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## Old Redford Academy Middle School School Annual Education Report (AER) Cover Letter

January 9, 2021

Dear Parents and Community Members,

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Old Redford Academy Middle School (ORAMS). 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 Ms. Carrie Kucka, Interim Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3bT1kBr> or you may review a copy in the main office at your child's school.

For the 2019-20 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.

We are working intensively to accelerate student learning outcomes and close the achievement gap. This school year, we implemented a computer-based programs such as MAP Skills and Edgenuity which was for our Intervention program and all students. MAP Skills and Edgenuity is Common Core aligned and provides students with performance tasks to prepare them for state level assessments. Map Skills and Edgenuity provide our instructors with blended learning activities that foster success by helping students close learning gaps and master standards in ELA and mathematics. These programs allow educators to assign individualized learning paths linked to skills and concepts for all students to become successful. By implementing, utilizing, and integrating these resources, we are working to close academic gaps in grade level performance as well as target the academic deficiencies that exist in our bottom 30%.

State law requires that we also report additional information.

1. Student Assignment: ORAMS is a state funded, public school academy; therefore, there is no cost to attend the Academy and is open to any child wishing to attend. Students must be age appropriate for their respective grade, and they must reside in the state of Michigan. By law, the school cannot restrict enrollment based on selection criteria. The school can, however, limit the total number of students who may attend the school. If the number of applications exceed the number of offered seats, a random selection process will determine who attends the school.



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2. School Improvement Status: ORAMS staff meets regularly in school improvement committees and believes in the process of continuous improvement. We have met all the standards for eligibility of a school-wide Title I school. Our three academic goal areas are reading (complex texts), mathematics (rigorous curriculum), and writing (across the curriculum).
3. ORAMS is the only middle school in the district, however, we utilize vertical alignment in our curriculum and initiatives ensuring consistent progress during transitional grades.
4. Our core curriculum can be accessed at <https://www.oradistrict.org>. Our curriculum is implemented through our pacing guides and lesson plans. Teachers utilize Engage NY, Eureka Math, Schoology and Edulastic (CFA's and Summative data). Common Core State Standards implementation occurs within classrooms through core values. Our curriculum is in compliance with the state's model.
5. Aggregate Student Achievement Results: Northwest Evaluation Association (NWEA)

## Mean RIT Results 2018-2019

Subject	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Reading	198.3	201.6	204.7	212.8
Math	200.9	200.9	203.4	213.6

## Mean RIT Results 2019-2020

Subject	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Reading	200.9	203.3	208.9	209.4
Math	202.9	202	208.7	207.3

## M-STEP Testing Proficiency Percentages

Subject	2018-19	2019-20
5 Reading	9.5%	Not Applicable
5 Math	<5%	Not Applicable
6 Reading	<5%	Not Applicable
6 Math	<5%	Not Applicable
7 Reading	<5%	Not Applicable
7 Math	<5%	Not Applicable
8 Reading	7.4%	Not Applicable
8 Math	<5%	Not Applicable

6. Parent Teacher Conference Data: The 2018-2019 school year data shows that 69%, 274 of the 396 parents attended parent teacher conferences in the fall. The 2019-2020 school year data shows that 73%, 292 of the 398 parents attended parent teacher conferences in the fall.

We continue to improve and strive to achieve academic gains. Moving forward, we anticipate a continued increase in student learning outcomes as a result of the continuation of high-quality instruction and innovative teaching practices in our school.

Educationally,

Mrs. Carrie Kucka  
Interim Principal  
Old Redford Academy MS