



Detroit Academy of Arts & Sciences
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January 9, 2023

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 the Detroit Academy of Arts and Sciences School District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact your scholar's principal for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following website www.daasdistrict.org (click on the MISchoolData Logo), or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate, and safety

Review the table below listing our schools. For the 2022-23 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 2021-22. 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 status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Detroit Academy of Arts and Sciences (K-5)	CSI	Literacy, Math and Attendance
Detroit Academy of Arts and Sciences Middle School (6-8)	ATS	Literacy, Math and Attendance

We recognize the challenges our school community faces and are working diligently to make a difference. At DAAS we have expanded our academic intervention program to provide more individualize and targeted assistance to scholars who may be struggling with academic performance, we have expanded our instructional intervention team, we have introduced instructional technology tools that will support and enhance learning, ad we have initiated a focused curriculum structure that concentrates upon and extends instructional time for scholars to allow an even greater opportunity for them to practice the skills learned, gradually increasing the degree of abstraction and complexity.

We are excited and serious about the new program and organizational structures that will be implemented and have set high expectations for our scholars' academic performance. It is our expectations that these measures will keep our schools on a continuous path of improvement.

Sincerely,



Chief Executive Officer