

January 28, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (“AER”), which provides key information on the 2021-22 educational progress for Distinctive College Prep Redford (“DCP”). 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 Meredith McKelvey for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3i58IL0>, or you may review a copy in the main office at your child’s school.

For the 2021-22 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 2018-19. 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 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a ‘HAS NOT BEEN GIVEN ONE OF THESE LABELS’.

DCP Redford priorities for the 2021-22 school year are: Learning Acceleration; Health and Wellness; and Diversity, Equity and Inclusion (“DEI”). A multiyear professional learning equips the teaching staff with the tools to support deep learning and support students’ unique needs and close the gaps that were exacerbated by COVID-19. Students also engage in a social emotional learning curriculum. Our DEI work is rooted in and aligned to our Learning Acceleration work, which ensures a sense of belonging for all students, staff and families. We look forward to continuing to develop in these areas for the purposes of further enriching our students' lives.

State law requires that we also report additional information:

#### PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Distinctive College Prep (DCP) is a public charter school and is open to all students. DCP will enroll students on a first-come, first served basis. If DCP receives more applications for enrollment than there are spaces available, students will be selected for enrollment through a random lottery. Prior to the application period, DCP will:

- Establish written procedures for conducting a random lottery
- Establish a maximum number of spaces available per grade
- Establish the date, time, location and vendor to conduct the random lottery

DCP will notify applicants if they were accepted in the lottery or placed on the waiting list. Student names will appear on the waiting list in the order they were selected from the lottery.

During the 2020-2021 school year, DCP Redford did not conduct a lottery since there were open seats after the open enrollment period closed.

#### THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Campus, Regional, and Network Team members come together quarterly to analyze data to inform next steps. Each campus improvement plans are rooted around 5 areas:

- Learner Agency & Social Emotional Learning
- Student-Centered Design (Personalized Learning)
- Deeper Learning (Rigor & Relevance)
- Identity & Sustainability
- Culture
- Partnerships

The campus teams meet formally twice per quarter to reflect upon goals and communicate actions taken.

#### A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Distinctive College Prep is dedicated to supporting each child in becoming an engaged and curious learner, a confident self-advocate, and a creative problem-solver by setting high expectations and nurturing a positive culture that honors diversity, collaboration and optimism.

Distinctive College Prep students, parents and staff adhere to six core commitments that we believe are essential to building a safe, supportive, thriving school culture.

#### 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:

Distinctive College Prep core curriculum is aligned to the Michigan Common Core state standards. Distinctive College Prep uses Benchmark Advance for humanities (literacy & social studies) and Engage NY for Math for grades K-5. You can find more about Benchmark Advance at <https://benchmarkeducation.com/parents> and Engage NY at <https://www.engageny.org/parent-and-family-resources>. More information is also available by request at the main office. For grade 6, The Summit Learning Curriculum is used. This Common Core and NGSS aligned curriculum information can be found at <https://www.summitlearning.org/about-us>.

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

Spring 2019-20

*Due to suspension of state assessments, 2019-20 assessment data is not available.*

Spring 2020-21

|            |             |
|------------|-------------|
| M-STEP ELA | M-STEP Math |
| 7%         | <5%         |

Our students also take the nationally normed Northwest Evaluation Association Measures of Academic Progress (MAP) test.

Spring 2020-21

| Grade        | Reading<br>(Mean<br>Score) | Reading<br>(Norm Score) | Math<br>(Mean Score) | Math<br>(Norm Score) |
|--------------|----------------------------|-------------------------|----------------------|----------------------|
| Kindergarten | n/a                        | n/a                     | 173.5                | 157.1                |
| 1st grade    | 163.5                      | 171.4                   | 166.8                | 176.4                |
| 2nd grade    | 166.8                      | 185.6                   | 176.0                | 189.4                |

|           |       |       |       |       |
|-----------|-------|-------|-------|-------|
| 3rd grade | 173.0 | 197.1 | 169.6 | 201.1 |
| 4th Grade | 188.7 | 204.8 | 192.5 | 210.5 |
| 5th Grade | 191.2 | 210.9 | 193.3 | 218.8 |

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

| Parent Teacher Conferences |                           |                          |
|----------------------------|---------------------------|--------------------------|
|                            | # of Students Represented | % of Students Represents |
| 2019-20                    | 208                       | 87%                      |

|         |     |     |
|---------|-----|-----|
| 2020-21 | 197 | 82% |
|---------|-----|-----|

We have so much to be proud of and so many goals to reach. We are looking forward to continuing this educational journey.

Sincerely,

*Meredith McKelvey*  
**Principal**

