



Detroit Edison Public School Academy – High School **Annual Education Report (AER)**

February 1, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 educational progress for the Detroit Edison Public School Academy-High School. 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. please contact the Chief Academic Officer for Detroit Edison PSA, Dr. Kimberly Bland.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/36wTtWu> , or you may review a copy in the main office at your child's school.

For the 2019-2020 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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.

Current Challenges

DEPSA – High School is currently focusing on developing our students to meet the increase in academic rigor expectations set forth by our school and the state of Michigan. Last year the state of Michigan is moving to students all students taking the SAT or PSAT and we are currently preparing our students to acclimate to the expectations and structure of this test. We are also supporting our students as we move from procedural learning to conceptual understanding in regards to the level of rigor presented in our curricular programs. With this turn in the depth of work and student understanding, we are also working with our students to encourage their participation in the tutoring options being provided afterschool and on Saturdays.

- At the Early College of Excellence, we are currently working with our students, ensuring they remain on a positive trajectory towards college readiness. We are also focusing on increasing the amount of student engagement and rigor during instruction.

Key Initiatives to Foster Student Achievement

We are currently focusing on the following initiatives to accelerate student achievement:

1. Focus on the analysis of all data inclusive of NWEA, SFA data, quarterly assessments, exit tickets, student work, writing samples, etc., to guide instruction, planning and re-teaching.
2. Integrate reading, writing and discussion in all content areas to provide cohesive instruction and opportunities for productive struggle.
3. Provide effective feedback to students that affirms what they have done well and guides them toward academic improvement and achievement of learning goals.
4. Study and leverage student-level data on a regular and consistent basis to identify learning opportunities and create plans to address them.
5. Use rubrics as tools to provide a shared language with clear guidelines and expectations to provide a measure, adjust and evaluate learning.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

We operate as an open enrollment charter school under New Paradigm for Education, our charter school management company. Students residing in the state of Michigan can apply to our school at any time during the school year. All interested families can contact the registrar's office to obtain an application for grades 9th – 12th grade. Applications can also be downloaded from the district website using the following link: [Enrollment Application](#) When grades have reached enrollment capacity, students are placed on a waiting list.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Goals have been set for each core subject in our school improvement plan. The following outlines those goals:

- All students at DEPSA ECE will meet/exceed the College Readiness Benchmark in Reading Academic Approach, PSAT, and SAT standards by 11th grade.
- All students at DEPSA ECE will meet/exceed the College Readiness Benchmark in Math Academic Approach, PSAT, and SAT standards by 11th grade in all subjects.
- All students at DEPSA ECE will become proficient in Academic Approach, PSAT, SAT, an MSTEP standards by 11th grade in social studies and science.

**Due to the shutdown of schools in the Spring of 2020, a status update is not available.*

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Detroit Edison Public School Academy exists to prepare students entrusted to our care for a future as compassionate and caring global citizens and successful lifelong learners. Academic development is achieved in a dignified and supportive environment that incorporates diversity, family, staff, and community partnerships, in pursuit of educational excellence. The mission is achieved by providing an academic program that incorporates the growth and development of the whole child. Parents, communities and staff are committed to serving and providing a world-class education for tomorrow's leaders. The mission is obtained with a sense of commitment to excellence and the results that this commitment engenders. Our program is delineated as follows:

- The Early College of Excellence offers innovative, rigorous, and relevant college-prep learning experiences to prepare students for ongoing achievement, dynamic global leadership, and deep personal fulfillment. The ECE focuses on integrating 21st Century learning themes, cross curricular academic preparedness, International Education, and Science, Technology, Engineering and Math (STEM) program, as well as provide students with global awareness and higher-order thinking skills that will instill the necessary motivation needed to transform Detroit and the state from a manufacturing-based economy to a knowledge-based economy. We achieve this through also being recognized as an International Baccalaureate (IB) school, offering the Middle Years and Diploma Program for our students.

Goals of our DEPSA-High School Students:

- To create a culture of high expectations for behavior and academics through rigorous, research-based curricula and a focus on achievement.
- To graduate high school.
- To gain acceptance to and graduate from a four-year college.
- 100% of our graduates positively affect change in their local communities while making a contribution to our global society.

