



Detroit Edison Public School Academy **Annual Education Report (AER)**

February 1, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 educational progress for the Detroit Edison Public School Academy. 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. please contact the Chief Academic Officer for the New Paradigm for Education (NPFE) network, Dr. Kimberly Bland.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3cpKri2> , or you may review a copy in the main office at your child's school.

For the 2019-2020 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Our school HAS NOT BEEN GIVEN ONE OF THESE LABELS.

Current Challenges

One of the greatest challenges associated with the community is the nature of the economic drop-off in the city. As a "commuter" school, we put forth extra support for families struggling to keep their students enrolled due to transportation issues, or other binding economic issues. The current plight of the families living in our community have an impact in various ways on the challenges facing each subset of our school:

- In our Primary Academy, building parent support and investment in their child's education during the beginning years is paramount to students becoming successful academically and social emotionally as they progress in their educational career. Due to this, we are currently working with our community to ensure students are arriving to school, on time, every day. We are also cultivating parent participation in school events, knowing that the more involved parents are in their child's education, the stronger of an investment students will have in understanding the importance of receiving an education.

- The quest for students arriving to school on time, every day, continues when students enter our elementary school. At this point, students are held to a higher level of accountability with school and standardized testing and ensuring that students are maximizing every second of learning is key to their current and future success. We are also pressing this issue with our teaching team to ensure that our faculty are spending more instructional days in school with students, leading the quest for a quality education.
- In the Junior Academy, we are currently working with our students, ensuring they remain on a positive trajectory towards college readiness. We also are focusing on increasing the amount of student engagement and rigor during instruction.

Key Initiatives to Foster Student Achievement

We are currently focusing on the following initiatives to accelerate student achievement:

1. Focus on the analysis of all data inclusive of NWEA, SFA data, quarterly assessments, exit tickets, student work, writing samples, etc., to guide instruction, planning and re-teaching.
2. Integrate reading, writing and discussion in all content areas to provide cohesive instruction and opportunities for productive struggle.
3. Provide effective feedback to students that affirms what they have done well and guides them toward academic improvement and achievement of learning goals.
4. Study and leverage student-level data on a regular and consistent basis to identify learning opportunities and create plans to address them.
5. Use rubrics as tools to provide a shared language with clear guidelines and expectations to provide a measure, adjust and evaluate learning.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

We operate as an open enrollment charter school under New Paradigm for Education, our charter school management company. Students residing in the state of Michigan can apply to our school at any time during the school year. All interested families can contact the registrar's office to obtain an application for grades PreKindergarten – 8th grade. Applications can also be downloaded from the district website using the following link: [Enrollment Application](#) When grades have reached enrollment capacity, students are placed on a waiting list.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Goals have been set for each core subject in our school improvement plan. The following outlines those goals:

1. Goal 1: All students will demonstrate Math proficiency by having a deep understanding of Common Core Standards.
2. Goal 2: All students will meet Reading proficiency by integrating reading, writing, and content (science + social studies) to provide cohesive instruction, as called for by Common Core.
3. Goal 3: All 5th and 8th grade students will meet Social Studies proficiency by integrating reading, writing, and content (social studies + science) to provide cohesive instruction, as called for by Common Core.
4. Goal 4: All 5th and 8th grade students will meet Science proficiency by integrating reading, writing, and content (science + social studies) to provide cohesive instruction, as called for by the Common Core
5. Goal 5: All students will meet Writing proficiency by integrating reading, writing, and content (science + social studies) to provide cohesive instruction, as called for by Common Core.

**Due to the shutdown of schools in the Spring of 2020, a status update is not available.*

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Detroit Edison Public School Academy exists to prepare students entrusted to our care for a future as compassionate and caring global citizens and successful lifelong learners. Academic development is achieved in a dignified and supportive environment that incorporates diversity, family, staff, and community partnerships, in pursuit of educational excellence. The mission is achieved by providing an academic program that incorporates the growth and development of the whole child. Parents, communities and staff are committed to serving and providing a world-class education for tomorrow's leaders. Our program is delineated as follows:

- *Primary Academy PreK-2nd*: provides culturally, linguistically, and developmentally appropriate programming that focuses on the process of learning and helping children enjoy successful experiences. We believe that a safe, healthy, structured learning environment is crucial to a child's physical, emotional, social, cognitive and creative growth. Programming is designed to develop in children a sense of independence, social and intercultural awareness, confidence, and responsibility.
- *Elementary Academy 3rd - 5th*: strives to teach each student so he/she may experience challenge, success, and academic excellence. By motivating each student to think, reason, and problem solve, we are encouraging them to develop self-responsibility with opportunities to develop leadership skills and good citizenship qualities. Each child is seen as unique, with different needs, learning styles, and experiences. We believe that a positive learning environment is essential for each child's development and that the child must experience success every day.
- *Junior Academy 6th - 8th*: Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The Junior Academy is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude toward intercultural awareness and successful lifelong learning. We achieve this vision through the implementation of the International Baccalaureate Middle Years Program at our school.

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

The curricular programs chosen are aligned to the Common Core standards which are adopted by the state of Michigan. Websites containing information about the programs utilized by our school are listed below:

Literacy

In many ways, the achievement gap can be equated to a gap in vocabulary and literacy development. Students will receive 90 minutes of literacy instruction (in K-5) and 60 minutes of writing instruction every day. Grades 6-8 receive 60-minutes of both, reading and writing each day. This sacred time will ensure that students are given the opportunity to immerse themselves in all aspects of literacy and that educators have enough time to create various engagement opportunities for our scholars.

