



January 2, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Old Redford Academy Middle 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 LaRonda Gray-Moore for assistance.

The AER is available for you to review electronically by visiting the following website [https://www.mischooldata.org/annual-education-report-1?Common\\_Locations=1-S,16408,1444,119](https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,16408,1444,119), or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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 Targeted Support and Improvement (TSI) school.

We are working intensively to accelerate student learning outcomes and close the achievement gap. This school year, we continued to implement computer-based programs MAP Skills and Edgenuity which is for our Intervention program and all students. MAP Skills and Edgenuity are Common Core aligned and provide students with performance tasks to prepare them for state level assessments. Map Skills and

Edgenuity provides 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 the gaps in grade level performance as well as target the academic deficiencies that exist in our bottom 30%. We have interventionists that have created individualized learning plans with students that are identified as having academic deficiencies and are in the bottom 30%.

State law requires that we also report additional information.

**1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

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 exceeds the number of offered seats, a random selection process will determine who attends the school.

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

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. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

At this time, Old Redford Academy Middle School does not offer any specialized schools.

**4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL**

Our core curriculum can be found by [Clicking Here](#). Our curriculum is implemented through our pacing guides and lesson plans. Teachers utilize Engage NY, Eureka Math, 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. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

Mean RIT Results 2021-2022

| Subject | 5th | 6th | 7th | 8th |
|---------|-----|-----|-----|-----|
|---------|-----|-----|-----|-----|

|                |       |       |       |       |
|----------------|-------|-------|-------|-------|
| <b>Reading</b> | 192.9 | 199.6 | 203.8 | 207.4 |
| <b>Math</b>    | 193.7 | 200.6 | 206.4 | 203.7 |

Mean RIT Results 2022-2023

| <b>Subject</b> | <b>5th</b> | <b>6th</b> | <b>7th</b> | <b>8th</b> |
|----------------|------------|------------|------------|------------|
| <b>Reading</b> | 193        | 202.2      | 204.8      | 209.3      |
| <b>Math</b>    | 192.5      | 200.5      | 204.4      | 211.1      |

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

The 2021-2022 school year data shows that 40%, 120 of 300 parents attended the parent teachers conference. The 2022-2023 school year data shows that 40%, 110 of 275 parents attended the parent teachers conference.

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 high quality instruction and innovative teaching practices continuing in our school.

Sincerely,  
 LaRonda Gray-Moore  
 Superintendent of Schools