4. 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

DEPSA-High School is an authorized IB World School offering both the Middle Years Programme (MYP) and the Diploma Programme (DP). These are schools that share a common philosophy—a commitment to high quality, challenging, international education that we believe is important for our students. Our goal is for our students to embody the Student Learner Profile by displaying the following qualities:

- An **inquiring**/questioning approach to learning
- Actions that suggest they are **knowledgeable** and reasoned in thinking
- Ability to use critical **thinking** skills while reading
- Ability to **communicate** ideas and receive the ideas of others
- Honest, fair, and **principled** approach to behavior and learning
- **Open-mindedness** toward other's attitudes and beliefs
- Empathy, compassion, and **caring** for others
- Willingness to leave their personal comfort zone and become **risk takers**
- **Balance** in all aspects of life
- Ability to **reflect** on lifelong learning

At the core of the program is the Unit Guided Question and the Global Context. Global Content studies identities and relationships, dimensions of time and space, personal and cultural expression, scientific and technical innovation, globalization and sustainability, and fairness and development. For every unit, there will be a statement of inquiry and an area of interaction that will provide a framework and give our classroom a context. The areas of interaction are the fuel that fires our intellectual pursuit.

The curricular programs chosen are aligned to the Common Core standards which are adopted by the state of Michigan. Websites containing information about the programs utilized by our school are listed below:

9th Grade

Subject	Classes and Curricular Programs
ELA	English, Honors English: Language and Literature <ul style="list-style-type: none"> • Success for All – Reading Edge www.successforall.org • Write Source www.hmhco.com
Math	Pre-Algebra I, Algebra I Illustrative Math (6-12) https://www.illustrativemathematics.org/
Science	Biology, Forensics <ul style="list-style-type: none"> • Science – STEMscopes www.acceleratelearning.com
Humanities	US History I <ul style="list-style-type: none"> • Social Studies – MC3 Rubicon www.resa.net/curriculum/curriculum/socialstudies

10th Grade

Subject	Classes and Curricular Programs	
ELA	American Literature Write Source www.hmhco.com	
Math	Algebra II Illustrative Math (6-12) https://www.illustrativemathematics.org/	
Science	Chemistry Science – STEMscopes www.acceleratelearning.com	Chemistry/Engineering Linked Learning Experience Principles of Engineering, Introduction to Engineering Design (IED) www.linkedlearning.org
Humanities	World History/Geography <ul style="list-style-type: none"> • Social Studies – MC3 Rubicon www.resa.net/curriculum/curriculum/socialstudies 	

11th Grade

Subject	Classes and Curricular Programs
ELA	English III, IB/AP English Write Source www.hmhco.com
Math	Algebra, Geometry, IB Math Studies, Pre-Calculus Illustrative Math (6-12) https://www.illustrativemathematics.org/
Science	Chemistry, AP/IB Chemistry, Physics, Earth Science <ul style="list-style-type: none">• Zumdahl, Steven S., and Susan Arena Zumdahl. Chemistry. 9th ed. Boston: Houghton Mifflin, 2014.• Science – STEMscopes www.acceleratelearning.com
Humanities	Government, IB Government, IB Global Politics, IB Economics <ul style="list-style-type: none">• McClenaghan, A. William. American Government. McClenaghan, 2011.• McGraw-Hill Education, Building citizenship: Civics & Economics, 2014• Social Studies – MC3 Rubicon www.resa.net/curriculum/curriculum/socialstudies

12th Grade

Subject	Classes and Curricular Programs
English Language Arts	ELA II, English IV, AP English Write Source www.hmhco.com
Math	Pre-Calculus, Honors Pre-Calculus, IB Personal Finance Illustrative Math (6-12) https://www.illustrativemathematics.org/
Science	Particular Topics in Chemistry II, Forensics, Conceptual Physics, Earth <ul style="list-style-type: none">• Chaniotakis, Cerlisle, Darrelin. Natural Approach to Chemistry: HSU, 2010• Science – STEMscopes www.acceleratelearning.com
Humanities	IB Global Politics, IB Psychology, Current Events Social Studies – MC3 Rubicon www.resa.net/curriculum/curriculum/socialstudies

International Baccalaureate – Middle Years and Diploma Programs

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

The DP programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.

