

02/15/2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Discovery Creative Pathways - Redford. 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 Carlit Earl 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,16400,2956,119](https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,16400,2956,119) or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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 or had a graduation rate at or below 67% 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 An Additional Targeted Support (ATS) school .

This identification is due to an overall subgroup index value among the bottom 5% Schools identified for ATS receive support for 6 years while they work to address the deep student subgroup needs identified. After the 6 years, the school data will be reviewed and the school will either exit from ATS or move to the more intensive support category of CSI. DCP Redford instructional leaders, special education teachers, and MTSS leads are working to build out more targeted and robust interventions to support elevated student growth and achievement.

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 past 3 school years, 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

DCP-Redford is in its second year of a new School improvement plan. Committees of the Academy's School Improvement Team meet monthly to report progress and update the 3-5-year School Improvement Plan.

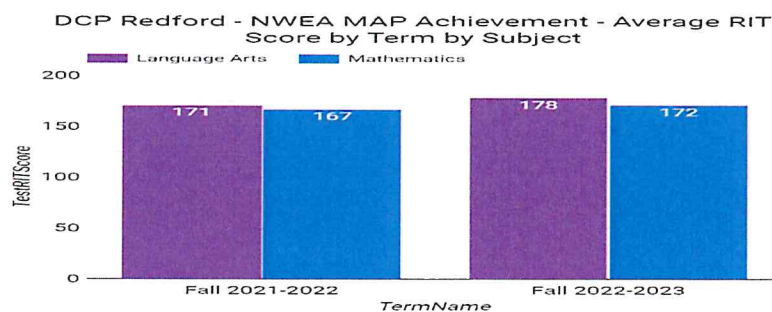
#### A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At this time, Discovery Creative Pathways(DCP) does not have any specialized schools. DCP-Redford Academy is a single-building district that serves students in grades kindergarten through 8th grade.

#### 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 DCP core curriculum is aligned to the Michigan Common Core state standards. The curriculum is implemented from a standards-based perspective, meaning that teachers analyze grade-level standards to determine the level at which students need to demonstrate mastery of content. Teachers work individually and as collaborative teams to plan daily instruction and units. School administrators and instructional coaches also assist teams in unpacking curriculum, and they analyze student data to monitor the effectiveness of the instructional program. More information is also available by request at the main office.

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

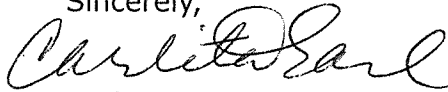


2. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

In 2022 - 2023, DCP-Redford had an average of 80% of the students represented by Parents or a family member at Parent-teacher Conferences.

We are so proud of the wonderful work families are doing here at DCP – Redford. I would like to encourage all students and parents to continue to work hard. We appreciate the confidence parents have displayed entrusting the staff for their child's academic needs. As we move forward, the continued support and assistance of all stakeholders is greatly appreciated. We look forward to the continued partnership to help our students reach their highest potential. We are working extremely hard to increase achievement for our students.

Sincerely,

A handwritten signature in black ink that reads "Carlita Earl". The signature is written in a cursive style with a large, looped initial "C".

Carlita Earl  
Principal