



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 Elementary. 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 Tomeka N. Dixon, principal for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/44ZCXNa>, 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 been labeled as a Comprehensive Support and Improvement (CSI) school.

As identified in our combined report, the academy's key challenges fall within the bottom 20% of our students. In order to address these issues, we continue to review

all data, and use targeted instruction for all grades. We have implemented a more rigorous curriculum, Core Knowledge Language Arts (CKLA) for Reading and Eureka Math Squared for Math which holds our students' accountable for all Common Core State Standards. In addition, we have lengthened our core curriculum time for all students and utilizes staff (teachers and Interventionists) to target teaching in smaller groups, thus, reducing the student to teacher ratio during this instructional time. We continue to provide additional support for students in teacher intervention blocks and centers, paraprofessional small group intervention as well as our Summer Learning Academy with a focus in ELA and Math.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

School Assignment: Age and/or last grade completed. ORAES is a state funded, public school academy. Therefore, there is no cost, and the school is open to any child wishing to attend. Students must be age appropriate for 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.

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

ORAES 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 Elementary 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](#). Implementation of the Common Core State Standards is in effect. Additionally, hard copies of the full curriculum can be obtained in the main office of ORAES upon request.

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

In addition to M-STEP testing in grades 3-4, the Academy uses the NWEA assessment to assess student achievement in Kindergarten-4th grade. Students also receive formal classroom assessments, such as a comprehensive math assessment and spelling inventories, as well as MyPath Individualized Learning Paths. The following data is related to the percent of students meeting our NWEA measurements in grades Kindergarten-4th.

Grade	Reading Average Percentile		Math Average Percentile	
	Spring 2024	Spring 2025	Spring 2024	Spring 2025
Kindergarten	6th	7th	19th	26th
1st Grade	16th	24th	22nd	21st
2nd Grade	5th	29th	5th	36th
3rd Grade	5th	9th	13th	22nd
4th Grade	7th	13th	13th	16th

Grade	Reading % Met Projection		Math % Met Projection	
	Spring 2024	Spring 2025	Spring 2024	Spring 2025
Kindergarten	24%	35%	43%	73%
1st Grade	38%	57%	43%	33%
2nd Grade	45%	59%	38%	74%
3rd Grade	41%	29%	44%	36%
4th Grade	35%	54%	25%	19%

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

The 2023-2024 school year data shows 39% (93/239) parents attending parent teacher conferences.

The 2024-2025 school year data shows 44% (117/264) parents attending parent teacher conferences.

We continue to work together as a staff in planning, looking at data, and responding to our student needs. This allows us to be more nimble as a system and respond to progress monitoring data daily, 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, innovative teaching practices including daily intervention support continuing in our school.

Sincerely,

Tomoka N. Dixon
Principal