

Old Redford Academy Preparatory Schools

Middle School · 22122 W. McNichols Road, Detroit, MI 48219 · (313) 412-2137

www.oldredford.com



Principal: Mr. Damon Pitt

Dean of Academics: Mrs. Carrie Kucka

Old Redford Academy Middle 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 2016-17 educational progress for the Old Redford Academy Middle School (ORAMS). 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 Mr. Damon Pitt, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/W4fsYz> or you may review a copy in the main office at your child's 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.

Our school has not been given one of these labels.

We are working intensively to accelerate student learning outcomes and close the achievement gap. This school year, we implemented a computer-based program Edgenuity which was for our after-school tutoring program. Edgenuity is Common Core aligned and provides students with performance tasks to prepare them for state level assessments. Edgenuity provides our instructors with blended learning activities that foster success by helping students close learning gaps and master standards in ELA and mathematics. This program allows educators to assign individualized leaning paths linked to skills and concepts for all students to become successful. By implementing, utilizing, and integrating this resource, we are working to close the gaps in grade level performance as well as target the academic deficiencies that exist in our bottom 30%.

State law requires that we also report additional information.

1. Student Assignment: 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. School Improvement Status: 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).

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3. ORAMS is the only middle school in the district; however, we utilize vertical alignment in our curriculum and initiatives ensuring consistent progress during transitional grades.
4. Our core curriculum can be accessed at <http://oldredford.com>. Our curriculum is implemented through our pacing guides and lesson plans. Teachers utilize Engage NY, Eureka Math, and Rubicon Atlas. Common Core State Standards implementation occurs within classrooms through core values. Our curriculum is in compliance with the state's model.
5. Aggregate Student Achievement Results: Northwest Evaluation Association (NWEA)

Mean RIT Results 2015-2016

Subject	5th	6th	7th	8th
Reading	202.4	204.7	207.5	216.4
Math	205.2	209.6	211.5	221.8

Mean RIT Results 2016-2017

Subject	5th	6th	7th	8th
Reading	198.4	198.6	209.3	211.1
Math	200.1	204.4	213.7	218.2

M-STEP Testing Proficiency Percentages

Subject	2015-16	2016-2017
5 Reading	29.1%	21.7%
5 Math	2.9%	2.8%
6 Reading	17.2%	13.3%
6 Math	3.3%	5.8%
7 Reading	19.1%	18.4%
7 Math	6.8%	6.4%
8 Reading	42.1%	33.3%
8 Math	7.9%	5.6%

6. Parent Teacher Conference Data: The 2016-2017 school year data shows that 76%, 274 of the 359 parents attended parent teacher conferences in the fall. The 2015-2016 school year data shows that 81%, 292 of the 360 parents attended parent teacher conferences in the fall.

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.

Educationally,

Damon Pitt
Principal