

# Calhoun Community High School

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## School Annual Education Report (AER) Cover Letter

February 13, 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 Battle Creek Area Learning Center. 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 Superintendent, Tim Allard for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/4WRFWj> or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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 because the number of students we assess is not large enough to generate a score that is statistically reliable. Nonetheless, we know we have significant challenges and we continue to address them.

Key challenges for our school have to do with the fact that better than 90% of our students come in with multiple risk factors. State and local assessments consistently indicate our students read, write, and perform math below grade level.

**Assistance from the Calhoun Intermediate School District:** For the last *SIX* years and continuing into this year Calhoun Community High School has received considerable assistance in its efforts to improve the school.

a. Calhoun ISD has assigned or hired out a Leadership Coach to the school to assist the staff in creating a Professional Learning Community. In 2016-17 leadership from the ISD came in the form of attendance in support organizations through the ISD. We have essentially participated in PLCs at the ISD for

administration, counseling, student information systems, assessment warehousing through Illuminate DNA and state reporting requirements. In prior years a support person was assigned to our school to assist us in math and ELA. In 2015-16 we had to pay for those services. For the 2016-17 school year there were not sufficient funds to pay for support; thus we have opted to attend meetings provided by the ISD that provide information and support for our school.

b. In 2015-16 CCHS held PLC meetings on average of 2 days (afternoons for 45 minutes) per week to review student learning plans, formative and summative assessment data, and interventions to help struggling students. PLC meetings are ongoing still. This year, teachers are required to use Illuminate DNA as a resource for generating pre and post-test data to help measure growth and drive instruction.

e. CCHS has a fulltime school interventionist to work with students on social, emotional, and academic deficiencies. This position is funded with 31a dollars.

f. CCHS has a fulltime graduation coach funded with at-risk (31a) funds who focuses on college and career readiness.

g. CCHS uses Title I funds to employ three paraprofessional support staff members to assist all of our at-risk population as we are a school-wide title I program.

f. CCHS applied for and obtained a clock hours and days waiver to allow flexibility in our schedule to meet the needs of our students who exhibit poor attendance and low achievement.

**Parent Involvement:** As a school that receives money under Title 1 we are committed to doing as much as possible to increase parent and community involvement in our school. Research indicates that when parents are involved in a student's activities at school student achievement increases. Calhoun Community High School has developed a Parent Involvement Plan, copies of which are available in the school's office. The plan establishes a Parent/Student Advisory Group which will develop an action plan for parent/community involvement in the school. Parent volunteers are always needed to participate in the Parent/Student Advisory Group. To be a part of this effort, simply notify Mr. Allard at 269-565-4783 of your interest or stop by the school office for further details.

State law requires that we also report additional information.

- 1. How students are assigned to a building:** The school is a single building and operates as a charter school. A student applies to come to this school as they would in any school district. An intake interview is held with the student and a parent or guardian if the student is under the age of 18. Unless there are reasons precluding admission that would preclude admission to any public school district, the student will be admitted on a space available basis.

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

In 2013-14 CCHS became a school-wide Title I school. With this approval, we were able to dedicate our Title I funding to 100% of our students.

The 3-5 year School Improvement Plan contains 3 goals as follows:

- Goal 1: All teachers building-wide will improve their use of data in Professional Learning Communities.
- Goal 2: All students at Battle Creek Area Learning Center will improve student engagement and student achievement in English, Math, Science and Social Studies.
- Goal 3: All students at Battle Creek Area Learning Center will improve reading in all content areas (English, Math, Science and Social Studies).

## 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

As a single building we have no specialized schools. This school is designated as a 9-12 grade alternative high school and serves all of the students in the geographical boundaries of the chartering college, Kellogg Community College. About 95% of our students come from other area public and private schools.

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

Our courses are aligned with and meet Michigan Merit curriculum requirements.

Graduation requirements are outlined fully in the Student Handbook, which is available on line and in hard copy. A copy of the Handbook is provided to students and parents at the time of the intake interview. Course descriptions and syllabi are available on the school's website electronically and in hard copy in the Superintendent's office at the school. In addition CCHS used a web-based system known as Skyward where school staff record student progress on a daily basis.

Staff, parents and students have access to Skyward and can monitor student progress 24 hours, 7 days a week. The school will offer a demonstration of Skyward and teach parents and students how to use it at Open Houses, Parent Conferences or on an individual basis as arranged between the school and the individual. Simply call 269-565-4782 to arrange an appointment if you are unable to attend one of the regularly scheduled sessions.

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

- Student achievement data can be found at this link: <https://goo.gl/4WRFWj>

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

- (a) For October Conferences 31 parents or 20% of parents attended. For December Conferences, 25 Parents or 16% of parents attended, For February Conferences 28 parents or 18%, For May Conferences, 38 parents or 24% attended conferences. The increase in conference attendance was due to adding phone conferences and allowing students 18 and older to do their own conferences.
- (b) This year we had 4 students (2.5%) enrolled in dual enrollment courses this is up 1.5% from the previous year.
- (c) There were no EQUIVALENT COURSES OFFERED (AP/IB) at CCHS.
- (d) Because there were no AP/IB courses offered, there were zero STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB).
- (e) Because there were no AP/IB courses offered, there were zero students RECEIVING A SCORE LEADING TO COLLEGE CREDIT.

The 2015-16 school year saw a slight decrease in enrollment (2 FTEs), and even with the addition of Section 25 money, we were unable to maintain a 17% fund balance. Much of the loss can be attributed to significant attorney fees and associated costs due to a change in Educational Services as well as the expense to do a fiscal projection for the next three to five years. We do expect to reduce costs for staffing to offset the fund balance decrease. 54 Students participated in commencement on June 4, 2015. 2015-16 saw many changes to the management structure and chartering aspects of our school. Following an RFP, the board of directors selected AccessPoint HR to be the Educational Service Provider for 2016-17 and beyond. For the first 16 years of our existence, the Lakeview School District had been the ESP. Furthermore, the school was notified in June of 2016 that Kellogg Community College would be terminating the charter in June of 2017. The KCC decision forced the board of directors to seek a new chartering entity. In October of 2016 Bay Mills Community College voted to offer a charter to BCALC/CCHS. On July 1, 2017 we will be authorized by BMCC. BCALC has metrics for measuring student growth. A report is submitted to Kellogg Community College and the Michigan Department of Education each June. In June of 2016 the data showed we were successful in meeting the achievement benchmarks in all three areas. A copy of this report is available in the Superintendent's office for anyone to review. We have high expectations for the 2016-17 school year and with some incentives like Student Support Days, after school credit recovery, and new service-learning projects, we hope to see improved attendance numbers and better grades and test scores. As always, it's a great day to be at CCHS.

Sincerely,



Timothy J. Allard, Superintendent