



School Annual Education Report (AER) Cover Letter

January 18, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for 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, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website https://drive.google.com/file/d/12XX1OIxcTTOMdTxEWwb_KbaJcEn8VRdW/view?usp=sharing, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

When reviewing the combined reports for Beacon's K-12 student population, the scores have stayed near or below the basic level for most students. Students attend Beacon for a variety of different emotional and behavioral reasons. Because of their struggles, many students have missed large amounts of academic time due to discipline reasons and/or hospitalizations. Therefore, we have students entering our building with academic, as well as social and emotional and extreme behavioral challenges. Students' social and emotional status is evaluated on a daily basis. Students meet with Social Workers and/or appointed staff individuals to address any concerns they have regarding mental health, peer interaction, family situations, etc. Our staff is dedicated to educating themselves and students in the area of

emotional health and well-being with continued professional development, book studies and workshops.

To address our students' deficits in math we have implemented the Ascend program in all of our math classes. This computer based program supplements our math classes and helps to fill in the students' learning gaps that may hinder their performance in the classroom. To address our ELA deficits, teachers (across English and History) are creating specific assignments for students to work on key ideas to be used regularly as part of their curriculum.

Our school also offers two RTI teachers to address the lowerest 30% of our population in both reading and math. The ASSIST Team meets twice a month to review students who are currently receiving these services and potential new students who may benefit from these intense services.

State law requires that we also report additional information.

Beacon Day Treatment administers the NWEA assessment three times a year. This is a nationally normed test that shows the academic growth of students over a period of time. The following chart shows the results of this assessment. Due to COVID - 19, the test was not administered in the Spring of 2021.

TEST	GRAD E	K	GRAD											
			1	2	3	4	5	6	7	8	9	10	11	12
MATH	Fall	-	159	160.3	170	173.8	188.3	197.6	195.1	194.6	201.9	210	213.5	229
	Spring	-	168	164	182.5	182.9	197.1	202	205.2	203	207.4	211.5	211	218
READING	Fall	-	155	163.3	169.5	175.5	198.3	199.2	195.8	194.3	202.6	204.9	220.3	233
	Spring	-	160	161.3	191.5	190.8	199.8	202.6	202	203.2	211.5	211	215.4	246

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

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. The district's mission statement guided the work of the School Development Teams in each school.

<http://www.southgateschools.com/>

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 improving 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

A copy of Southgate's Core Curriculum can be found on the district website, <http://www.southgateschools.com/>

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

Fall 2019: 80/147 (54%)

Fall 2020 (Virtual): 94/126 (76%)

Spring 2020: No conferences (COVID - 19)

Spring 2021 (Virtual): 101/123 (82%)

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 39 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 areas. We look forward to another year of working, as a team, to enhance our students' learning.

Sincerely,

Jennifer L. Hill
Principal, Beacon Day Treatment