Subject and Curricular Program	Resources in program used for:
International Baccalaureate – MYP https://www.ibo.org/programmes/middle-years-programme/	The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. The MYP requires at least 50 hours of teaching time for each subject group, in each year of the programme.
International Baccalaureate – DP https://www.ibo.org/programmes/diploma-programme/	The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. Through the Diploma Programme (DP) core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

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

Our overall student achievement data for the 2017-2018 school term and 2018-2019 school term is listed below with a focus on state testing reporting from the PSAT and SAT:

**Results from the 2019-2020 school year are not available due to the COVID school shutdown*

Cohort Tracking - PSAT/SAT Data

COHORT	2018			2019			2020
	SCORE	EBRW	MATH	SCORE	EBRW	MATH	
FRESHMEN				816	410	406	N/A
SOPHOMORES	805	407	398	842	427	415	
JUNIORS	836	433	403	925	475	450	

**Results from the 2019-2020 school year are not available due to the COVID school shutdown*

SAT Data: DEPSA ECE v. DETROIT/STATE OF MICHIGAN

SCHOOL	COMPOSITE		EBRW		MATH		MEETING COLLEGE READINESS	
	2018	2019	2018	2019	2018	2019	2018	2019
DEPSA ECE	918	925	484	476	434	450	11%	11.3%
DETROIT	866	848	443	434	423	414	10.6%	10.3%
STATE	1000	985	505	496	495	489	35.0%	34.0%

SAT performance increased in both the composite and math score in comparison to the previous school year.

**Results from the 2019-2020 school year are not available due to the COVID school shutdown*

College Readiness	FY 18-19	FY 19-20
Average PSAT9 Score (Freshmen)	816	N/A
Average PSAT Score (Sophomores)	842	
Average SAT Score (Juniors)	925	
% of SAT test takers above College Ready Benchmark	11%	

**Results from the 2019-2020 school year are not available due to the COVID school shutdown*

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

Unfortunately, data collection of PTCs began two years ago, thus three years of data is not available. To ensure we are collecting data to best support strategies utilized to make parent/student connections, we are currently collecting data moving forward and reviewing the data on a school level.

SCHOOL	PTC 1	PTC 2	PTC 3
2017-2018	N/A	N/A	N/A
2018-2019	26%	27%	13%
2019-2020	32%	17%	28%*

**The third Parent-Teacher was conducted virtually due to the COVID school shutdown.*

7. FOR HIGH SCHOOLS ONLY, ALSO REPORT ON THE FOLLOWING:

DEPSA-ECE College Post-Secondary Enrollment and Credits Earned			
DUAL-ENROLLMENT	Enrollment/%Enrolled		
	2017-2018	2018-2019	2019-2020
Number/Percent Enrolled	46/12%	21/5%	10/3%
Number/Percent w/Credit	38/83%	20/95%	10/100%

DEPSA-ECE College Equivalent Courses Offered and Students Enrolled			
Course Offered	Enrollment/%Enrolled		
	2017-2018	2018-2019	2019-2020
Advanced Studies Bio.	22/6%	29/7%	
IB English	42/10%		57/14%
IB Chemistry	43/10%	29/7%	28/7%
IB Spanish	26/7%		42/11%
IB Math Studies	41/10%	15/4%	37/9%
IB Algebra I		91/23%	
IB Algebra II		95/24%	
IB Geometry		78/20%	
IB Music		13/3%	19/5%
IB Theatre	12/3%		57/145
IB Art	24/6%	16/4%	30/8%
IB US History		89/22%	
IB World History			24/6%
IB Economics	20/5%	17/4%	
IB Global Politics	24/6%		
IB TOK		42/11%	35/9%
IB POE		109/27%	64/16%
IP Sports and Exercise			70/18%
AP US History		26/7%	28/75
AP Statistics		25/6%	
AP Psychology		25/6%	24/65
AP Chemistry		19/5%	23/6%
AP English		20/5%	34/9%
AP Physics			9/2%

Our students, families and faculty members are on a journey together to make our school a great place to teach, learn and grow. We have seen a great deal of success this year with our initiatives put in place to lay a foundation for strong academic achievement and for our students to develop strong social skills as they navigate their education with others. Please feel free to reach out to us with any questions, concerns or feedback to help our school become one of the strongest learning institutions in Detroit.

Sincerely,

Dr. Kimberly Bland
Chief Academic Officer