



January 5, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Old Redford Academy High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Laura Frey-Greathouse for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/3Z6r9Fi>, or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school was identified as a Comprehensive Support and Improvement (CSI) school.

Some of the key challenges we face fall within three major areas:

- Student Growth: Student Growth remains a challenge in the areas of Reading and Math.

- Student Attendance: While our student attendance has improved and rates of chronic absenteeism have declined, student chronic truancy continues to be a barrier.
- Recruitment of certified teachers. With the nationwide teacher shortage, Old Redford Academy continues to use multiple sources to hire certified teachers.

We continue to look closely at the assessment data of our students and use targeted instructional strategies for all students. We utilized our district approved curriculum, formative, and summative assessments in an effort to increase student achievement. We also utilize our Academic Dean, Instructional Coaches, Interventionists and Test Prep courses to impact Reading, Math, and students with foundational gaps. We also offer Summer School and after school programming to allow students to recover credit and remain on track for graduation. Our school has endured key challenges in recent years. We've continued our work to improve systems for supporting our entire student population. Weekly Professional Learning Communities, Grade-Level Committee meetings, and monthly Professional Development workshops for staff are held to analyze student achievement data in multiple ways to ensure continuous improvement.

State law requires that we also report additional information.

**1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Age and/or Last grade completed. ORAHS is a state funded, public school academy. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age appropriate for their respective grade, and they must reside in the state of Michigan. By law, the school cannot restrict enrollment based on selection criteria. The school can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of offered seats, a random selection process will determine who attends the school.

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

ORAHS staff meets weekly in our Building Turnaround Network and believes in the process of continuous improvement. We have met all the standards for eligibility of a school-wide Title I school. Our academic goal areas are evidence based reading and writing, mathematics and student attendance.

**3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

At this time, Old Redford Academy High School does not offer any 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 core curriculum can be accessed on our website by [Clicking Here](#) and within the school upon request. Our approved curriculum is implemented using MyPerspectives, CPM Mathematics, MAISA Curriculum and MC3. All of our curriculum utilizes digital and non-digital formats. Our curriculum is in compliance with the state's model.

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

In accordance with state requirements, students at Old Redford Academy High School, in the spring, take the PSAT 8/9 as 9<sup>th</sup> graders, PSAT 10 as 10<sup>th</sup> graders, and the SAT as 11<sup>th</sup> graders. Below is a summary of our performance on these assessments during the past two school years.

Test	Mean Reading Score		Mean Math Score		Average Composite Score	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
PSAT 9	346	370	328	342	674	712
PSAT 10	361	365	340	339	701	704
SAT	368	385.6	345	356.2	713	741.8

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

The 2023-2024 school year data shows that 35% (149 out of 425) of parents attended the parent teachers conference.

The 2024-2025 school year data shows that 20% (89 out of 456) of parents attended the parent teachers conference.

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

	2023-2024	2024-2025
THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)	100% (456 students)	9% (40 students)
THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)	0	0
THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)	0	0
THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT	0	0

Last year, by working together, we were able to meet all of our process goals for our CSI Partnership Agreement. Moving forward, our goals will include increasing student growth and achievement and reducing chronic absenteeism. Our student and staff experience at Old Redford is one of our highest priorities.

Our school has experienced significant growth in culture, climate, and academic outcomes through the intentional implementation of clear systems and supports that promote consistency, belonging, and student engagement. As these systems have taken root, we have seen a measurable improvement in student culture and overall climate. Student achievement has also increased with the adoption of a

comprehensive, standards-aligned curriculum in both mathematics and English Language Arts, ensuring coherence, rigor, and access to grade-level instruction for all learners. Academic rigor has been further strengthened by increasing the number of certified teachers and providing targeted professional development informed directly by instructional data, allowing educators to refine their practice and respond effectively to student needs. Additionally, the student experience has been enriched through the expansion of extracurricular opportunities, giving students multiple avenues to explore interests, build leadership skills, and develop meaningful connections within the school community.

Sincerely,  
Dan Wagner  
Principal