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

January 8, 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 Elementary School (ORAES). 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 Mrs. Tomeka N. Dixon, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3qu2AyU> or you may review a copy in the main office at the 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.

As identified in our combined report, the Academy's key challenges fall within the bottom 30% of our students. To address these issues, we continue to review all data and use targeted instruction for all grades. We have implemented a more rigorous curriculum (Engage New York for Reading and Math) which holds our students' accountable for all Common Core State Standards. In addition, we have lengthened our core curriculum time for all students and utilize staff (teachers and Interventionists) to target teaching in smaller groups, thus, reducing the student to teacher ratio during this instructional time.

State law requires that we also report additional information.

1. School Assignment: Age and/or last grade completed. ORAES is a state funded, public school academy. Therefore, there is no cost, and the school 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 exceeds the number of offered seats, a random selection process will determine who attends the school.
2. School Improvement Status: Old Redford Academy Elementary School staff meet 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 academic



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goal areas have been reading (including a writing and social studies component), mathematics (including a science component), behavior and attendance as overall performance goals.

3. Old Redford Academy Elementary School is the only elementary school in the district; however, the district's curriculum is vertically aligned (the logical, consistent order for teaching the content in a subject area from one grade level to the next.
4. Our core curriculum can be found at [www.oradistrict.org](http://www.oradistrict.org) Implementation of the Common Core State Standards is in effect. Additionally, hard copies of the full curriculum can be obtained in the main office of ORAES upon request.
5. Aggregated Date: Northwest Evaluation Association Mean RIT Results from winter 2018-2019 compared to winter 2019-2020 is listed below:

## Mathematics

## Reading

Grade	2018-2019	2019-2020	Grade	2018-2019	2019-2020
2	164.5	174.9	2	161.0	171.1
3	178.7	192.6	3	175.1	187.6
4	189.0	198.5	4	185.3	196.2

\*Due to the pandemic, the district did not administer the spring NWEA during the 19/20 school year for a spring-to-spring comparison.

## M-Step Testing Proficiency Percentages

2018-2019	Subject	Grade 3	Grade 4
	Reading	9.2%	15.4%
	Math	16.7%	16.5%
2019-2020	Subject	Grade 3	Grade 4
	Reading	N/A	N/A
	Math	N/A	N/A

6. Parent-Teacher Conference Data: The 2018-2019 school year data showed 43%, (248 of 571) of our parents attended the fall conferences. While, the 2019-2020 school year data shows 71%, (379 of 533) of our parents attended fall conferences. This increase of 25% can be attributed to a restructure of our modes of communication.

I am proud to celebrate another school year of student academic gains. As we move forward, I anticipate continued increases in student achievement as we build upon a common understanding of "Great" instruction, and consistently analyze academic data to drive that instruction.

Educationally,

Tomeka N. Dixon, Principal