Curricular Program	Resources in program used for:
Success for All www.successforall.org	Oral Language and Vocabulary Development, Phonics, Fluency, Comprehension Skill Development, Written Expression
Step Up to Writing www.voyagersopris.com	Foundational Writing Skills, Vocabulary Acquisition, Speaking and Listening, Development in Writing Purpose
Write Source www.hmhco.com	Grammar, Six Traits, Usage and Mechanics

Math

We believe in creating a strong math foundation by building strong number sense with our students during a 90-minute math block for K-5 and 60-minutes of math instruction for grades 6-8. Rather than increasing the pace and covering standards from higher grade levels, we focus on the depth of our instruction rather than the breadth. This strong foundation will prevent future gaps and equip our students with the necessary tools to be critical thinkers and problem solvers.

Curricular Program	Resources in program used for:
Eureka Math (K-5) http://greatminds.net	Measurement, Geometry, Numbers and Operations, Algebraic Thinking, Data Analysis and Probability, Problem Solving
Illustrative Math (6-8) https://www.illustrativemathematics.org/	The IM 6–8 Math certified curriculum is built on research-based principles to ensure teachers have the tools needed to facilitate student success.

Science and Social Studies

We offer an interdisciplinary study of literacy and math skills through science and social studies. Our goal is for students to study the world through a focus on world events, research, and experimentation. Each block will occur daily for 60 minutes.

Subject and Curricular Program	Resources in program used for:
Social Studies – MC3 Rubicon https://wayneresa-public.rubiconatlas.org/Atlas/Public/View/Default	Civics and Government, Economics, US History and Geography, World History and Geography
Science – STEMscopes www.acceleratelearning.com	Biology, Chemistry, Earth and Space, Force, Matter & Energy, Motion & Energy, Organisms and Environments, Physics

IB – Middle Years Programme

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

Subject and Curricular Program	Resources in program used for:
International Baccalaureate – MYP https://www.ibo.org/programmes/middle-years-programme/	The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. The MYP requires at least 50 hours of teaching time for each subject group, in each year of the programme.

Pre-Kindergarten

The DEPSA early childhood program is designed to serve preschool children. Our goal is to provide a high quality, developmentally appropriate program for young children and their families. We aim to create a relaxed, secure and supportive environment in which children are encouraged to develop to their individual potential. We strive to keep our students engaged by incorporating challenging, hands on activities of learning through play. Appropriate activities are chosen by staff, students and parents based on a child's developmental level, individual strengths, and the social and cultural context of each child.

Subject and Curricular Program	Resources in program used for:
Creative Curriculum https://teachingstrategies.com/wp-content/uploads/2017/05/TeachingStrategies_CC-for-Preschool_TouringGuide_2016.pdf	The Foundation offers insight into the most current research and best practices for early childhood education. The Daily Resources, include Teaching Guides, Intentional Teaching Cards™, Mighty Minutes®, and Book Discussion Cards™.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Our overall student achievement data for the past three school terms is listed below with a focus on reporting from the Student Growth Summary Report for the NWEA MAP Test:

**Results from the 2019-2020 school year are not available due to the COVID school shutdown*

Percent of Students Meeting/Exceeding the NWEA Projected Growth: **READING**

	2017-2018	2018-2019	2019-2020
Reading – Grade K	61%	52%	N/A
Reading – Grade 1	54%	53%	
Reading – Grade 2	60%	28%	
Reading – Grade 3	55%	44%	
Reading – Grade 4	65%	53%	
Reading – Grade 5	59%	44%	
Reading – Grade 6	54%	47%	
Reading – Grade 7	49%	57%	
Reading – Grade 8	63%	48%	

Percent of Students Meeting/Exceeding the NWEA Projected Growth: **MATH**

	2017-2018	2018-2019	2019-2020
Math – Grade K	78%	64%	N/A
Math – Grade 1	50%	66%	
Math – Grade 2	49%	25%	
Math – Grade 3	31%	31%	
Math – Grade 4	46%	38%	
Math – Grade 5	35%	38%	
Math – Grade 6	46%	37%	
Math – Grade 7	63%	56%	
Math – Grade 8	62%	52%	

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Unfortunately, data collection of PTCs began two years ago, thus three years of data is not available. To ensure we are collecting data to best support strategies utilized to make parent/student connections, we are currently collecting data moving forward and reviewing the data on a school level.

SCHOOL	PTC 1	PTC 2	PTC 3
2017-2018	N/A	N/A	N/A
2018-2019	67%	58%	50%
2019-2020	72%	58%	49%*

**The third Parent-Teacher was conducted virtually due to the COVID school shutdown.*

Our students, families and faculty members are on a journey together to make our school a great place to teach, learn and grow. We have seen a great deal of success this year with our initiatives put in place to lay a foundation for strong academic achievement and for our students to develop strong social skills as they navigate their education with others. Please feel free to reach out to us with any questions, concerns or feedback to help our school become one of the strongest learning institutions in Detroit.

Sincerely,

Dr. Kimberly Bland
Chief Academic Officer
New Paradigm For Education