



Learn Today. *Lead* Tomorrow.

January 31, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Old Redford Academy High School. 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 Latoya Hall-King, Principal for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3ufH99Z>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. 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 2021-22. 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 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Comprehensive Support and Improvement (CSI).

We continue to look closely at the assessment data of our students and use targeted instructional strategies for all students. We utilized our district approved curriculum, formative, and summative assessments in an effort to increase student achievement. We also utilize our Instructional Coordinator, Instructional Coach, and Test Prep courses to impact Reading, Math, and students with foundational gaps. We also offer 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 2022-2023 school year, coupled with a high instructional turnover rate in previous school years. However, we've continued our work to improve systems for supporting our entire student population. Weekly Professional Learning Communities, Grade-Level Committee meetings, and monthly Professional Development workshops for staff are held to analyze student achievement data in multiple ways to ensure continuous improvement.

1. School Assignment: Age and/or Last grade completed. ORAHS is a state funded, public school academy. Therefore, there is no cost to attend the Academy. 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: 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.
3. ORAHS is the only high school in the district serving grades 9-12. However, we utilize vertical alignment for our curriculum and initiatives ensuring consistent progress during transitional grades.
4. Our core curriculum can be accessed on our website by [Clicking Here](#) and within the school upon request. Our approved curriculum is implemented using Engage New York, MAISA Curriculum and MC3. All of our curriculum utilizes digital and non-digital formats. Our curriculum is in compliance with the state’s model.
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2020-2021					
M-STEP 11 (Percentage Proficient)		PSAT/SAT	PSAT 9	PSAT 10	SAT-11
Science	0%	Reading/Writing (Mean Average)	345	363	392
Social Studies	9%	Math (Mean Average)	335	361	373
2021- 2022					
M-STEP 11 (Percentage Proficient)			PSAT 9	PSAT 10	SAT-11
Science	<= 10%	Reading/Writing (Mean Average)	331	357	386
Social Studies	<=5%	Math (Mean Average)	328	368	353



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6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES.

For both the 2020-2021 and 2021-2022 School Years, we held four parent teacher conferences. Conferences are aligned with mid quarter progress reports and allow students/families access to student academic progression with the possibility for corrective learning outcomes.

a) The 2020/2021 school year data was affected tremendously by the Covid-19 Pandemic. School took place virtually for the school year. Our data shows that we had 40% participation at these virtual conferences.

b) The 2021/2022 school year data was affected by students transitioning back into a traditional school setting, after being virtual for a full year due to the COVID 19 Pandemic. School was in person for the school year. Our data shows that we had 27% participation at these conferences.

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

	2021-2022	2022-2023
THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)	17 = 3.77%	None = 0%
THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)	None = 0%	None = 0%
THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)	None = 0%	None = 0%
THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT	None = 0%	None = 0%

Old Redford Academy High School would like to thank the staff for their diligence with meeting the needs of our learners, our parents for entrusting your children to us and our students who have shown great resilience, tenacity, and flexibility during these unprecedented and unstable times in education. As a school community, we continue to strive to provide our students with a quality educational experience.

Sincerely,

Latoya Hall-King, Principal

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