



January 8, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2018-19 educational progress for the Distinctive College Prep 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 Camille Hibbler for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/39RuOMJ> or you may review a copy in the main office at your child's school.

For the 2018-19 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 was identified as 'HAS NOT BEEN GIVEN ONE OF THESE LABELS'.

As a small, new school with only one grade testing, our baseline data for M-STEP reinforces much of what teacher observation and internal assessments have told us – our students need more support to master grade level content. Our team is working tirelessly to improve not only these results, but the future academic opportunities for all DCP Redford.

State law requires that we also report additional information.

1. 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 2018-2019 school year, DCP Redford did not conduct a lottery since there were open seats after the open enrollment period closed.

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

As a first year school, DCP Redford does not have a school improvement plan for 2018-2019.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Distinctive College Prep is dedicated to supporting each child in becoming an engaged and curious learner, a confident self-advocate, and a creative problem-solver by setting high expectations and nurturing a positive culture that honors diversity, collaboration and optimism.

Distinctive College Prep students, parents and staff adhere to six core commitments that we believe are essential to building a safe, supportive, thriving school culture.

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

Distinctive College Prep core curriculum is aligned to the Michigan Common Core state standards. Distinctive College Prep uses Benchmark Advance for humanities (literacy & social studies) and Engage NY for Math. You can find more about Benchmark Advance at <https://benchmarkeducation.com/parents> and Engage NY at <https://www.engageny.org/parent-and-family-resources>. More information is also available by request at the main office.

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

M-STEP ELA 2018-2019	M-STEP Math 2018-201
5%	19%

Our students also take the nationally normed Northwest Evaluation Association Measures of Academic Progress (MAP) test.

Spring 2018-20189

Grade	Reading (Mean Score)	Reading (Norm Score)	Math (Mean Score)	Math (Norm Score)
Kindergarten	153.2	158.1	157.9	159.1
1st grade	167.7	177.5	175.2	180.8
2nd grade	185.6	188.7	196.3	192.1

3rd grade	182.8	198.6	188.7	203.4
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6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

During the 2018-19 school year, 71% of parents attended parent-teacher conferences, which is 88 students.

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

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT) – N/A
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB) N/A
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB) N/A
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT N/A

2018-2019 was our first year of operation, during this time our main focus was establishing culture, defining who we are as a school community and providing a nurturing and safe academic environment.

Sincerely,

Camille Hibbler, Principal