

CENTREVILLE PUBLIC SCHOOLS

Covered Bridge School

School Annual Education Report (AER) Cover Letter

April 15, 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 Centreville Covered Bridge 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 Superintendent Stephanie Lemmer for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2IQQVYs> , 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.

Covered Bridge School was not designated as a TSI, ATS, or CSI School.

* 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 key challenges include attendance, low test scores, and graduation rate. Due to low enrollment, and the inclusion of the jail students in the calculation of our graduation rate, we fall below the State of Michigan graduation rate target.

During the 2017-18 school year, the Covered Bridge classroom moved to a new classroom at Glen Oaks Community College where students were given access to Career Technical Education (CTE) and college classes. This was a very positive move for our staff, students, and parents.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Placement in the Covered Bridge School is initiated by our Jr/Sr High School Principal as well as our Jr/Sr High Counselor and includes consultation with the following individuals: Covered Bridge Teacher/Director, parents, and the student. During the 2017-18 school year, final determination was made by the principal, teacher, and superintendent.

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

The Covered Bridge School Improvement Plan is revised annually. During the 2-17-18 school year, our staff continued to work on our school improvement goals, objectives, strategies, and activities. A copy of the school improvement plan is available from the building office or may be found on our website.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Covered Bridge School is an alternative high school located in a classroom at Glen Oaks Community College. Covered Bridge School provides students with the opportunity to earn high school credits in a non-traditional setting. Online classes are available through the Edmentum Plato Courseware and the GenNET portal. During the 2017-18 school year, Covered Bridge students also had access to CTE and college classes,

A Seat Time Waiver Program is also available through the Covered Bridge School. Covered Bridge School services students from other districts and also provides GED preparation for pupils at the St. Joseph County Jail.

Career Technical Education (CTE): Career Technical Education (CTE) classes are held at six locations throughout the county. Host schools include Three Rivers, Glen Oaks Community College, Constantine, Sturgis, White Pigeon, and Centreville. Centreville hosts three of the programs. Available CTE programs include the following: AgriScience, Automotive Technologies, Building Trades, Computer Aided Design, Computer Information Tech, Graphic Design, Marketing Education, Medical Occupations, and Welding. Students are selected for CTE programs based on their career interests as

determined by the student's Education Development Plan (EDP). This process begins in the junior high and prepares students for a CTE program choice for the junior and/or senior years. Five Covered Bridge students participated in the CTE program during the 2017-18 school year.

4. CORE CURRICULUM:

A copy of our core curriculum may be obtained from the administration office. Our current curriculum includes all of the State of Michigan's High School Content Expectations. During the 2017-18 school year, we continued the process of curriculum revisions to include the Common Core curriculum.

5. AGGREGATE STUDENT ACHIEVEMENT RESULTS:

Due to the low number of students who are tested each year, aggregate student achievement results are not available.

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

Prior to the beginning of the 2017-18 school year, meetings which included the Covered Bridge teacher, high school principal, superintendent, high school counselor, and the curriculum director were held with all Covered Bridge students and parents. 3 or 7% of Covered Bridge students were represented by a parent at the fall parent-teacher conferences.

During the 2016-17 school year, 1 or 4% of Covered Bridge students were represented by parents at Parent-Teacher Conferences. In addition, conferences were held with 4 or 15% of parents outside the scheduled Parent-Teacher Conference.

7. POSTSECONDARY/DUAL ENROLLMENT

Covered Bridge School students have the opportunity to enroll in AP/College level courses at Glen Oaks, Michigan Virtual High School, and other high schools within the county. Two Covered Bridge students received college credit through the CTE program.

During the 2015 school year, 15 credits were earned by Covered Bridge students. This was an average of 2.1 credits per student. During the 2016-17 school year, 9.5 credits were earned. This was an average of 1.1 per student. Three Covered Bridge students graduated in the 2015-16 school year and no Covered Bridge students graduated during the 2016-17 school year.

Our Covered Bridge school was revised and re-established during the summer of 2017. At the beginning of the school year, Covered Bridge School moved to a new classroom at Glen Oak Community College. The school day consisted a blended learning format and included the following:

- Skills in College/Career Reading, a non-virtual teacher-directed class

- Social studies, a non-virtual teacher-directed class
- Math Skills, a non-virtual teacher-directed class
- Core Academic Virtual Classes
- CTE Class, or additional virtual classes
- Access to college classes.

The data shows the following positive outcomes:

Number of Credits Earned - Full Year Students:

2015-16:

15 Credits, Average of 2.1 per student

2016-17:

9.5 Credits, Average of 1.1 per student

2017-18 Preliminary Data:

59.5 Credits, Average of 5.9 per student

Number of High School Graduates:

2015-16: 3

2016-17: 0

2017-18: 5

The Covered Bridge program improved student engagement and achievement through the use of blended learning. Teacher-directed classes in college and career ready reading and math skills provided directed learning in important skills many of our at-risk students are missing. In addition, the majority of social studies classes were teacher-taught rather than online classes. CTE classes offered practical hands-on learning in career and college skills such as welding and computer gaming. Many students were even able to earn college credit for their CTE classes. The blended learning approach is an improvement over our previous practice of having students take all core classes through an online learning system. Students who struggled with basic reading and math skills found it very difficult to work through the online classes independently. Students did complete ELA, mathematics, science, and foreign language credits online, but the time spent on online classes was greatly reduced from what it had been in prior years.

We look forward to increased success in the 2018-19 school year as we continue to work with families and the community to strengthen student achievement. Our goal is to maintain and increase the many achievements made during the 2017-18 school year.

Sincerely,

Stephanie Lemmer
Superintendent