



COUNTRYSIDE ACADEMY

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CountrySide Academy's District Annual Education Report (AER) Cover Letter

January 26, 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 CountrySide Academy and our schools. The AER addresses the complex reporting information required by federal and state laws. If you have any questions about the AER, Please contact Sarah Brookshire, Lead Administrator, for assistance.

The District AER is available for you to review electronically by visiting the following websites: [Mischooldata](https://www.mischooldata.org) or [CountrySideAcademy.org](https://www.countrysideacademy.org) or you may review a copy in the main office at your child's school. Each school will also be communicating its own AER to parents directly.

These reports contain the following information:

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

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 5, 8, and 11, compared to state averages for all students as well as subgroups of students

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

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

Civil Rights Data

- Provides information on school quality, climate, and safety

Please review the table below listing our schools. 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.

School Name	Status Label	Key Initiative to Accelerate Achievement
Countryside Academy Elementary	No Label	Response to Intervention
Countryside Academy Middle/High School	TSI	Advisory Hour

Countryside Academy is making great strides to improve the achievement of all students. Our Middle School/High School has been identified as a Targeted Support and Improvement (TSI) school for the 2025–26 school year due to the performance of one or more student groups in prior years. This designation allows us to focus intentionally on areas where additional support is needed. In response, the school and district are implementing targeted instructional strategies, monitoring student progress closely, and providing additional academic and social-emotional support to ensure improved outcomes for all students. We remain committed to continuous improvement and to partnering with families and the community as we work to support every student’s success. Using a Multi-Tiered System of Support (MTSS) model, elementary, middle, and high school teams continue to integrate a comprehensive framework that focuses on curriculum, instruction, differentiated learning, and individualized student needs. System alignment is a continual process to best support needs for students’ academic, behavioral, and social success.

We encourage K-12 students to be in attendance daily; when students improve their attendance, they improve their academic achievement and chances of graduating. For elementary and middle school parents, daily reading habits are extremely important to your child's success. High school parents should keep up with homework and scheduled tests. PowerSchool is a tool for parents to track their child's current grades. If you need access to PowerSchool, please contact the building-level office.

In closing, we want to commend our students, staff, and families for their continued commitment to learning and growth. Together, we are taking purposeful steps to strengthen student achievement across the district, including using assessment data to guide instruction, expanding targeted supports and interventions, and investing in high-quality professional learning for our educators. This work is a shared effort, and family partnership is essential to our success. We encourage parents and caregivers to stay engaged by communicating regularly with teachers, supporting learning at home, and participating in school and district events and advisory opportunities. By working together, we can ensure every student is supported, challenged, and prepared for continued success.

Sincerely, *S. Brookshire*

Elementary

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Junior High/High School

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