



School Annual Education Report (AER) Cover Letter

February 14, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 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 using the following link:

[Annual Education Report](#)

You may review a copy in the main office at Post Oak Academy.

For the 2019-2020 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.

Due to the challenges that the current COVID-19 Pandemic has posed for our Michigan Public Schools, the Michigan Department of Education suspended all state mandated assessments for Grades 3-12 in the Spring 2020. Based on our most recent and complete set of data from Spring 2019, our students in grades 3-7 performed consistently above the district proficiency levels on state M-Step assessments. Post Oak Academy 3rd through 6th graders outperformed their peers in ELA & Mathematics within the Lansing School District. Our Post Oak Academy 5th & 6th graders outperformed the State average in ELA grade and 3rd, 5th & 6th students also outperformed the State average in Math in 2019!

As we analyze our school data, which includes data from not only current Post Oak Academy students, but also those students in 8th 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 transdisciplinary 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.

Through the School Improvement Process, 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. Our annual Professional Development Plan also is also derived from our School Improvement goals and strategies, as well as our IB PYP Action Plan. Our School Improvement team is comprised of a variety of stakeholders, including the school administrator, teachers, parents and community members. A copy of our School Improvement Plan may be found on the Post Oak Academy web page, as well as the dates and times for our monthly meetings.

Post Oak Academy is an accredited PK-8 school, as well as authorized IB World School. We utilize the framework of the International Baccalaureate (IB) Primary Years Program and offer Chinese language options for all students. Post Oak is also a School of Candidacy for Middle Years Programme, grades 6-8. 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 Michigan 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 Associate Superintendent of Student Learning 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) and aimswebPlus assessments at grades K-3 to monitor the progress of our students in early and basic literacy skills. We also utilize additional components of aimswebPlus to assess all students grades K-3 in mathematical computation, concepts and applications. Aggregate DRA scores for K-3 show 70.7% of students are at or above the midyear target level in reading. AimswebPlus ELA aggregate range is between 38.6-60% of K-3 students met the 40thile Early Literacy benchmark in the Winter 2020. Our aimswebPlus math aggregates range from 53.8-89.3% of K-3 students met the 40thile Early Numeracy and Mathematics benchmark in the Winter 2020. 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. Due to the COVID-19 State Mandated school closure, Spring 2020 data is unavailable.

The Post Oak Academy staff is continuously adjusting their teaching practices. We use student and staff reflections throughout our PK-8 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. In the Fall of 2018, (240)75% of 320 families attended conferences. In the Fall of 2019, we had 76% of families attend. We believe that our decrease in attendance at conferences in the Fall of 2018 is due to the fact that we are transitioning to a student-led conference model and strive to better communicate this model to our Post Oak families. Insufficient data was available from Spring 2020 due to the COVID-19 Statewide School Closure.

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 community, 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 perseverance, 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