



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 Middle 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 Ms. Dominique Rickett for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4qDmrKZ>, 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 has not been given one of these labels.

We are working intensively to accelerate student learning outcomes and close the achievement gap. This school year, we continued to implement a computer-based program, IXL, which is for our Intervention program and one that all students participate in during WIN (What I Need) time weekly. IXL is Common Core aligned and provides students with performance tasks to prepare them for state level

assessments. IXL provides our instructors with blended learning activities that foster success by helping students close learning gaps and master standards in ELA and mathematics. These programs allow educators to assign individualized learning paths linked to skills and concepts for all students to become successful. By implementing, utilizing, and integrating these resources, we are working to close the gaps in grade level performance as well as target the academic deficiencies that exist in our bottom 30%. We have interventionists that have created individualized learning plans with students that are identified as having academic deficiencies and are in the bottom 30%.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

ORAMS is a state funded, public school academy; therefore, there is no cost to attend the Academy and 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

ORAMS 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 Middle 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 found by [Clicking Here](#). Our curriculum is implemented through our pacing guides and lesson plans. Teachers utilize MyPerspectives, Eureka Math. Common Core State Standards implementation occurs within classrooms through core values. 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 addition to M-STEP testing in grades 5-8, the Academy uses the NWEA assessment to assess student achievement in 5th-8th grade. Students also receive formal classroom assessments, such as a comprehensive math assessment and spelling inventories, as well as Developmental Reading Assessment (DRA). The following data is related to the percent of students

meeting our NWEA measurements in grades 5th-8th.

Grade	Reading Average Percentile		Math Average Percentile	
	Spring 2024	Spring 2025	Spring 2024	Spring 2025
5th Grade	4th	18th	1st	7th
6th Grade	2nd	26th	1st	15th
7th Grade	6th	29th	1st	8th
8th Grade	12th	37th	4th	12th

Grade	Reading % Met Projection		Math % Met Projection	
	Spring 2024	Spring 2025	Spring 2024	Spring 2025
5th Grade	37%	50%	23%	47%
6th Grade	42%	56%	28%	49%
7th Grade	38%	52%	40%	48%
8th Grade	48%	59%	50%	49%

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

The 2022-2023 school year data shows that 40%, 110 of 275 parents attended the parent teachers conference.

The 2024-2025 school year data shows that 24%, 60 of 246 parents attended the parent teachers conference.

For the 2024/2025 school year, ORAMS’s leadership team has been very intentional with our academic, behavior, attendance, and parent engagement interventions. We now have 31 students that have a 3.5 gpa or higher building wide, and just facilitated our first Junior National Honors Society Induction Ceremony. Enhancing our student engagement has contributed to a decrease in behavior and chronic absenteeism. Our parent engagement has increased with events like “Lunch with a Loved One”, Talent Showcases, and our quarterly Awards Ceremony. Students, parents, and staff surveys have also contributed to our success as we value the input of our learning community. With updated curriculum, a focus on high quality instruction, new online instructional tools, and data driven instruction, we have observed an increase in student mastery within a short amount of time. In addition, we are moving in the right direction with tiered coaching of our educators. There is not a one size fit all approach to the needs of our staff and students. As we continue to increase our parent two way engagement we have received positive feedback from parents with our weekly communication, instruction, and enrichment activities as we strive to mold and grow the whole child.

We have added time for staff to work together to plan, look at data, and respond to our student needs. This allows us to be more nimble as a system and respond to progress monitoring data, rather than waiting until the end of year assessments. We continue to

improve and strive to achieve academic gains. Moving forward, we anticipate a continued increase in student learning outcomes, as a result of high quality instruction and innovative teaching practices continuing in our school.

Sincerely,
Dominique Rickett
Principal