

February 20, 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 Post Oak. 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 The Post Oak Staff for assistance.

The AER is available for you to review electronically by visiting the following website: [Post Oak Annual Education Report](#) 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 for: Universal Support

Based on the Spring 2025 data, the students at Post Oak Academy in grades 3-7 performed consistently above the district proficiency levels on the state M-Step assessments. Post Oak Academy 3-7th graders outperformed their peers in ELA, Math, Social Studies, and Science within the Lansing School District.

In the 3-5th grades, Post Oak outscored the state average in ELA. The students at Post Oak Academy have the challenge to meet and exceed the state's expected proficiency standards. As we analyze our school data, we are continuing to work towards closing the achievement gaps between our special education populations, our students from low socioeconomic backgrounds, and students performing in the bottom 30%.

We are working to increase achievement with our male students in ELA and all of our populations in the area of mathematics. We are continuing to meet the needs of our middle and high-achieving students by providing a transdisciplinary learning environment that supports student agency. This is provided through the continued implementation of the International Baccalaureate Framework. We are continuing

to support our learners through ongoing analysis of student data and our building of a comprehensive Response to Intervention program.

Post Oak Academy requires all new students to follow the district's protocols for enrollment although there are no unique admission criteria or student requirements. The Immersion 3-5 classes are open to students that have proficiency in the Mandarin Language. This maybe determined by an interview by one of the Mandarin staff members. All applications are reviewed by the district's central enrollment office and approved by our pupil accounting central enrollment office until all spaces at each grade level are filled. This has been the process for assigning pupils to the school for several years.

In regard to our School Improvement Plan, we continuously work toward the development of academic skills across all core subject areas ultimately having 100% proficiency as our goal. In addition, we believe it is vital to provide instruction in a second language. Finally, we believe that part of our responsibility as educators is to support the development of a child's physical, social, and mental health to create a dynamic school culture of caring, invested, and independent thinking students.

Through the School Improvement Process, we have implemented a more consistent, culturally responsive positive behavior intervention support system within our school, as well as established school wide behavior expectations and discipline referral protocol. We have also developed an intervention plan to strategically target early learning skills in English Language Arts. We continue to teach mathematics using inquiry-based and investigative approaches. This teaching design utilizes a multitude of manipulatives and other engaging methods to teach and reinforce basic math concepts required through the Common Core State Standards. English language arts also continues as a primary focus based on the fact that historically our students have struggled to meet the standards set forth in the writing component of our state assessment. Our annual Professional Development Plan also is also derived from our School Improvement goals and strategies, as well as our IB PYP Action Plan. Our School Improvement team is composed of a variety of stakeholders, including the school administrator, teachers, parents, and community members. A copy of our School Improvement Plan may be found on the Post Oak Academy web page, as well as the dates and times for our monthly meetings.

Post Oak Academy is an accredited PK-8 school, as well as an authorized IB World School. We utilize the website at www.lansingschools.net under the Curriculum Department link. We continuously integrate the framework of the International Baccalaureate (IB) Primary Years Program and offer Chinese language options for all students. Post Oak is also a School of Candidacy for Middle Years Programme, grades 6-8. The IB program is a globally focused inquiry-based educational approach that nurtures the development of the whole child.

The staff of Post Oak Academy, as a team with parents and the community, is committed to developing internationally minded students who recognize their common humanity and shared guardianship of the planet, helping to create a better and more peaceful world. We follow the Common Core State Standards for

English language arts and mathematics, the Michigan Grade Level Content Expectations for social studies, and the Next Generation Science Standards for science instruction, all of which may be found on [the Michigan Department of Education website](#) or on [the Lansing School District website](#). Post Oak is looking to expand the Mandarin curriculum for consistency and fidelity for assessment.

The Post Oak Academy staff is continuously adjusting their teaching practices. We use student and staff reflections throughout our PK-8 unit planners to help guide, review and ultimately adjust our lessons for the future. In addition, we have analyzed the vertical and horizontal alignment of our curriculum resulting in a virtual elimination of the unnecessary overlap of conceptual presentation. Post Oak Academy staff has also eagerly and willingly embraced the School District's Vision of utilizing the Workshop Model with fidelity while integrating the methods within the IB framework.

The NWEA data at Post Oak has been improving over the past 4 years in both math and ELA. While the improvements in increasing the proficiency in both subjects areas, there is still much room to grow. In the winter of 2025 Post Oak had 27% of the building populations scoring above the 80th percentile in ELA. Overall, the building showed that 59% of the student population was proficient in ELA. In winter of 2025 students at Post Oak demonstrated that 50% of the student population showed proficiency in math on the NWEA.

We traditionally have a very positive response to our scheduled parent/teacher conferences. For Fall of 2023, we had 94% of 515 families attend parent-teacher conferences. In the Fall of 2024, 94% of 564 families attended conferences. In the Fall of 2025, we had 96% 626 of families attend. We believe that our decrease in attendance at conferences in the Fall of 2018 is due to the fact that we are transitioning to a student-led conference model and strive to better communicate this model to our Post Oak families.

At Post Oak Academy, we would like to recognize the outstanding work of many of our students and staff members as a majority of our students are developing and growing in the core content areas and in the acquisition of a second language. As a school community, we continue to strive for excellence in all that we do. It is humbling to be a part of such a hard-working and dedicated staff, encouraging our students and welcoming our families as we grow into a supportive learning village that is supporting all the learners in our school family. We would like to thank our students, our families, and the Lansing School District for helping us to work towards accomplishing our goals.

Sincerely,
Jill Kolar

Principal, Post Oak Academy