



## 2025 District Annual Education Report (AER) Cover Letter

January 31, 2025:

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Leelanau Montessori Public School Academy. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Arden Wilson, [wislona@leelanaumontessori.org](mailto:wislona@leelanaumontessori.org) for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following website, [MISCHOOOLDATA](#) or [DISTRICT'S ANNUAL EDUCATION REPORT](#), or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

### **Student Assessment Data**

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

### **School Accountability Data**

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

### **Educator Qualification Data**

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

### **NAEP Data (National Assessment of Educational Progress)**

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

### **Civil Rights Data**

- Provides information on school quality, climate, and safety

Review the table below listing our schools. 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 2023-24. 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, had a graduation rate at or below 67%, 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.

School Name	Status Label	Key Initiative to Accelerate Achievement
<b>Leelanau Montessori Public School Academy</b>	<b>No Label</b>	

Continuous improvement as an organization is a living part of Leelanau Montessori. Each year, Faculty and Board members gather to review, monitor and commit to goals in order to ensure that every stakeholder succeeds and is supported in their growth and development. Parent input is gathered through surveys, committee conversations and enrichment events year round. This past year, we determined in collaboration with all stakeholders that Leelanau Montessori would continue to address the goal of ensuring high quality instruction for every child and define systems that support our differentiated instruction to ensure equitable access. In order to this with fidelity, faculty and staff have continued a deep dive into the Montessori curriculum and its implementation, examined instructional resources and behavior supports and is working to define differentiated instruction. Tools to measure fidelity, progress and success are being used routinely in order to collect feedback and address gaps in the implementation of the curriculum.

Sincerely,

Arden Wilson

