



Eau Claire Alternative High School Annual Education Report

March 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Eau Claire Alternative High 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 Christopher Smedley for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2tzLmES>, or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

Eau Claire Alternative High School has many of the same challenges that schools throughout the state have. We are continuing to put a strong focus on improving student achievement through our strengthened online curriculum, improved student investment in education and parent engagement.

Key Challenges based on our Combined Student Achievement Data.

- Increasing ELA Proficient Achievement Data
- Increasing Math Proficient Achievement Data
- Increasing Science Proficient Achievement Data
- Increasing Social Studies Proficient Achievement Data

Key initiatives being undertaken in the school to accelerate student achievement and close persistent gaps in achievement include:

- Multi-Tiered Systems of Supports (MTSS)
- PBIS (Positive Behavior and Intervention Supports)

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

1. Students are assigned to Eau Claire Alternative High School based on credits earned
2. We currently serve grades 10 – 12

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

1. The final improvement plan is based on our needs assessments that were determined through our M-STEP, credits earned and other local assessment data. We believe we must be accountable and be consistent with formative assessment and share information on a monthly basis in person or if something is urgent, through email.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

1. Alternative Education is designed to meet the needs of the nontraditional student whose goal is to earn a high school diploma.
2. Special Education services are provided from preschool through the 12th grade as required by the Michigan Mandatory Special Education Act. PA 451 and the Individuals with Disabilities Education Act (IDEA). Programs and services are also developed to meet the needs of students covered by Section 504 of the Rehabilitation Act of 1973. The Individual Educational Planning Committee (IEPC) process determines eligibility and coordinates the special education program for each student.
3. Special Education services include speech and hearing evaluations are provided for Eau Claire students. A referral for a hearing evaluation for a child is usually made by school staff; however, it can also be made by a parent or guardian.

4. Blossomland Learning Center, Berrien Regional Educational Service Agency (BRESA) operates specialized programs at both locations to educate most birth to 26 year old students whose disabilities are severely mentally impaired, which qualifies them for an appropriate classroom.
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
 1. Eau Claire Alternative High School does not vary far from the state's model. Copies of the current Michigan Grade Level Content Expectations for all core areas and the Common Core State Standards are available from the Michigan Department of Education website at: www.michigan.gov/mde/. Furthermore, more detailed copies can also be viewed in our online course catalog through Plato Courseware.
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
 1. This data can be viewed in the Annual Education Report, which is available at: <http://www.eauclaireps.com/index.php/reports-documents/>
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES - 6 total students, 0% of parents attended
7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:
 1. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS - 0 students

Eau Claire Public Schools is extremely proud of the work that our teachers and students have put into our program. With our continued efforts on curriculum, school culture and community engagement the future of our school's performance is certain to continue to rise.

Sincerely,

Christopher D. Smedley
Eau Claire Public Schools
Middle & High School Principal