



School Annual Education Report (AER) Cover Letter

March 29, 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 Beacon Day Treatment. 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 Jennifer Hill for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2IqEfHE>, 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 was NOT identified as any of those.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Beacon Day Treatment is a center program for severely emotionally impaired students who have been referred to a more intensive educational and treatment than their local district can provide. In order for a student to be referred to Beacon Day Treatment program, they must be identified as a student with a severe emotional impairment and demonstrate significant deficits in affective and academic development.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Beacon Day Treatment is currently in the "DO" state of the implementation plan. We will continue our school improvement process in accordance with Public Acts 25, 335, 339. The district's mission statement guides the work of the School Development Team in our school.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

As a center-based program that provides special education programming and services, Beacon Day Treatment is exempt from the reform requirements in the Top to Bottom reporting. However, the program will continue to follow the School Improvement reporting and requirements, while focusing on improvement students achievements.

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

Full implementation of the Common Core State Standards exist at Beacon Day Treatment for all students K-12. Teachers utilize benchmark assessments (easy CBM K-8; Riverside Interim Assessment: 9-12) to track student progress and achievement throughout the 2017-18 school year.

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

Fall 2016: 77/149 (52%)
Spring 2017: 79/165 (48%)

Fall 2017: 81/146 (55%)
Spring 2018: 80/171 (47%)

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

Beacon Day Treatment has been in existence for over 36 years and has met the needs of local school districts and families in the Dearborn/Downriver area. It is our sincere belief that with the research-based initiatives that are implemented through our School Improvement Process, we will continue to see an increase in our student achievement in all content area. We look forward to another year of working, as a team, to enhance our students learning.

Sincerely,

Jennifer L. Hill
Principal, Beacon Day Treatment