



## 2018-19 School Annual Education Report (AER) Cover Letter

March 13, 2019

### Lakeside Charter School

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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 Lakeside Charter 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 John Thompson, Principal, for assistance.

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

Lakeside Charter School is a special alternative school where students are assigned by the courts. In addition, admissions and discharges occur at all times throughout the year which presents a unique challenge. Due to our special population, most students arrive functioning two or more grade levels below expected proficiency in English Language Arts and Mathematics. Further, the majority of students are short numerous credits for high school graduation. The

primary goal is for each student to successfully recover as many lost credits and core academic information and skills as possible during their short stay at Lakeside.

Lakeside Charter School is also reported as having a very low graduation rate. However, once again, the standard graduation calculation cannot be applied to this school as students are enrolled and discharged throughout the entire year and very few students are ever enrolled for more than 12 months. Similarly, the state's standard method of calculating a drop-out rate cannot be applied to this school.

These unique circumstances should be taken into consideration when reading this report. The main goal for every Lakeside student is to recover as many educational credits as possible and to improve in core skill areas of reading and math, with their primary focus being that of successfully completing court-ordered treatment for delinquent and behavioral problems.

State law requires that we also report additional information. The next sections provide this information for the **two most recent years**.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Lakeside Charter School is a strict discipline public school academy and as such, all students are assigned through court order and/or referrals through the Department of Human Services (DHS).

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

Lakeside Charter School operates under the guidance of a state- required School Improvement Plan (SIP), which was submitted to the Michigan Department of Education (MDE) during our first operational year on June 26, 2014. The initial plan was based on an analysis of early (pre-testing) student assessment results and other data important to school operations.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Lakeside Charter School is a specialized school referred to as a strict discipline academy. As such, it enrolls students only through court orders and DHS referrals. It operates year-round, serving adjudicated and neglected youth who would normally be eligible age-wise for 4<sup>th</sup> through the 12th grade. The vast majority of Lakeside's students are between 14 and 17 years of age. The school provides each student with a highly customized, individual learning plan based on a comprehensive assessment of academic achievement and ability levels, as well as a thorough review of past school performance in prior settings, including the number and types of subjects and courses completed. The primary goal is for each student to successfully recover as many lost credits and core academic information and skills as possible during their short stay at Lakeside

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

A copy of the school’s core and supplemental curriculum for all grade levels can be found at <http://www.odysseyware.com/courses>. Except for the timing of course content, which is customized to each student’s assessed needs, the curriculum is implemented according the requirements of the Michigan State Standards, which can be found at [www.michigan.gov/mde](http://www.michigan.gov/mde). The curriculum is implemented on a year-round and highly individualized basis since students enroll and exit the school continuously throughout the year. There are no variances from the state’s model.

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

Reporting aggregate achievement results for a single year for Lakeside Charter School is quite different than reporting achievement results for regular or traditional schools where primarily, the same group of students take a test at one time of the year then take a similar test at another time. Instead, Lakeside students take a test when they enroll and then 24weeks later, take a follow-up test followed by a third test administered at 48 weeks, if still enrolled. This occurs since discharge from the residential treatment program can happen at any time over an eight to twelve-month period, based on a court order. Aggregate testing results are therefore reported based on the average numbers of students who improve from their first test to their last test.

	<b>Math</b>	<b>Improved</b>	<b>Stayed same</b>	<b>Declined</b>
<b>2016</b>	Intensive	50%	50%	NA
	Strategic	83%	17%	NA
	Benchmark	NA	85%	15%
	<b>Reading</b>	<b>Improved</b>	<b>Stayed same</b>	<b>Declined</b>
<b>2016</b>	Intensive	56%	44%	NA
	Strategic	40%	60%	NA
	Benchmark	NA	86%	14%
<b>Average Percentile</b>				
<b>Math</b>		36%		
<b>Reading</b>		35%		

	<b>Math</b>	<b>Improved</b>	<b>Stayed same</b>	<b>Declined</b>
<b>2018</b>	Intensive	26%	74%	NA
	Strategic	30%	62%	8%
	Benchmark	NA	88%	12%
	<b>Reading</b>	<b>Improved</b>	<b>Stayed same</b>	<b>Declined</b>
<b>2018</b>	Intensive	82%	18%	NA
	Strategic	50%	50%	NA
	Benchmark	NA	90%	10%

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

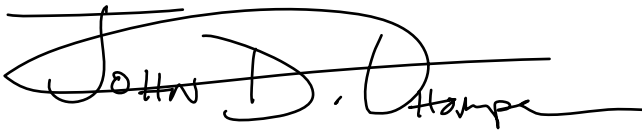
As parents/guardians "in locus," every student at Lakeside Charter School is assigned to a primary therapist. Therefore, for the past year, 100% of our students are represented at teacher-therapist-student conferences, which occur at regular intervals throughout the year.

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

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT) =0
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB) =0
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)=0
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT =0

Lakeside Charter School is a highly specialized school which serves a very unique population. Though only enrolled for a short period of time, the majority of our students are able to achieve successful results, both personally and academically, through individualized attention coupled with a tremendous amount of collaboration between Lakeside Charter School, Sequel Youth Services, and the school's Board of Directors.

Sincerely,

A handwritten signature in black ink that reads "John D. Thompson". The signature is written in a cursive style with a large, sweeping initial "J" and "D".

John Thompson, School Principal