

School Annual Education Report (AER) Cover Letter

December 1, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-2021 educational progress for the Oakland International 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 Kevin Wade for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.oiacademy.net/Links.html>, or you may review a copy in the main office at your child's school.

For the 2020-21 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 not been given one of these labels.

Oakland International Academy High School currently has a student population of 314, with 210 being English Language Learners. This is the largest challenge that we face, as our students' English proficiency directly impacts high stakes testing and student achievement data. To address this challenge, we have two English language (ELL) teachers who teach one-hour language acquisition blocks for identified students. We also have six paraprofessionals, which speak either Arabic or Bengali, who work with students in all English Language Arts (ELA) and Math classes. Students also are able to work with the Rosetta Stone application to further advance their language skills. The

PreK – 1 School
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Middle School
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High School
2619 Florian St.
Hamtramck, MI 48212
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school is continuing the process of implementing a new ELL curriculum through the Savvas Learning, iLit ELL.

Many of our parents do not speak English, which means that they cannot assist with their child's education at home. Communication between the school and home is a targeted improvement goal. Most of the families in our community are considered to be at the poverty level, which correlates inversely with high academic achievement. Despite these challenges our students experience success on their own levels, rise above their surroundings, and go on to colleges and universities. Our school has higher MME scores than our competitors in the city of Hamtramck, which is a testament to our success. We have added AP courses to the course options at OIAHS and are working hard to increase dual enrollment opportunities for students.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Oakland International Academy is a public charter school and by law accepts all students who reside in Michigan. Our students primarily come from Hamtramck, Detroit, and the surrounding areas. Once the school year has started, and teacher staffing has been completed, students are only accepted where "room" exists within the class caps.

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

Based on designations in the school improvement plan in State of Michigan's ASSIST system, OIA's High School is considered to be in the "implementing" phase in most areas. We are redirecting our focus and resources on the improvement of student language acquisition through effective ELL instruction for our students. As a "Marzano school", the staff and faculty are committed to ensuring five increasing levels of reliability, to include 1) Safe, Collaborative, and Positive Culture, 2) Effective Teaching in Every Classroom, 3) Standards-Based Curriculum, 4) Data-Based Decision-Making, and 5)

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Language Acquisition. The state approved, Marzano “iObserve” system is the evaluation tool used to ensure reliability.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

There are no 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 authorizer, Saginaw Valley State University, requires that we follow the Michigan Academic Standards. The curriculum can be viewed at <http://www.emaninc.rubiconatlas.org>. We are also implementing the Next Generation Science Standards.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2019 SAT Data (% Proficient) 2019 MSTEP Data (% Proficient)

ERW ----- 27.5%

Social Studies – 16%

Math ----- 15%

2020 SAT Data/2020 MSTEP Data

No testing conducted due to COVID-19

*2021 SAT Data (% Proficient)

ERW ----- <5%

Math ----- <5%

*2021 MSTEP Data (% Proficient)

Social Studies--- <5%

Science--- <5%

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WIDA Data (Percent showing progress)

2018-2019: 20.2%

*2019-2020: 7.7%

*2020-2021: 6.7%

*Data impacted by COVID-19

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

2020 Conferences

33%

2021 Conferences

30%

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

1. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

2019-2020 School Year

5, 7.04%

2020-2021 School Year

22, 26.5%

2. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

2019-2020 School Year

1

2020-2021 School Year

1

3. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

2019-2020 School Year

2020-2021 School Year

12, 16.9%

21, 25.3%

4. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>

2019-2020 School Year

2020-2021 School Year

5, 7.04%

1, 5%

Oakland International Academy is proud to provide a learning environment that places high value on respect, tolerance, and pride in diversity. We enroll many newcomers to the United States and offer programs and services to prepare them for life as American citizens. We afford our students multiple field trips throughout the year to further acculturate them to society. We are proud of our students and stay focused on our motto of graduating college ready and college bound students.

Sincerely,

Kevin Wade, Principal

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