



St. Clair County Intervention Academy

1170 Michigan Rd. Port Huron, Michigan 48060
Office: 810 .966 .1649 Fax: 810 .966 .4312
Troy Peyerk, Administrator

School Annual Education Report (AER) Cover Letter

December 13, 2021

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 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 website <https://bit.ly/3INpH1s> (SEE Q.7 AND Q.8 OF THE 2021-22 AER FAQ DOCUMENT FOR DIRECTIONS>, or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been identified as Targeted Support and Improvement or Comprehensive Support and Improvement.

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.

State law requires that we also report additional information.



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1. *PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL*

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.

2. *THE 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 Edgenuity assessments, TABE tests, STAR Reading and Math assessments, formative assessments, M-STEP results, Michigan Merit Exam results, and credits recovered/earned.

1. Increasing proficiency in Science and Social Studies
2. Math Proficiency
3. Reading Proficiency
4. Earn credits towards a high school diploma or work towards a GED

3. *A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL*

The St. Clair County 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*

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. A copy of the curriculum can be found at <http://www.therominegroup.com/> and in the main office. Delivery of the core curriculum is done using Edgenuity; an online course program. 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.

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

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.



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Achievement data for the past 2 years from the STAR Reading assessment, which includes data for students in grades 6-12, indicates students entered our program with an average reading grade equivalency of 5.45 Grade Equivalency (GE). Given that more than 90% 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 (5 months), our students left our program with an average reading grade equivalency score of 6.9GE. This results in an average increase in grade equivalency of 1.5 in reading.

On the TABE reading assessment, which all of our students take upon entry and exit, our students have shown an average reading score increase of 2.63GE over the past 2 years.

Achievement data for the past 2 years from the STAR Math assessment, which includes data for students in grades 6-12, indicates students entered our program with an average math grade equivalency of 6.05GE. Given that 90% 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 (5 months), our students left our program with an average math grade equivalency score of 7.7GE. This results in an average increase in grade equivalency of 1.7 in math.

On the TABE math assessment, which all of our students take upon entry and exit, our students have shown an average math score increase of 2.5GE over the past 2 years.

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.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT 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. Over the past 2 years, we have averaged 147 students enrolled per year with more than 95% of parents attending conferences.

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

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.



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The St. Clair County Intervention Academy takes pride in the 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. The administration and staff of the school encourage all parents and community members to review the information provided in this cover letter and the attached data reports. We look forward to working towards building on the successes we've had going forward.

Sincerely,

Troy Peyerk
Administrator
St. Clair County Intervention Academy