



02/10/2024

Dear Parents 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 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 Stephen Johnson 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 or you may review a copy in the main office at your child's school.

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 HAS NOT BEEN GIVEN ONE OF THESE LABELS.

Key challenges for DCP-Redford are in the areas of achieving proficiency in the Core subjects. We employ interventionists and classroom assistance in each room to ensure every student receives proper interventions and support. Our academy continues to work to improve both growth and proficiency. To address these issues, we continue to review all data and use targeted instruction. Targeted Instructional Initiatives have been implemented across the entire academy. These initiatives include in-depth lesson planning focused on high levels of rigor and questioning strategies, a coaching and feedback cycle of professional development, and Blended Learning opportunities with research-based online learning and assessment programs. In addition, we utilize Multi-Tiered Systems of Support (MTSS) which includes a one-hour block of Intervention instruction in the classroom for all Tiers of students as well as small group, one-on-one push-in, and pull-out academic

intervention provided by academic interventionists, utilizing research-based programs. Moreover, counseling and behavior supports are in place and incentive programs to increase student engagement in their learning process are implemented, as well as our Summer Learning Academy with a focus in ELA and Math. Finally, parents are engaged in the learning environment through our monthly Parent University and conferences.

State law requires that we also report additional information:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Discovery Creative Pathways (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 third 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

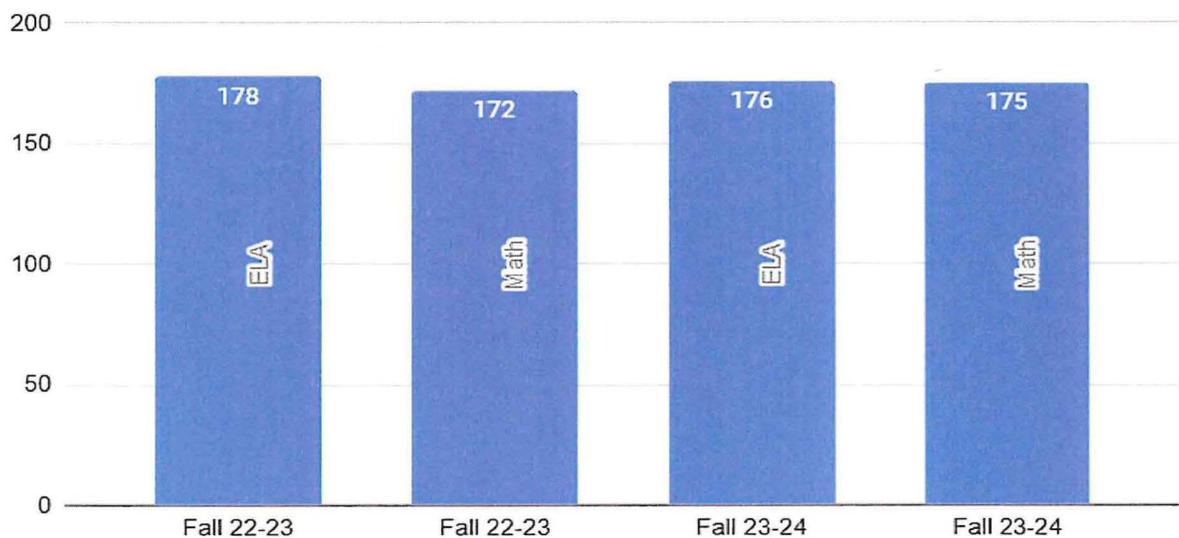
At this time, Discovery Creative Pathways (DCP) does not have any specialized schools. DCP-Redford Academy is a single-building district that serves students in grades kindergarten through 8th grade.

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

DCP Redford - NWEA MAP Achievement - Average RIT Score by Subject



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

In 2023 - 2024, DCP had an average of 89 students or 40% represented at Parent-Teacher Conferences. In 2022 - 2023, DCP also had similar results with an average of 93 students or 42% represented by Parents 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



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partnership to help our students reach their highest potential. We are working extremely hard to increase achievement for our students.

Sincerely,

Stephen L. Johnson,
Principal