Oakland County Academy of Media and Technology

Equipping students to make profound life choices by providing enhanced, rigorous learning opportunities that challenge thinking, shape decisions, and build character.

February 19, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) highlighting key information on the Oakland Academy of Media and Technology's educational progress for the 2020-2022 School Years. The AER summarizes the complex reporting information required by federal and state laws including information about student assessment, quality of instructional content and teacher credentials. If you have any questions about the AER, please contact the Superintendent, Dr. Robyne Thompson with your requests at 248-972-7100 or by email at: rthompson@ocamt.academy.

The AER is available for you to review electronically by visiting the following Michigan Department of Education website at: https://www.mischooldata.org/district-entity-view-page?locationCode=63900, or you may request a copy at the school office.

The following narrative provides information on student assessment, teacher quality, and accountability.

1. Student Assessment

Students in most Michigan schools are assessed three times during the school year, Fall, Winter and Spring, using the nationally normed assessment instruments of the Northwest Education Association Measures of Academic Progress, or NWEA MAP.

The following summarizes performance for the former Sarah J. Webber Academy of Media Arts for the 2020-21 School Year and, for the new, restructured Oakland Academy of Media

Arts and Technology operative for the school year beginning September 2021- January 2022. *Table 1* on the following page includes the Spring 2020 -2021 testing portion for the last school year under the former Sarah J. Webber Academy of Media Arts, with a special note for the absence of scores for the Spring 2020 school year due to the pandemic. Mathematics and Reading Scores for the restructured academy, Oakland Academy of Media and Technology (OCAMT) are posted to demonstrate the noteworthy gains made during Fall and Winter Term 21-22 over the first few months of its operations.

TABLE 1. Overall Mathematics and Reading Achievement and Growth 2019-2022						
Year	Overall Math % Met Achievement	Overall Math % Met Growth	Overall Math SCGP	Overall Reading % Met Achievement	Overall Reading % Met Growth	Overall Reading SCGP
Winter 2022	8%	43%	34	12%	41%	36
Spring 2021	6%	25%	15	11%	30%	20
Spring 2020	NA	NA	NA	NA	NA	NA
Spring 2019*	3.8%	8.9%	36	3.9%	6.1%	23

The percentage of students that met their mathematics growth target increased from 8.9% in spring 2019 to 43% in winter 2022 for an increase of 34.1%.

The percentage of students that met their Reading growth target increased from 6.1% in spring 2019 to 41% in winter 2022 for an increase of 34.9%.

2. Quality of Instructional Content and Climate for Learning

2.1. Individualized and Targeted Instruction
In response to NWEA-MAP findings, the OCAMT instructional staff design and deliver data-driven (NWEA-MAP) instruction tailored to meet the individual needs of our students through such strategies as small group and individual tutoring, cooperative/collaborative learning, and project-based learning.

2.2. Professional Learning Community

Under the leadership of OCAMT's Superintendent and Instructional Leader, Dr. Robyne Thompson, two Instructional Coaches and Data Coach work together with colleagues in weekly Professional Learning Community meetings to: guide alignment of teachers' instructional content and activities with the Michigan Department of Education Content Standards; the selection of on and off-line supplementary programs; the design of

reinforcement and/or enrichment instructional activities to support proficiency in content area skills in English language Arts and Mathematics, Science, and Social Studies/History.

2.3.   Enriched Climate for Learning

Literature holdings have expanded to include over one thousand books, currently housed in both regular classrooms and in a soon-to-be opened school library. The collections of hard copy books are newly acquired through special allocations from the state of Michigan, Oakland County Intermediate District, and donations from the Troy and West Bloomfield Public Libraries. All genres of fiction and non-fiction books as well as content specific titles in history, science, technology, and mathematics.

The OCAMT is continuing to acquire additional hands-on materials for Technology and pre-Physics, Chemistry, the Environmental Sciences, and Technology.

OCAMT's Explorations in Media Arts and Technology beginning as early as kindergarten, embrace a spectrum of experiences and project-based learning, beginning with keyboarding, moving on to guided internet experiences, internet safety, coding, website development, basics of design, photography, video production and more! All in first semester 2021-22.

2.4.   Professional Development and Professional Learning Community

The OCAMT has provided over 30 hours of Professional Development focused on Instructional Quality and on Social Emotional Development, including:
- Danielson's 4-square Domains of Teaching.
- Culture of Poverty and Trauma Influenced Experiences.
- Impact on Learning (Adverse Childhood Experiences Survey demonstration and impact); How Trauma Influenced Experiences Influence Development of Students with High Needs and/or Special Needs.
- Working with Special Needs Students in the Classroom.
- Overall School and Classroom Climate—What It IS and How It Impacts Learning;
- Using Classroom Libraries for Learning; and,
- School Improvement Planning.

3. Teacher Quality:

3.1.   Credentials: All (100%) grade level (K-5) and Content area Teachers (grades 6-8) hold degrees from accredited institutions of higher education; the Michigan Department of Education have approved all to teach at the OCAMT.

3.2.   Instructional Supervision and Quality Assurance: All Teachers post their lesson plans online for review by the Instructional Coaches, Data Coach and the School's Instructional Leader prior to instruction. Student performance is regularly recorded in online grade books. Parents are regularly informed of student progress through the school-wide use of online communications app by the Superintendent and the teachers.

In closing, the Oakland Academy of Media and Technology Learning Community thanks you for supporting this pioneering effort in offering a whole-child focused, technology enriched, education committed to giving students the competitive edge for the 21st century.

Sincerely,

Robyne Thompson, Ph.D.
Superintendent/ Executive Director
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