

St. Clair County Intervention Academy Annual Education Report (AER) Cover Letter

January 30, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the St. Clair County Intervention 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 Troy Peyerk for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/o743eC> or you may review a copy in our main office at your child's school.

The St. Clair County Intervention Academy has many key challenges. We are a strict discipline academy that provides educational services within a day treatment program for at-risk court adjudicated youth in grades 6-12. Another key challenge we have is closing the achievement gaps across all content areas; however, our students' most significant achievement gaps exist within math and reading. Additionally, we are challenged with helping students recover credits at an expedited rate and ensuring the unique needs of the academy's at-risk student population are being met. At the same time the academy has to make certain its students are demonstrating mastery of academic concepts and objectives and successfully transition students back into the community as productive citizens. Data specifically from the combined AER report was not used because the number of students who participated in the assessments is less than 10 for the various grade levels tested.

Assigning Pupils to the St. Clair County Intervention Academy

The St. Clair County Intervention Academy is a school operating within the St. Clair County Day Treatment / Night Watch Program providing educational services to the children in the program. Children are court ordered into the less intensive Traditional Day Treatment, or the Intense Day Treatment program.

Status of the 3-5 Year School improvement Plan

The school improvement plan (SIP) for the St. Clair County Intervention Academy contains goals focusing on the bulleted content areas below. The academy continues to fully implement the strategies outlined in the SIP to achieve the goals for its areas of focus. To determine the academy's progress toward meeting the goals in the SIP, evaluation will be based on TABE tests, STAR Reading and Math assessments, formative assessments, M-STEP results, Michigan Merit Exam results, and credits recovered/earned.

- Increasing access to and proficiency with technology for improving achievement
- Math Proficiency
- Reading Proficiency
- Earn credits towards a high school diploma or work towards a GED

Core Curriculum

Curriculum for the St. Clair County Intervention Academy consists of the core content areas for grades 6-12. The academy's curriculum is standards based for all students and is aligned to the Michigan Merit Curriculum and the Common Core State Academic Standards. Adjustments or changes in the curriculum are based on state curriculum requirements and research-based instruction. Review of the academy's curriculum is an ongoing process to better develop a more rigorous and relevant framework for blended, project-based instruction with an online approach to best serve the student population of the academy. A copy of the curriculum can be found at <http://www.therominegroup.com/> and in the main office.

Aggregate Student Achievement

The academy uses achievement test results from the M-STEP assessment and MME as one source to drive instruction while students are attending the day treatment program. Students are also given formative assessments regularly, which include the TABE test, STAR Reading and Math, and Edgenuity online quizzes and tests. These assessments are given on a daily/weekly/monthly basis as an additional source of information to make decisions regarding instruction that will have the greatest impact on increasing achievement for the academy's student population.

Achievement data from the STAR Reading for the past 2 years, which includes data for students in grades 6-12, indicates students entered our program with an average reading grade equivalency of 5.7. Given that 96% of our students are in grades 9-12, the cumulative average reading grade equivalency scores for students entering our school are significantly low. During the average length of enrollment our students are with us (9 months), our students have left our program over the past 2 years with an average reading grade equivalency score of 6.1.

The 2 year average TABE reading scores show an entry grade equivalency of 5.65. The 2 year average TABE reading exit scores are 7.44. This reflects a grade equivalency average increase of .8.

Achievement data from the STAR Math for the past 2 years, which includes data for students in grades 6-12, indicates students entered our program with an average math grade equivalency of 5.9. Given that 96% of our students are in grades 9-12, the cumulative average math grade equivalency scores for students entering our school are significantly low. During the average length of enrollment our students are with us (10 months), our students have left our program over the past 2 years with an average math grade equivalency score of 6.5.

The 2 year average TABE math scores show an entry grade equivalency of 5.8. The 2 year average TABE math exit scores are 6.45. This reflects a grade equivalency average increase of .7.

Our students have shown consistent growth in both reading and math scores for the STAR and TABE assessments over the previous 2 years. Although growth is evident, our students continue to struggle to perform at the grade level standard(s). Reading and math continue to be a challenge for our unique student population.

Parent-Teacher Conferences

As a school that operates within the St. Clair County Day Treatment / Night Watch program, the academy holds a parent-teacher conference within 45 days of a student beginning the program. Parents are required by order of the court to attend parent-teacher conferences. As a result, greater than 97% of all parents attended conferences for the 2014-15 and 2015-16 school years.

Dual Enrollment and Advanced Placement

Dual enrollment and advanced placement courses are not offered at the academy due to this being a court ordered program and having a transient student population.

The administration and staff of the St. Clair County Intervention Academy encourage all parents and community members to review the information provided in this cover letter and the attached data reports. Consistent year over year gains in reading and math proficiency, credit recovery, and students earning their diploma or GED all serve as positive encouragement for administrators, staff, and students. We look forward to continued success going forward.

Sincerely,

Troy Peyerk