



Enter a Learner: Exit a Leader.

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January 25, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for the Jalen Rose Leadership Academy. 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 Wendie Lewis, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site www.jrladetroit.com, or you may review a copy within our main office. The MI School Data combined AER is also available at this link: <https://bit.ly/2M85zP2>.

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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

CHALLENGES:

At Jalen Rose Leadership Academy, our key challenge is to move scholars to the level of rigor expected for post-secondary excellence. Often, our students enter high school with academic scores below the state & national averages for P/SAT assessments; our scholars are below grade level in reading and math.

INITIATIVES:

As a result, we implemented key initiatives to accelerate student learning and increase academic achievement:

- o STEM course for all 9th grade scholars for additional assistance in mathematical concepts and introduction in engineering topics
- o An additional math intervention course for 9th and 10th grade scholars whose data highlighted the need
- o Interim assessments that lead to reteaching and re-assessment of standards
- o Bi-weekly Mastery Exit Tickets to show growth and/or regression on grade level content standards
- o 4 years of math courses with differentiated support
- o 1:1 Technology as all scholars have been issued a Google Chromebook for usage until graduation
- o Technology access for curriculum at all grade levels and courses using Schoology and Google Suite
- o Pre-AP Courses ensuring that scholars are engaged in curriculum and

assessment tasks focused on academic conversations, evidenced based writing, higher order questioning, and observation and analysis

- o College Bound Scholars Course (CBS) to help scholars focus on both hard academic skills and soft skills and mindsets needed to matriculate to college and persist within post secondary programs
- o Academic Intervention with additional teacher support before and/or after school
- o Teacher office hours for additional support to all scholars, which mimics the process that scholars will encounter on a college campus
- o Block scheduling to allow teachers the opportunity to provide real-time intervention/acceleration-as needed

In addition, we also implemented the following academic interventions:

- o Differentiated instruction in classrooms to reach all scholars
- o Credit Recovery Programs to ensure students remain on track for graduation
- o Push-In & Pull-Out services to assist our Special Education population
- o Vertically aligning our curriculum to offer Advanced Placement (AP) Courses
- o Utilization of Bloom's Taxonomy framework for formative assessments and data analysis of scholar work
- o Bi-weekly Mastery Exit Tickets to track scholar growth and plan reteach lessons for gap skills

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

JRLA students are admitted to the school through an open enrollment process by the order in which they apply.

By law, JRLA cannot restrict enrollment based on selection criteria. JRLA can, however, limit the total number of students who may attend the school. If there are more applicants than open spaces during the open enrollment period, students are then admitted through a random selection process.

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

Each year, the Jalen Rose Leadership Academy has used the School Improvement Plan to facilitate the creation and improvement of major achievement initiatives. The initiatives listed below were in full implementation during the 2020-21 school year:

- Quarterly Interim Assessments: To better assess scholars' progress toward college readiness, quarterly assessments aligned to the SAT. Since this time, JRLA has expanded the Interim Assessment Process to include data analysis and modification of pacing plan and lesson plans to directly address gaps in learning based on the

assessment data.

- Math Intervention for scholars in the 9th and 10th grade. On average, scholars tend to enter JRLA behind grade level in math. To address this gap, JRLA implemented a supplemental math intervention course. Since its implementation, scholars earned more than the required credits in math by taking the intervention course in addition to all other state graduation required math courses. Teachers targeted different standards and thus scholars received more intentional support.
- Post-Secondary Success Program: JRLA's mission is to support our scholars through post-secondary completion and/or college graduation. In order to facilitate the achievement of this mission, JRLA implemented a College Success Program, led through the College Team. Since its initiation, the program has rapidly grown and was the driver behind our 97% high school graduation rate and subsequent 100% post-secondary acceptance rates.
- College Writing and Senior Seminar: JRLA alumni faced major challenges when transitioning to college because the requirements for writing and organization were so great that scholars struggled to overcome. To address this gap, the JRLA college team and English team realigned the curriculum of 12th grade English to better bridge the gap
- Instructional Coaching: To develop JRLA staff members more effectively and efficiently, JRLA introduced individualized instructional coaching in the '14 – '15 school improvement plan.
- 1:1 Technology & Internet: Access to ensure that all scholars had access to instruction despite the instructional model shifting to virtual learning.

A copy of the school improvement plan can be found in the main office.

