



January 7, 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 Oakland International 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 Mr. Kevin Wade for assistance.

The AER is available for you to review electronically by visiting the following website at <https://www.oiacademy.net/> or by following the link at <http://bit.ly/4241Ady>, or you may review a copy in the main office at your child's school.

For the 2024-25 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 subgroup in 2024-25. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2024-25. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2024-25. Some schools are not identified with any of these labels. In these cases, no label is given. Oakland International Academy High School was not identified with any of these labels.

The Oakland International Academy High School currently has a student population of 652, with 346 being English Language Learners. This is the largest challenge that we face, as our students' English proficiency directly impacts high-stakes testing and student achievement data. Many of our students are also considered to be at risk. To address these challenges, we have 2 English language (ELL) teachers who serve our identified ELL and at-risk students. We also have 7 paraprofessionals, who speak Arabic and Bengali, who work with students in their classes. Many of our parents do not speak English, which means that they cannot assist with their child's education at home. Communication between the school and home is a targeted improvement goal. Most of the families in our community are considered to be at the poverty level, which correlates inversely with high academic achievement. Despite these challenges, our students experience success on their own levels, rise above their surroundings, and go on to colleges and universities. Our school consistently has WIDA scores equal to or in some cases higher than those of many of our competitors in the city of Hamtramck, which is a testament to our success.



State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Oakland International Academy is a public charter school and by law accepts all students who reside in Michigan. Our students primarily come from Hamtramck, Detroit, and the surrounding areas. Once the school year has started, and teacher staffing has been completed, State law requires that we also report additional information.

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

We are currently in year four of utilizing the MCIP platform for school improvement. In our previous model, we were predominantly in the implementing phase of the comprehensive school improvement plan on the ASSIST platform.

We are redirecting our focus and resources to the improvement of student language acquisition through effective ELL instruction for our students. As a "Marzano school", the staff and faculty are committed to ensuring five increasing levels of reliability, including 1) Safe, Collaborative, and Positive Culture, 2) Effective Teaching in Every Classroom, 3) Standards-Based Curriculum, 4) Data-Based Decision-Making, and 5) Language Acquisition. The state-approved Marzano "iObserve" system is the evaluation tool used to ensure reliability.

3. 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 authorizer, Saginaw Valley State University, requires that we follow the Michigan Academic Standards. The curriculum can be viewed at <http://www.emaninc.rubiconatlas.org>.

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

	<u>Grade 11 ELA (SAT)</u>	<u>Grade 11 Math (SAT)</u>
2023-2024	17% Proficient	6% Proficient
2024-2025	32% Proficient	21% Proficient
	<u>M-STEP Soc. St</u>	<u>M-STEP Sci</u>
2023-2024	17.3% Proficient	11.7% Proficient
2024-2025	36.0% Proficient	21.1% Proficient



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

391 students. 60% representation

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

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT) 30 students, 5% of the population
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB) 2
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB) 41 students, 6%
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT > 3 students, 0.005%

The Oakland International Academy High School is proud to provide a learning environment that places high value on respect, tolerance, and pride in diversity. We enroll many newcomers to the United States and offer programs and services to prepare them for life as American citizens. We afford our students multiple field trips throughout the year to further acculturate them to society. We are proud of our students and stay focused on our motto of starting students down the path for career and college readiness.

Sincerely,

Mr. Kevin Wade, Principal
Oakland International Academy