



School Annual Education Report (AER) Cover Letter

April 30, 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 Post Oak Academy. 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 Principal, Tracy Ojerio for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/d7W4dV> or you may review a copy in the main office at Post Oak Academy.

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 Post Oak's case, no label is given.

Our students in grades 3-7 performed consistently above the district proficiency levels on state M-Step assessments. In ELA, our 4th grade students scored above the state average, while both 4th and 6th graders at Post Oak Academy scored above the state average in Mathematics. In science, our 4th graders met the district average, however did not meet the state proficiency level. In social studies, our 5th graders scored above the district averages, but below the state proficiency level.

As we analyze our school data, which includes data from not only current Post Oak Academy students, but also those students in 7th grade who previously attended Post Oak, we continue to work strategically toward increasing the achievement of our special education population, our students from low socioeconomic backgrounds and those performing in the bottom 30%. We are also working more intentionally to support our male students in the area of reading and our African American, Hispanic and female students of any race in mathematics. In addition, we are

working to more systematically meet the needs of our middle and high achieving students through trans-disciplinary learning opportunities. Through the continued use of the International Baccalaureate Program of Inquiry, the methodical and ongoing analysis of student data, and the development of a comprehensive Response to Intervention program, we believe we will continue to see even greater gains in the achievement of all of our students.

State law requires that we also report the following additional information.

Post Oak Academy requires all new students to submit an application for enrollment although there are no unique admission criteria or student requirements. The applications are reviewed by the school principal and approved by our pupil accounting central enrollment office until all spaces at each grade level are filled. This has been the process for assigning pupils to the school for several years.

In regard to our School Improvement Plan, we continuously work toward the development of academic skills across all core subject areas ultimately having 100% proficiency as our goal. In addition, we believe it is vital to provide instruction in a second language. Finally, we believe that part of our responsibility as educators is to support the development of a child's physical, social, mental and spiritual health to create a dynamic school culture of caring, invested and independent thinking students.

We have implemented a more consistent, culturally responsive positive behavior intervention support system within our school, as well as established schoolwide behavior expectations and discipline referral protocol. We have also developed an intervention plan to strategically target early learning skills in English Language Arts. We continue to teach mathematics using an inquiry based, investigative model including direct instruction where appropriate. This teaching design utilizes a multitude of manipulatives and other activity based methods to teach and reinforce basic math concepts required through the Common Core State Standards. English language arts also continues as a primary focus based on the fact that historically our students have struggled to meet the standards set forth in the writing component of our state assessment. A copy of our School Improvement Plan may be found on the Post Oak Academy web page.

Post Oak Academy is an authorized IB World School. We utilize the framework of the International Baccalaureate (IB) Primary Years Program and offer Chinese language options for all students. The IB program is a globally focused inquiry based educational approach which nurtures the development of the whole child. The staff of Post Oak Academy, as a team with parents and the community, is committed to developing internationally minded students who recognize their common humanity and shared guardianship of the planet, helping to create a better and more peaceful world.

We follow the Common Core State Standards for English language arts and mathematics, the Grade Level Content Expectations for social studies and the Next Generation Science Standards for science instruction, all which may be found on the

Michigan Department of Education website at, www.michigan.gov or on the Lansing School District's Assistant Superintendent of Instruction's website at www.lansingschools.net under the Curriculum Department link. We do not vary from the state's model.

We use the district adopted reading assessments including the Developmental Reading Assessment (DRA) at grades K-3 and AIMSweb assessments at all grade levels K-6 to monitor the progress of our students in early and basic literacy skills. We also utilize additional components of AIMSweb to assess all students grades K-6 in mathematical computation, concepts and applications. Aggregate DRA scores for K-3 show 58% of students are at or above the midyear target level in reading. AIMSweb ELA aggregate range is between 30-91% performing at or above average across all grade levels and subtests K-6th. Our AIMSweb math aggregates range from 31.6-91% performing at or above average across all grade levels and subtests K-6th. Our data shows strong improvement over the course of a school year, however, we still have a large percentage of students who are not at the proficient level in their skill acquisition. By analyzing trend data, we notice many of these students reach grade level ELA/Math benchmarks in the Spring.

The Post Oak Academy staff is continuously adjusting their teaching practices. We use student and staff reflections throughout our unit planners to help guide, review and ultimately adjust our lessons for the future. In addition, we have analyzed the vertical and horizontal alignment of our curriculum resulting in a virtual elimination of the unnecessary overlap of conceptual presentation. Ultimately this allows our students to develop a deeper knowledge of a broader range of skills. We are looking forward to continuing to see the growth in our students over time.

We traditionally have a very positive response to our scheduled parent/teacher conferences. For Fall conferences in 2016, we had 262(93%) families attend. For Fall of 2017, we had 261(94%) families attend parent-teacher conferences.

Post Oak Academy continues to have work to do as long as any single student in our school is not achieving at their individual best. Nevertheless, we should also recognize the outstanding work of many of our students and staff members as a majority of our students are thriving in the core content areas and in the acquisition of a second language. As a school team of teachers, students and parents, we will continue to strive for excellence in all that we do. I am very proud of the students and staff at Post Oak Academy for all of their hard work each year as they continue to grow and meet the expectations of more rigorous learning targets and assessment practices set forth by both the District and the State of Michigan. I also applaud our parents for their ongoing support of our children, our school and the Lansing School District. We could not accomplish all that we do without them.

Respectfully,

Mrs. Ojerio, Principal