



January 24, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-2022 educational progress for The Greenspire School - Middle School. 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 Robert Walker for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3lrFOWo> (district) or <https://bit.ly/3RRkcDL> (middle school) or you may review a copy in the main office at your child's school.

For the 2021-2022 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 2021-2022. 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 in 2021-2022. 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 2021-2022. 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.

The school is working to address any learning gaps with our student body caused by the disruption of the COVID-19 pandemic. The school has been using student achievement data and school testing data to further identify those learning gaps and address them with academic support. The school used ESSER II and ESSER III funds to create a position at the middle school whose primary task will be to address student intervention programs in areas such as academics, attendance, and school culture. Additionally, Math continues to be an area of focus for the school and our math department receives professional development and one-on-one coaching by a project-based math specialist.

State law requires that we also report additional information.

1. Process for assigning pupils to schools - The Greenspire School is a charter school that utilizes a lottery process for assigning pupils to the school. More information about the enrollment process can be found here: <https://greenspireschool.org/apply-middle-school/>
2. Our school improvement plan created in 2021-2022 had three goals: 1) Increase common planning time for math and science teachers and support staff by 50% in 2022; 2) Decrease the number of chronically absent students by 5% by the end of the 2021-2022 school year; 3) Increase opportunities for social-emotional learning for students to decrease the number of behavior incidents that lead to out-of-school suspensions by 5% by the end of the 2021-2022 school year. The school improvement team meets monthly and is in the process of gathering data and using that information to design or update our goals. The school continues to utilize the Positivity Project for character education.

3. A brief description of each specialized school - A description of The Greenspire School-Middle School can be found here: <https://greenspireschool.org/wp-content/uploads/2022/09/Greenspire-Overview-2022-2023-.pdf>
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 - <https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>. Further information regarding our school's implementation of the curriculum can be found here: <https://greenspireschool.org/middle-school-curriculum/>.
5. The aggregate student achievement results for any local competency tests or nationally normed achievement tests is detailed below for Math and Reading:

Fall 2019 Math - 13% Lo; 23% LoAvg; 28% Avg; 25% HiAvg; 12% Hi
 Fall 2019 Reading - 7% Lo; 8% LoAvg; 32% Avg; 22% HiAvg; 32% Hi
 Fall 2020 Math - 18% Lo; 19% LoAvg; 25% Avg; 27% HiAvg; 10% Hi
 Fall 2020 Reading - 9% Lo; 18% LoAvg; 15% Avg; 33% HiAvg; 25% Hi
 Winter 2021 Math - 25% Lo; 20% LoAvg; 25% Avg; 21% HiAvg; 9% Hi
 Winter 2021 Reading - 12% Lo; 12% LoAvg; 15% Avg; 27% HiAvg; 34% Hi
 Spring 2021 Math - 26% Lo; 22% LoAvg; 20% Avg; 22% HiAvg; 10% Hi
 Spring 2021 Reading - 23% Lo; 15% LoAvg; 20% Avg; 22% HiAvg; 21% Hi
 Fall 2021 Math - 25% Lo; 21% LoAvg; 27% Avg; 22% HiAvg; 6% Hi
 Fall 2021 Reading - 13% Lo; 16% LoAvg; 20% Avg; 24% HiAvg; 26% Hi
 Winter 2022 Math - 24% Lo; 26% LoAvg; 20% Avg; 22% HiAvg; 9% Hi
 Winter 2022 Reading - 14% Lo; 16% LoAvg; 22% Avg; 27% HiAvg; 21% Hi
 Spring 2022 Math - 30% Lo; 24% LoAvg; 20% Avg; 14% HiAvg; 12% Hi
 Spring 2022 Reading - 19% Lo; 16% LoAvg; 13% Avg; 30% HiAvg; 21% Hi
 Fall 2022 Math - 23% Lo; 22% LoAvg; 27% Avg; 16% HiAvg; 11% Hi
 Fall 2022 Reading - 12% Lo; 18% LoAvg; 23% Avg; 26% HiAvg; 21% Hi

6. Identify the number and percent of students represented by parents at parent-teacher conferences:

Spring 2018 - 53 (42%)	Fall 2018 - 95 (72%)
Spring 2019 - 74 (36%)	Fall 2019 - 29 (22%)
Spring 2020 - N/A	Fall 2020 - 96 (81%)
Spring 2021- 50 (46%)	Fall 2021 - 78 (59%)
Spring 2022 - 91 (78%)	Fall 2022 - 95 (81%)

Sincerely,



Robert Walker, EdD
 Superintendent & Head of School - Middle School