3. DESCRIPTION OF THE SCHOOL: 2020-21.

Jalen Rose Leadership Academy (JRLA) is a College Preparatory Public Charter School that is managed by Promise Schools (PS). JRLA provides all scholars a leadership-focused education that engages and inspires youth to achieve at the rigorous level necessary to ultimately graduate with a college degree or post-secondary program. Scholars engage with grade level content designed to prepare them for college and post-secondary pursuits.

SPECIAL EDUCATION SERVICES AT JRLA:

JRLA provides a full continuum of services for those students who have been deemed eligible for Special Education Placement:

- Cognitive Impairment
- Learning Disabled
- Emotionally Impaired
- OHI (Other Health Impairment)
- Section 504

4. CURRICULUM INFORMATION:

The school's curriculum objectives were aligned to those identified by the Michigan High School Content Expectations, as well as the College Readiness Standards for P/SAT. For more information, please email: Rebecca Kissel, kisselr@jrladetroit.com.

For the 2020-21 school year, the school's curriculum was aligned with the Common Core & P/SAT College Readiness Standards for Mathematics & English Language Arts. All other core subject areas were aligned with Michigan High School Content Expectations. Curriculum was structured to provide JRLA scholars with the core foundational knowledge and skills necessary to be successful in college and in subsequent career choices. Our cohesive plan ensures students are actively engaged in the construction and application of knowledge.

The Michigan high school graduation requirements are designed to prepare students for college or other post-secondary studies if satisfactorily completed. JRLA not only incorporated the state standards, but also incorporated P/SAT College Readiness standards to help blend preparation for college. Our use of the P/SAT College Readiness Standards to determine mastery of a subject at each grade level.

JRLA offers high school courses aligned to the state of Michigan during the 2020-21 school year: four credits of English, four years of mathematics, three years of social studies, three years of science, two years of foreign language, one year of physical education and fitness, one year of arts education.

Promotion policies and exit standards have traditionally exceeded the minimum state requirements and have stressed the importance of a well-rounded education; however, some modifications were made to JRLA's promotional requirements to account for the impact of the pandemic. Students were required to complete the following to graduate: acceptance to at least two post-secondary institutions, one of them being college; pass every state mandated class; pass College Bound Scholars.

5. AGGREGATE ACHIEVEMENT RESULTS:

The following tables contain our student scores on the P/SAT, which is a nationally normed achievement test.

Grade Level	Assessment	2020-21 (Spring)	2020-2021 (Fall)	2019-2020
9	PSAT 8/9	694	711	Not Tested
10	PSAT 10	755	774	Not Tested
11	SAT	818	810	Not Tested
12	SAT (Fall 2020)	N/A	796	N/A

6. PARENT TEACHER CONFERENCE INFORMATION:

JRLA does not run a traditional parent-teacher conference style. Since the transition to American Promise Schools, JRLA runs a “Report Card Pick Up” program at the conclusion of each quarter. Parents come into the school to meet with their scholar’s advisor for 10 minutes to conference about *all* graduation requirements. Report Cards are not mailed home in this system. Over the past 2 years, we have facilitated virtual conferences due to Covid. Virtual conferences have led to dramatically lower participation rates.

2019-20

- Average participation for quarterly Parent Teacher Conferences= 83% (Quarters 1 and 2 only), 338 scholars

2020-21

- Average participation for quarterly virtual Parent Teacher Conferences= 48%, 183 scholars

7. ADDITIONAL HIGH SCHOOL INFORMATION:

Category	Grade Level(s)	# and % of students in dual enrollment programs	# of AP/IB Courses	# and % enrolled in AP/IB	# and % of students receiving score leading to college credit
2020-21	9-12	0	5	78, 18%	1,1%
2019-20	9-12	0	7	86, 21%	1,1%

The Jalen Rose Leadership Academy’s mission is to empower all scholars to develop the strength of character, skills, and knowledge needed to matriculate, be great in, and graduate from college so that they have opportunities to be successful in the competitive world and to take care of themselves and the people that they love.

Jalen Rose Leadership Academy has established itself as one of Detroit’s top charter High Schools. During the 2020-21 school year, JRLA’s four-year cohort graduation rate was 94%. JRLA is committed to providing scholars a robust and rigorous curriculum, coupled with diverse enrichment opportunities that will prepare scholars for post-secondary success. We wholeheartedly believe that all scholars are capable of success and JRLA will do whatever it takes, by any means necessary, to aid our scholars in their pursuit of postsecondary success.

Educationally,

Wendie Lewis, Principal

