

School Annual Education Report (AER) Cover Letter

April 12, 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 the Muskegon Community Education 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 Dr. Arthur Garner, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site [MI SCHOOL DATA](#), 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.

Muskegon Community Educational Center (MCEC) is a unique alternative high school to prevent high school dropout program and has been identified as a CSI in the 2018-2019 academic year. This program is an important step to earning high school diploma, identify a career path, and/or transition to college. Program participants must be 16 - 19 years of age that are committed to excellent attendance and high school completion. Big Ideas - Teaching and Learning Priorities:

1. Teaching Life Skills
2. Responsibility C
3. Communication
4. Career Awareness

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are referred to the (MCEC) Selection Committee that includes: Social Worker, High School Administrators MCEC Dean of Students, Counselors (MCEC & High School). The Selection committee team meets once a year to determine the appropriate placement for referred students using information from the spreadsheet created by MCEC Counselor.

Students that meet the established criteria are recommended to MCEC in one of the following categories:

- Credit deficient and at risk of dropping out during the cohort year (Students that should have status).
- Alternative Learner: transitioning from another alternative education program, and at risk of dropping out due to current learning environment, attendance, social/emotional, or behavioral issues, challenging life issues, substance abuse, traumatic events, or teen pregnancy.

Muskegon Public Schools, in partnership with the Muskegon Area Intermediate School District, have been regularly reviewing academic and non-academic data related to the Partnership School through Muskegon Community Educational Center (MCEC) through Professional Learning Communities and monthly Performance Management meetings. These regular data reviews enable the school and district to understand and respond immediately using multiple measures of data that indicate the degree to which the building is on track to meet or exceed annual performance goals. It is from these ongoing data meetings that the initial benchmarks and goals have been determined. The goals represent the thirty-six month targets for academic proficiency and growth. The benchmarks represent the work that will be done in order to move the Partnership School to meet or exceed the goals. While the district will continuously monitor the progress of the Partnership School, there will be a formal review by the District, Intermediate School District and Michigan Department of Education at 18 and 24

months. It is agreed that if or when MDE launches a new assessment system changing the conditions of the State assessment, the goals and benchmarks will be revised.

1) THIRTY-SIX MONTH GOALS TO BE MET BY Muskegon Public Schools:

A) Goal 1: Academic Proficiency(M-Step) & Growth (NWEA) in Mathematics and Reading

- *All MCEC students will be proficient in Mathematics.* The strategies we are using to accomplish this goal revolve around Math Intervention within the classroom through differentiated instruction. Intervention courses such as Pre-Algebra, Common Core Math and Algebra II over a two year cycle.
- *All MCEC students will make measurable progress in reading.* A Critical Reading course for struggling readers has also shown to be very successful. We will continue this work through the 36-month Goals
- *All MCEC students at will become proficient in English Language Arts.* Each student will improve by one performance level on NWEA Reading which measures Word Recognition, Structure and Vocabulary, and Reading Informational Text. Furthermore, 80% of the students will score at proficient or better overall.

B) Goal 2: Increase Graduation Rate

- MCEC graduation cohort will meet the 80% or above State graduation rate
- Students will recover credit towards graduation cohort at an accelerated pace.
- Credit will be granted per 9-week quarters to meet the graduation core content.

C) Goal 3: All Students will exhibit positive behaviors

- 1) 100% MCEC students will have be proficient as measured WorkKeys assessment or district-identified assessment
- 2) 50% Reduction of out-of-school suspensions
- 3) 50% of classroom discipline referrals

Students who were identified as At-Risk learners are provided with a mentor for C-Student Support - Identified At-Risk students will be mentored and monitored by counselors, social worker, dropout prevention specialist, deans, and the Teen

Health Center. Team will meet to discuss the status of these students every during out late start PLC time. Category: School Culture Research Cited: PBIS Research: www.pbis.org/research/secondary

- Mentor/ Counselor - Team of At-Risk staff will meet every Tuesday during our Late Start time to coordinate efforts to assist At-Risk students. Team will discuss caseloads and what work they have done with those students from week to week; and what changes need to be made to support students.

- Jobs for America's Graduates (JAG) -Jobs for America's Graduates (JAG) is a state-based national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. In more than three decades of operation, JAG has delivered consistent.

A) Goal 4: All student will increase performance on MME/SAT

- 1) By the end of the 2020-2021 school year the average increase of MME/SAT (Composite for ELA and Math) scores by at least 6%.

In closing, we are very proud of our students, parents, staff and community of Muskegon Community Education Center. The Muskegon Community Education Center staff and community believe that all children can learn and can acquire the essential knowledge and skills needed to assume responsible, productive life roles. We are committed to socially and academically preparing all students for lives beyond high school by providing safe, functional, and positive experiences that encourage students to think critically and communicate effectively. All students will learn to take responsibility for themselves, their community and their world.

Sincerely,

Dr. Arthur Garner, Jr.
Dr. Arthur Garner, Jr.
Principal