



## **Annual Education Report**

February 1, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for East Shore 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 [dhall@eastshoreleaders.com](mailto:dhall@eastshoreleaders.com) for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/37fFIBT> or you may review a copy in the main office at your child's school.

For the 2022-23 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 2021-22. 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 2021-22. 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 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given. East Shore Leadership Academy was identified as a school that has not been given one of the labels.

First and foremost, 2022-23 is East Shore Leadership Academy's ninth year of operation. One of the school's key challenges is students that have enrolled from the surrounding area whereby the transient percentage (low income/high rentals) is extremely high concerning student/family turnover due to moving. As research shows, this can have a negative impact on assessment scores. However, the East Shore Leadership Academy staff developed and implemented immediate early intervention procedures for identifying learning gaps to provide instructional

strategies and timely direct instruction. We have implemented individual student goals and created small group instruction to provide students their instructional needs.

Numerous programs, new resources, and instructional tools have been added into the classroom for all grades. The school has also hired various support personnel to give additional instructional and emotional support to the students. This is helping tremendously since the school is back to in-person instruction.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL: For the 2022-23 school year, East Shore Leadership Academy had a two-week enrollment period in March of 2022. At the end of that period if there are more students than space available, a lottery process takes place to fill the vacant openings. After the enrollment period, enrollment is on a first come first served basis.
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN: East Shore Leadership Academy has completed their eighth year of operation. The School Improvement Plan, developed in 2015-16 is reviewed/revised each year and focuses primarily on increasing student achievement in core academic areas by providing extra support services for students identified as at risk for failing. The school has less than 190 students and 25 staff. The members of the School Improvement Team work together to analyze performance data to develop meaningful goals, objectives, and strategies. The team also identifies resources to meet the needs of the strategies for the purpose of increasing student achievement.
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL: East Shore Leadership Academy is not a specialized school.
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: In 2021-22 East Shore Leadership Academy used the Michigan Department of Education Framework which is located on the Michigan Department of Education's website. East Shore Leadership Academy also uses the *Curriculum Crafter Tool* that was developed by Kent County Schools. This curriculum is updated on a continual basis and available to all staff 24/7. The *Curriculum Crafter Tool* is aligned with the Michigan Department of Education Framework and Common Core State Standards. A copy of the *Curriculum Crafter* may be obtained in the main office. The Michigan Framework and Common Core State Standards is offered through the following websites:  
<https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>

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

This is East Shore Leadership Academy's ninth year of operation and students have been administered the M-Step. In addition, ESLA administers NWEA three times a year whereby all students are showing individual growth in the Reading and Math content areas.

**2021-22**

**NWEA Reading/Math**

190.3 is the 3<sup>rd</sup> grade District Grade Level Reading RIT

191.8 is the 3<sup>rd</sup> grade District Grade Level Math RIT

205.7 is the 4<sup>th</sup> grade District Grade Level Reading RIT

206.3 is the 4<sup>th</sup> grade District Grade Level Math RIT

209.9 is the 5<sup>th</sup> grade District Grade Level Reading RIT

216.6 is the 5<sup>th</sup> grade District Grade Level Math RIT

216.5 is the 6<sup>th</sup> grade District Grade Level Reading RIT

217.8 is the 6<sup>th</sup> grade District Grade Level Math RIT

209.2 is the 7<sup>th</sup> grade District Grade Level Reading RIT

211.8 is the 7<sup>th</sup> grade District Grade Level Math RIT

224.4 is the 8<sup>th</sup> grade District Grade Level Reading RIT

228.2 is the 8<sup>th</sup> grade District Grade Level Math RIT

**2020-21**

**NWEA Reading/Math**

182.8 is the 3<sup>rd</sup> grade District Grade Level Reading RIT

183.1 is the 3<sup>rd</sup> grade District Grade Level Math RIT

202.1 is the 4<sup>th</sup> grade District Grade Level Reading RIT

206 is the 4<sup>th</sup> grade District Grade Level Math RIT

197 is the 5<sup>th</sup> grade District Grade Level Reading RIT

205.4 is the 5<sup>th</sup> grade District Grade Level Math RIT

207 is the 6<sup>th</sup> grade District Grade Level Math RIT

202.4 is the 6<sup>th</sup> grade District Grade Level Reading RIT

219.8 is the 7<sup>th</sup>/8<sup>th</sup> grade District Grade Level Reading RIT

220.2 is the 7<sup>th</sup>/8<sup>th</sup> grade District Grade Level Math RIT

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES: In 2021-22 there were 151 students represented at parent-teacher conferences. This represented 86% of our student population.

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING: East Shore Leadership Academy does not have a high school.

We applaud the East Shore Leadership Academy's staff and board of directors and are proud of the accomplishments made through the school's eighth year of operation. The NWEA student growth is commendable taking into consideration school closures and remote instruction during the 2019-20 and 2020-21 school year. The board and staff continue to be "mission driven" while focusing on goals and objectives to measure progress on an ongoing basis. Teachers have also made it a priority to teach students using the *Leader in Me* process. They know how to set their own individual goals as well as set up a measuring system so each student can assess their individual progress regularly toward increasing academic achievement. The staff and the board continue to keep at the forefront the school's strategic plan that addresses areas including but not limited to, increased enrollment and retention, improved instruction, board governance, teacher retention, and goal setting.

In addition, the board highly commends the East Shore Leadership Academy management company and all the school staff who continue to put students first. The passion for students is evident daily as they continue to address each child as the "whole child".

Sincerely,

Deanna Hall  
Principal

Nancy J. Gardner  
Superintendent