



April 19, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for FlexTech Brighton. 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 Ryan Gillis for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/LJdz7X> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Comprehensive Support and Improvement (CSI) school.

At FlexTech, we continue to work with students on an individual basis, attracting students from across Livingston County. We receive Title I funding with one third of our population qualifying for free and reduced lunch. FlexTech Brighton does not self-identify as an at-risk or alternative high school, however we are a small public high school with an emphasis on high expectations and rigor where students find an individualized experience that allows them to design some of their own learning experiences under the guidance of highly qualified teachers.

As a small school committed to the success of all of our students, FlexTech continues to face the challenge of meeting a wide range of student interest and academic ability in such a small setting. In 2016-2017, 53 of our 89 11th graders and 25 of our 86 12th graders were brand new enrollments to the program. An

additional 42 of those 12th graders joined us during their 11th grade year. While we are happy to provide those students an opportunity at a new way of learning, we know that we realistically have very little time and ability to impact their immediate test scores or on time graduation. However, through our Advisory program we create individualized learning plans for all students where they are held accountable for tracking their own progress. While still a struggle, in this way we can meet the needs of all students whether they need to work on foundational academic skills or are ready for Advanced Placement and dual enrollment college courses. The school tracks academic growth through competency completion and assessment data. We also work to ensure that all students are equipped with the necessary skills to succeed in any path they choose.

State law requires that we also report additional information.

#### 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No students may be denied participation in the application process due to lack of student records.
- If the Academy received more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through random selection drawing.

#### Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist,

applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.

- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the University Charter Schools Office.

#### Legal Notice

- The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to the University Charter Schools Office.
- At a minimum, the legal notice must include:
  - A. The process and/or location(s) for requesting and submitted applications.
  - B. The beginning date and the ending date of the application period.
  - C. The date, time and place the random selection drawing(s) will be held, if needed.
- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

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

FlexTech is making progress toward the goals in the newly developed School Improvement Plan. The school improvement process is a collaboration of all stakeholders, including the administration, staff members and the board. Each unit within the school is represented on the School Improvement Team, so that all viewpoints are heard at the School Improvement Team meetings. In addition, members from all stakeholder groups are invited to participate. All stakeholders also have the opportunity to provide suggestions on goals and the creation of the plan. Additional stakeholder input is provided by the various data that is collected and used in creating the School Improvement Plan. This process relies on staff, parents and students participating in collaborative decision making to formulate and implement a three year school improvement plan. Together, the stakeholders work cooperatively to improve student achievement of the core curriculum goals.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At this time, FlexTech Brighton does not offer any specialized schools.

4. 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

FlexTech is a public school and therefore utilizes the Michigan Core Curriculum Framework, the High School Content Expectations and the Michigan Merit Curriculum as its guide for the development of all academic content areas of the FlexTech curriculum. A copy of the curriculum can be obtained from the FlexTech office.

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

In accordance with state requirements, students at FlexTech Brighton, in the spring take the PSAT 8/9 as 9<sup>th</sup> graders, PSAT 10 as 10<sup>th</sup> graders, and the SAT as 11<sup>th</sup> graders. Below is a summary of our performance on these assessments during the past two school years (2015-16 and 2016-17).

Test	Average Reading Score		Average Math Score		Average Composite Score	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
PSAT 8/9	414	430	397	413	811	843
PSAT 10	425	418	437	398	862	816
SAT	454	457	426	425	880	882

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

FlexTech High School promotes a strong partnership with parents and guardians of the students who attend our academy. This strong partnership is critical to the individual success of each child in our school. FlexTech encourages and welcomes parents to drop in on any Friday morning to talk to teachers. We have an open door policy from 9am – 12pm every Friday or for those parents who are unable to make this time, we schedule meetings at their convenience. This scheduling arrangement allows parents and guardians consistent access to teachers and advisors, the ability to schedule a time that is convenient for them, but also allows plenty of time for a meaningful discussion during the conference. Our unique conference schedule allows opportunities for all parents to meet with their student's advisor and teachers at short notice and at times that fit their schedule better, allowing us to hold conferences with 90%

(249) of our parents throughout the 2015-16 school year as well as 90% (251) in the 2016-17 school year.

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

11 (of 278) students, or 4% of students participated in dual enrollment classes in 2016-2017. 10 students, or about 1%, participated in such courses in 2015-2016. During those two school years, FlexTech Brighton did not offer any AP/IB courses, meaning no students were enrolled in such courses nor did anyone earn a score leading to college credit.

FlexTech is proud to provide a unique and successful learning opportunity to all of their students and looks forward to the successes ahead.

Sincerely,

Ryan Gillis