May 31, 2019

The administrative team at Oak Park School District is pleased to present the 2018-2019 Annual Education Report. This document highlights the achievements of each individual school and department within this school district. The AER addresses the complex reporting information required by Federal and some requirements of State laws. We hope that you find this document informative. If you need assistance with this report, please contact Stan Trompeter by phone at 248-336-7710, by e-mail at strompe@oakparkschools.org, or by postal mail to: 13900 Granzon, Oak Park, MI 48237. This AER is available for you to review electronically by visiting the following link: http://www.oakparkschools.org/content/office-superintendent or you may review a copy in the principal's office at your child's school.

The report contains the following information:

Student Assessment Data
Elementary or middle school assessment results on the Michigan Student Test of Educational Progress (M-Step), high school assessment results on the Scholastic Aptitude Test (SAT), and assessment results for students with disabilities on Michigan's Alternative Assessment Program (MI-Access or M-Step)

☐ Presents achievement data for all five tested subjects (mathematics, reading, science, social studies and writing) compared to targets for all students as well as subgroups of students.

☐ Helps parents understand achievement progress within schools and compare these to district and State achievement.

Accountability Scorecard - Detail Data and Status
Information is provided for the district and each school related to achievement targets in reading, writing, mathematics, science and social studies answering questions like:

☐ Did the district (and schools) meet achievement targets for all students and subgroups of students?

☐ Did the district (and schools) meet achievement growth targets for all students and subgroups of students?

Teacher Qualification Data

☐ Identifies teacher qualifications at district and school levels

☐ Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

☐ Provides State results of the national assessment in mathematics and reading every other year in grades 4 and 8
Review the table below listing our schools. The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth 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 status label is given.

You can view the Oak Park Schools data here: [https://www.mischooldata.org/DistrictSchoolProfiles2/](https://www.mischooldata.org/DistrictSchoolProfiles2/)

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>STATUS</th>
<th>KEY INITIATIVES TO ACCELERATE ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Einstein Elementary School</td>
<td>No Label</td>
<td>Parent workshops, data analysis, summer learning institute for students below proficiency in reading in math, rigorous job-embedded professional development for teachers, ISD consultant services, Data Teams, Inquiry-Based Learning, and formative assessments.</td>
</tr>
<tr>
<td>Key Elementary School</td>
<td>No Label</td>
<td>Parent workshops, data analysis, summer learning institute for students below proficiency in reading in math, rigorous job-embedded professional development for teachers, ISD consultant services, Data Teams, Inquiry-Based Learning, and formative assessments.</td>
</tr>
<tr>
<td>Pepper Elementary School</td>
<td>No Label</td>
<td>Parent workshops, data analysis, summer learning institute for students below proficiency in reading in math, rigorous job-embedded professional development for teachers, ISD consultant services, Data Teams, Inquiry-Based Learning, and formative assessments.</td>
</tr>
<tr>
<td>Oak Park Preparatory Academy</td>
<td>No Label</td>
<td>Rigorous job-embedded professional development for teachers ISD consultant services, parent workshops, Honors classes, summer learning institute for students below proficiency level, Data Teams, Inquiry-Based Learning, and formative assessments.</td>
</tr>
<tr>
<td>Oak Park High School</td>
<td>No Label</td>
<td>Extended learning time in reading, Honors and AP classes, test preparation courses, rigorous job-embedded professional development for teachers, ISD consultant services, parent workshops, summer learning institute for students below proficiency, Data Teams, Inquiry-Based Learning, formative assessments, and credit recovery.</td>
</tr>
<tr>
<td>Oak Park Alternative Education Center</td>
<td>No Label</td>
<td>Parent workshops, data analysis, rigorous job-embedded professional development for teachers, formative assessments, and flexible computer-based learning.</td>
</tr>
<tr>
<td>NOVA Discipline Academy</td>
<td>No Label</td>
<td>Parent workshops, data analysis, rigorous job-embedded professional development for teachers, formative assessments, and flexible computer-based learning.</td>
</tr>
</tbody>
</table>
The Oak Park School District challenges our students to achieve their highest academic success.

The ultimate goal is for all students to be college and career ready through each phase in the educational process, and ultimately upon graduation from high school. In order to see this goal fulfilled, we are fully prepared to engage all school stakeholders in high quality teaching and learning.

Our best and greatest instructional assets are our teachers, and therefore we have made significant investments in high quality teacher training and on-going teacher support. In our efforts to become a Professional Learning Community, we have undertaken a number of structured job-embedded professional development experiences. In the 2018-2019 school year, we continued to implement the Data Teams process to train teachers in analyzing student performance data and using that data to improve instruction. For the 2019-2020 school year, we look forward to continuing the implementation of Data Teams to support district and school wide Instructional Learning Cycles. Throughout each cycle, teacher teams identify targeted learning goals, agree on common research-based instructional strategies to help students meet those goals, and use a variety of assessments to measure student progress towards those goals. Students that need additional intervention beyond the classroom are supported by a variety of in-school and after school academic support programs. We are also using the Backward by Design Curriculum strategies to have a viable and reliable curriculum.

We are expanding Inquiry Based Learning in grades K-12, a research-based teaching and learning framework designed to maximize student engagement. We have implemented teacher learning labs and model classrooms throughout the district to help accelerate teachers' skills in implementing Inquiry Based Learning in their own classrooms.

We are also expanding our GSRP pre-school programs in all of our elementary schools and offering more seats for families in need of high-quality pre-school learning programs. We know that students need a strong learning foundation prior to the start of Kindergarten, and our pre-school programs, Head Start and GSRP, do exactly that. We are excited to help our youngest students start their journey towards academic excellence!

An initiative called Capturing Kids Hearts for 2018-2019 will be challenging our school stakeholders to embrace a growth mindset. Research shows that that individuals who embrace a growth mindset, and frame of thinking where anything is possible, are able to think creatively and collaboratively to accomplish great things. We want to unlock the powerful potential of our students and staff. We are also starting to implement Restorative Practices throughout the district.

I want to acknowledge each of our staff members for their increased utilization of data to inform instruction and their dedication to ensure an exemplary education for each student in our district. We are proud of our students, our faculty and staff, a climate that is conducive for learning, and the supportive community members. Our success is linked to our partnership with the parents and the community. Stakeholders of the Oak Park School District are welcome in our schools, and their suggestions and support are encouraged and appreciated. Any individual interested in becoming more involved in our schools should contact their local school or the Oak Park Schools Administration Building.

Sincerely,

Dr. Daveda J. Colbert, Ph.D.
Superintendent of Oak Park Schools