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

January 6, 2021

Dear Parents, Guardians, 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 Old Redford Academy High 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 Jared Davis, Principal for assistance.

The AER is available for you to review electronically by visiting the following website: <http://bit.ly/2W2IJZL>

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 been identified as Targeted Support and Improvement (TSI).

We continue to look closely at the assessment data of our students and use targeted instructional strategies for all students. We have aligned our core curriculum to the Common Core State Standards in an effort to increase student achievement. We also utilize our Instructional and Data Coaches to impact Reading, Math and students with foundational gaps. Moreover, students are invited to attend after school tutoring for additional academic support. We also offer year-round online enrichment courses and Summer School to allow students to recover credit and remain on track for graduation.

Our school has endured key challenges in recent years. Due to the national teacher shortage, we were unable to fill critical positions in all core areas for the 2019/20 school year coupled with a high instructional turnover rate for the 2018/19 school year. However, we've continued our work to improve systems for supporting our entire student population. Bi-Weekly Professional Learning Community and Grade-Level Committee meetings are held where we analyze student achievement in multiple ways to ensure continuous improvement.

State law requires that we also report additional information:

1. School Assignment: Age and/or Last grade completed. ORAHS is a state funded, public school academy.
2. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend.



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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.

3. School Improvement Status: ORAHS 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 four academic goal areas are reading (complex texts), science, mathematics (focus and rigor), and writing across the curriculum.
4. ORAHS is the only high school in the district. However, we utilize vertical alignment for our curriculum and initiatives ensuring consistent progress during transitional grades.
5. Our core curriculum can be accessed at oradistrict.org and within the school upon request. Our curriculum is implemented through Rubicon Atlas using Engage New York, pacing guides and lesson plans. Our curriculum is in compliance with the state's model.
6. Aggregated Data:

2018-2019 Academic Data

MSTEP		PSAT/SAT		
ELA	9.2%		Reading	Math
Math	8.1%	9 th	351	319
		10 th	366	362
		11 th	400	381

2019-2020 Academic Data

MSTEP		PSAT/SAT		
ELA	NOT APPLICABLE		Reading	Math
Math	NOT APPLICABLE	9 th	344	352
		10 th	382	383
		11 th	393	374

NOTE: 2019-20 M-STEP was not administered due to the Covid-19 pandemic and school closure.

7. Parent Conferences: For both the 2018/19 and 2019-2020 School Year, we held four parent teacher conferences per school year. Conferences are aligned with mid-quarter progress reports and allow



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students/families access to student academic progression with the possibility of correcting any undesirable learning outcomes.

- a. The 2018/2019 school year data shows that we had 72% participation at our conferences. A total of 370 parents/guardians (out of the 514 families we serve) were in attendance.
- b. The 2019/2020 school year data was affected tremendously by the Covid-19 Pandemic. School took place virtually beginning on March 12, 2020. Prior to this date, we held two Parent-Teacher Conferences. Our data shows that we had 69% participation at these conferences.

8. Additional Reporting

- a. Dual Enrollment: For the 2018-2019 school year, the Academy did not have any students enrolled in Dual Enrollment courses. However, students were enrolled for the 2019-20 school year.
- b. For the 2019-2020 school year, the Academy had 22 students (5%) enrolled in Dual Enrollment courses.
- c. AP/IB Course Offerings: For both the 2018-2019 and 2019-2020 school years, the Academy did not offer any Advanced Placement (AP) or International Baccalaureate (IB) courses.
- d. AP/IB Enrollment: For both the 2018-2019 and 2019-2020 school years, the Academy did not have any students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses.
- e. College Credit: For both the 2018-2019 and 2019-2020 school years, the Academy did not have students receive college credit for course work.

We continue to strive to achieve academic gains. As we move forward, we anticipate continued increases in student achievement as a result of a data-driven culture, project-based learning, and stronger relationships with our families and the community.

Educationally,

Jared J. Davis,
Principal