



December 9, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Mid-Michigan Leadership 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 Lacey James for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/36ZhQwM>, or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

We are actively working to improve MMLA's student academic achievement in English language arts and math for all students. We have taken the following steps to improve student academic achievement:

- Revise the Schoolwide Improvement Plan to address the needs of all students and subgroups
- Provide ongoing, highly quality professional learning to teachers throughout the school year
- Coordinate individual and/or small group push-in or pull-out classroom instructional support during the school day to students who are struggling the most
- Offer tutoring to students who need more help during Student Life period, after school, and during the summer
- Cultivate partnerships with local community agencies for additional services and support

State law requires that we also report additional information.



1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Mid-Michigan Leadership Academy is a K-8 single building public school academy or charter school. The Academy provides Ingham County families with an alternative to their child's assigned city school district, which in many cases is based on the geographic location of resident students. Parental choice is guaranteed under the Elementary and Secondary Education Act in an effort to provide parents with the opportunity to select another public school. If a parent makes that choice after visiting the school, an application is filled out, requests for records are attached and if the prospective student is placed in the appropriate grade. Thus, parents make the choice to attend our school.

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

Mid-Michigan Leadership Academy's Schoolwide Improvement plan is reviewed annually by Central Michigan University, charter authorizer. Thus, the Title I schoolwide plan was reviewed and approved by the Michigan Department of Education and Central Michigan University.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At this time, Mid-Michigan Leadership Academy 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

- Access to the Core Curriculum: Mid-Michigan Leadership Academy provides a condensed version of the curriculum to parents in a Back-to-School packet. Parents who request access to the complete curriculum may contact the Principal.
- Implementation of Core Curriculum: Administration and teachers meet regularly to monitor the implementation and assessment of the Common Core Curriculum.
- Variances from State Model: Mid-Michigan Leadership Academy's Houghton Mifflin Harcourt curriculum guides show that our curriculum is aligned to Michigan benchmarks and standards and the Common Core Standards in English Language Arts and Mathematics. Other primary curriculum areas include Science, Social Studies, Health, Physical Education, and Technology.

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

In addition to M-STEP testing on our upper campus, the Academy uses the Northwest Evaluation Association (NWEA) assessment to assess student achievement in 1-8th grade. Students also receive formal classroom assessments, such as a comprehensive math assessment and spelling inventories, as well as



Developmental Reading Assessment (DRA), and i-Ready Diagnostic Assessments. The following data is related to the percent of students meeting our NWEA measurements in grades Kindergarten-8.

Grade	Reading Average Percentile		Math Average Percentile	
	Spring 2019	Winter 2020	Spring 2019	Winter 2020
Kindergarten	99 th	79 th	74 th	22 nd
1 st Grade	94 th	48 th	84 th	25 th
2 nd Grade	76 th	23 rd	72 nd	15 th
3 rd Grade	47 th	11 th	52 nd	7 th
4 th Grade	52 nd	16 th	45 th	6 th
5 th Grade	42 nd	13 th	41 st	7 th
6 th Grade	26 th	28 th	38 th	18 th
7 th Grade	46 th	21 st	69 th	11 th
8 th Grade	50 th	44 th	30 th	39 th

Grade	Reading % Met Projections		Math % Met Projection	
	Spring 2019	Winter 2020	Spring 2019	Winter 2020
Kindergarten	86%	41%	80%	46%
1 st Grade	87%	54%	84%	35%
2 nd Grade	68%	45%	82%	41%
3 rd Grade	74%	30%	63%	36%
4 th Grade	62%	43%	56%	41%
5 th Grade	79%	41%	50%	36%
6 th Grade	43%	53%	54%	39%
7 th Grade	55%	50%	73%	54%
8 th Grade	64%	52%	60%	48%

*Data from NWEA/MAP Student Growth Summary Report

**Spring 2019 (Fall 2018-Spring 2019); Winter 2020 (Fall 2019-Winter 2020)

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

- 2015-2016 School Year
 - 168 (55%) of students were represented at Parent-Teacher Conferences
- 2016-2017 School Year:
 - 198 (60%) of students were represented at Parent-Teacher Conferences
- 2017-2018 School Year:
 - 187 (66%) of students were represented at Parent-Teacher Conferences



- 2018-2019 School Year:
 - 173 (72%) of students were represented at Parent-Teacher Conferences
- 2019-2020 School Year:
 - 275 (83%) of students were represented at Parent-Teacher Conferences

Parents can become involved in increasing MMLA's student academic achievement by helping us in the following ways:

Parents/Guardians can work collaboratively with the administrative team, including the teachers and other staff;

Parents/Guardians can ensure that students are punctual and attending school on a daily basis. Attendance is very important to school success, and we need assistance to ensure the students are at school each and every day;

Parents/Guardians can set aside 15-30 minutes for daily reading time at home and provide support with homework assignments.

Our mission is to be a provider of top-quality education to a highly diverse student body. MMLA will prepare all students for success in college, equip them with the ability and desire for lifelong learning, and strengthen their civic, ethical, and moral values. MMLA will maintain high standards of efficiency and accountability throughout its operation. This is a tall order, but we believe all students can learn; therefore, we will establish the highest educational standards and provide ongoing guidance and support to every student.

Our success will greatly depend on your active involvement and support. Our mission remains strong because we collectively believe the best is yet to come!

Sincerely,

Mr. Lacey James
Principal