



March 11, 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 FlexTech High 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 Nick Wasmer for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2H6Ido0> 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.

\* 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.

FlexTech High School has not been given one of these labels.

At FlexTech High School, we continue to work with students on an individual basis, a 28% of our population qualifying for free and reduced lunch. FlexTech High School 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.

Our enrollment trends are such that we attract several 11th and 12th grade students who are looking for a new and more engaging way to learn. Through our Advisory program we create individualized learning plans for all students where they are held accountable for tracking their own progress. In this way we can meet the needs of all students. 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:
- The process and/or location(s) for requesting and submitted applications.
- The beginning date and the ending date of the application period.
- 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 High School 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.

FlexTech High School has formed partnerships with Knowledgeworks to develop our competency-based grading practices and with The New Teacher Center to develop our teacher leaders to provide instructional support.

## **3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

At this time, FlexTech High School does not offer any specialized 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**

FlexTech High School 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 High School 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 High School, 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 (2016-2017 and 2017-2018).

Test	Average Reading Score		Average Math Score		Average Composite Score	
	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018
PSAT 8/9	430	428	413	411	843	840
PSAT 10	418	428	398	394	816	821
SAT	457	453	425	424	882	878

**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 High School 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% (251) of our parents throughout the 2016-2017 school year as well as 65% (170) in the 2017-2018 school year.

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

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)**

11 students, or 4% of students, participated in dual enrollment classes in 2017-2018. 7 students, or about 3%, participated in such courses in 2016-2017.

**b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)**

During those two school years, FlexTech High School did not offer any AP/IB courses.

**c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)**

No students were enrolled in such courses.

**d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT**

No students earned a score leading to a college credit.

FlexTech High School is proud to provide a unique and successful learning opportunity to all of their students and looks forward to the successes ahead. As the new School Leader of this innovative community, I look forward to further developing the rigorous and relevant instruction that is already underway at FlexTech.

Sincerely,

Nick Wasmer