS –

M-STEP (2016-2017– *Percent of students "Proficient" or "Advanced"*)

ELA

3rd Grade: 11.4%

4th Grade: 17.1%

5th Grade: 12.5%

Math:

3rd Grade: 13.6%

4th Grade: 16.7%

5th Grade: ≤10%

Science:

4th grade: ≤10%

Social Studies:

5th grade: ≤10%

M-STEP (2017-2018) – *Percent of students "Proficient" or "Advanced"*

ELA

3rd Grade: ≤10%

4th Grade: 12.5%

5th Grade: 12.2%

Math:

3rd Grade: ≤10%

4th Grade: 22.4%

5th Grade: ≤10%

Science:

N/A

Social Studies:

5th grade: ≤10%

NWEA MAP: Percent of Students Meeting Spring Proficiency Levels

Grade (16-17)	Reading	Math
3	9%	7%
4	8%	7%
5	30%	15%

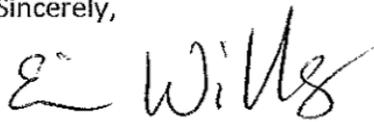
NWEA MAP: Percent of Students Meeting Spring Proficiency Levels

Grade (17-18)	Reading	Math
3	6%	6%
4	19%	27%
5	14%	12%

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES – The number and percentage of students represented by parents at school sponsored parent-teacher conferences were:
- 133 or 50% for the 2014-2015 school year
 - 145 or 50% for the 2015-2016 school year
 - 118 or 40% for the 2016-2017 school year
 - 215 or 75% for the 2017–2018 school year

Detroit Leadership Academy is committed to maintaining its reputation for strong academic programs 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,

A handwritten signature in black ink that reads "Erin Wills". The signature is written in a cursive style with a large, stylized "E" and "W".

Erin Wills
Principal