



April 18, 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. 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 the school's principal for 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.

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 the College Board P-SAT. These assessments present assessment information for English language arts and mathematics for grades 3 to 8, and the Mi Access Science for grades 5 and 8., compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state and national achievement benchmarks.

Accountability- Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher 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, including teachers who are not teaching in the subject or field for which they are certified.

NAEP (National Assessment of Educational Progress)

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

Civil Rights Data

- Provides information on school quality, climate and safety.

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 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 label is given.

School Name	Status Label	Keys to Accelerate Achievement
DAAS Elementary School	TSI	<ul style="list-style-type: none"> ● Focused support on chronic absenteeism ● Increase personalized instruction through IReady and Learning Labs ● Instructional Coaching Support

DAAS Middle School	ATS	<p>Focused support on chronic absenteeism</p> <ul style="list-style-type: none"> ● Increase personalized instruction through IReady and Learning Labs ● Instructional Coaching Support

The Detroit Academy of Arts and Sciences K-5 School was identified as a 'COMPREHENSIVE SUPPORT AND IMPROVEMENT' school due to factors including; State MSTEP proficiency and growth for students, chronic absenteeism, and percent of students participating in the state assessments. The required quarantine measures throughout the pandemic were a leading cause of students being chronically absent.

The Detroit Academy of Arts and Sciences Middle School School was identified as a 'TARGETED SUPPORT AND IMPROVEMENT' due to factors including; State MSTEP proficiency and growth for student and subgroup of our scholars with disabilities.

We will be continuing to reach out to families to improve attendance as students are identified truant. We are addressing achievement gaps through a variety of ways. We target students for academic interventions during the school day in both reading and math. Student needs are identified using state test scores and i-Ready at the district level. Students meet in small groups at least 3 hours per week to address skill gaps.

We recognize the challenges our school community faces and are working diligently to make a difference. We have expanded our academic intervention program to provide more individualized and targeted assistance to scholar who may be struggling with academic performance; we have expanded our instructional intervention teams; we have introduced instructional technology tools that will support and enhance learning; and, we have initialed a focused curriculum structure that concentrates upon and extends instructional time for students 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 programs and organizational structures that will be implemented and have set high expectations for our scholar's academic performance. It is our expectation that these measures will keep our school on a continuous path of improvement.

The past few years have been particularly challenging due to the restrictions placed on schools during the pandemic. We are finally settling into our "new" normal. We appreciate the support of the DAAS community as we continue to refine our craft and prepare our scholars to be productive members of society.



Maurice G. Morton
CEO

5-22-23

Date