



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

May 1, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2016-2017 educational progress for Old Redford Academy Preparatory High School (ORAPHS). 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. Michelle Kyles for assistance.

The AER is available for you to review electronically by visiting the following website <https://goo.gl/u9RrXX> or you may review a copy in the main office at this school.

For the 2016-17 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Old Redford Preparatory Academy High School has not been given any of these labels.

We continue to look closely at the assessment data of our students to assist in guiding our targeted instructional strategies in an effort to accelerate learning outcomes and close the learning gap. We have aligned our curriculum to the Common Core State Standards and use Edgenuity as an adaptive online program in Reading & Math to target students with foundational gaps. In addition, students are invited to attend after-school tutoring and summer school for additional academic support as we target the academic deficiencies that exist in our bottom 30%.

Our school faces a key challenge of truancy. To address the truancy issue, a truancy officer was hired to focus on ways to decrease absenteeism by building a relationship and counseling students to understand the "why" behind poor attendance, by holding both students and parents accountable, by following up with students and parents on a regular basis, and by providing bus passes when applicable. We are working collaboratively to improve our system for addressing at-risk students, being more intentional about using data to drive curricula needs and instructional practices, using restorative practices as an alternative to suspensions, and providing more opportunities for parents to participate in the decision-making process.

State law requires that we also report additional information.

1. **School Assignment:** ORAPHS 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:** ORAPHS 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 academic goal areas include science, social studies, mathematics, reading and writing across the curriculum. In addition, there have been goals set for parental involvement and behavior.

3. ORAPHS is the only high school in the district. However, we aim to utilize vertical alignment for our curriculum and initiatives ensuring consistent progress during transitional grades.
4. Our core curriculum can be accessed at [www.oldredford.com](http://www.oldredford.com) 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.
5. Aggregated Data:

2016/2017 SAT Score		2016/2017 M-STEP Proficiency		2016/2017 NWEA Mean		
					Reading	Math
Mean SAT Score	823.3	Science	Less than 5% 2.7%	9 <sup>th</sup> Grade	Spring 2016: 217.2 Fall 2015: 207.9	Spring 2016: 219.1 Fall 2015: 211.1
Evidence Reading & Writing Mean Score	428.2	Social Studies	10.1%	10 <sup>th</sup> Grade	Spring 2016: 218.4 Fall 2015: 213.1	Spring 2016: 219.6 Fall 2015: 213.1
Math Mean Score	395.0			11 <sup>th</sup> Grade	Spring 2016: 223.3 Fall 2015: 216.2	Spring 2016: 224 Fall 2015: 217.2

2015/2016 SAT Score		2015/2016 M-STEP Proficiency		2015/2016 NWEA Mean		
					Reading	Math
Mean SAT Score	808.5	Science	Less than 5% 2.0%	9 <sup>th</sup> Grade	Spring 2016: 210.3 Fall 2015: 206.8	Spring 2016: 215.1 Fall 2015: 209.4
Evidence Reading & Writing Mean Score	417.7	Social Studies	Less than 5% 4.1%	10 <sup>th</sup> Grade	Spring 2016: 218 Fall 2015: 215.2	Spring 2016: 216.6 Fall 2015: 216.6
Math Mean Score	390.8			11 <sup>th</sup> Grade	Spring 2016: 213.7 Fall 2015: 215	Spring 2016: 219 Fall 2015: 218.7



6. **2016/17 School Year:** We hold three parent teacher conferences per school year. The 2016/2017 school year data shows that 38 % (325) of our 863 students were represented by a parent/guardian during parent teacher conferences.

**2015/16 School Year:** We hold three parent teacher conferences per school year. The 2015/2016 school year data shows that 42% (323) of our 771 students were represented by a parent/guardian during parent teacher conferences.

7. Dual Enrollment:

a. **2016/17 School Year:** At ORAPHS 100% of our students are enrolled in dual enrollment through Wayne County Community College. All 839 students attended dual enrollment sessions during the school day in their English classes.

**2015/16 School Year:** At ORAPHS 100% of our students are enrolled in dual enrollment through Wayne County Community College. All 771 students attended dual enrollment sessions during the school day in their English classes.

b. **2016/17 School Year:** ORAPHS continues to offer college equivalent courses to students after school: Humanities, Criminal Justice, Business, Computers, and Freshman College English. Honor roll students received a special invite to attend dual enrollment sessions after school. The special invite was centered on test scores and grades. Students who accepted the invite attended these college courses Monday through Thursday after school.

**2015/16 School Year:** ORAPHS offers college equivalent courses to students after school: Humanities 102, Criminal Justice, Business 150, and Computer Integrated Science. Twenty five students received a special invite to attend dual enrollment sessions after school. The special invite was centered on test scores and grades. All 25 students accepted the invite and attend these college courses Monday through Thursday after school.

c. **2016/17 School Year:** All 839 students were enrolled in dual enrollment sessions that receive a score leading to college credit. In the English class dual enrollment sessions, students receive one credit hour per semester. In the after school sessions, students receive 3-6 credits per semester depending on the courses taken.

**2015/16 School Year:** All 771 students are enrolled in dual enrollment sessions that receive a score leading to college credit. In the English class dual enrollment sessions, students receive one credit hour per semester. In the after-school sessions, students receive 3-6 credits per semester depending on the courses taken.

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 our community.

Educationally,

Michelle Kyles  
Interim Principal