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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 2019-20 educational progress for Douglas R. Welch 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 Alicia Thorlund for assistance.

The AER is available for you to review electronically by visiting the following web site <https://welch.ioniaschools.org/annual-education-report-aer>, or you may review a copy in the main office at Douglas R. Welch High School.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Our school has not been given one of these labels.

Students that have been selected to attend Douglas R. Welch High School qualify for the program based on credits earned at a traditional high school. Our population of learners is made up of credit deficient students. Our school provides free lunch and breakfast to all students.

When analyzing local and state assessment data, it is evident that many of our students have gaps in their content knowledge. We see this in all four subject areas. The most inconsistent areas for students are English Language Arts and Mathematics. Staff meet in Professional Learning Communities (PLCs) to determine individual student needs and how to meet those needs. We analyze attendance, behavior, and course performance data often to identify students who are in need of an intervention.

Students are selected to attend Douglas R. Welch High School by the number of credits earned. At the end of each semester teams of educators review student credits, attendance, and behavior. Students are then selected for transfer to Douglas R. Welch High School based on the data reviewed.

Services and programs that are used to support these students are found in our school improvement plan. This plan includes content specific training for teachers, Professional Learning Communities, and continued implementation of our district-wide multi-tiered system of supports.

Core curriculum at Douglas R. Welch High School has been selected to support all learners. Currently we utilize the following programs to meet the requirements of the state standards:

Interactions Physical Science  
HMH Biology & Earth Science  
Edgenuity (Credit Recovery)  
Pearson History  
College Prep Mathematics

Our Seniors took the SAT this past Fall of 2020. We had 15 students take the test. Our Mean total score was 835. 27% of students met the benchmark for the Evidence-Based Reading and Writing portion and 7% met the benchmark for the Math portion of the assessment.

Partnering with parents and guardians is very important to the work we do with families. Video conferencing, phone, email, mail, and text messaging is used to keep parents informed. We continue to host parent teacher conferences. In the Fall we had 49/56 (88%) of parents participate in virtual conferences.

We did not have any students enrolled in dual enrollment, AP/IB or receiving credit for those classes.

Overall we are excited with the determination many of our students have. Each student that attends Welch has a unique plan created for graduation. This often includes students participating in career technology education at Heartlands Institute of Technology. Our students and staff work collaboratively to support students toward their goals of graduation, college and/or careers.

Sincerely,

A handwritten signature in cursive script that reads "Alicia Thorlund".

Alicia Thorlund  
Principal

**Annual Education Report Douglas R. Welch High School (08967)**
**High School Graduation: Four-Year Adjusted Cohort Rate**

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	34.15%	86.30%	89.56%	94.44%
Hispanic of Any Race	72.07%	<10	82.01%	86.99%	94.44%
Two or More Races	74.74%	<10	83.50%	87.88%	94.44%
White	83.48%	33.33%	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	34.38%	79.46%	85.46%	94.44%
English Learners	72.14%	<10	82.05%	87.01%	94.44%
Students With Disabilities	57.12%	<10	73.71%	82.00%	94.44%

**Annual Education Report Douglas R. Welch High School (08967)**
**Professional Qualifications of All Public Elementary and Secondary School Teachers**

	Other	B.A.	M.A.	Ph.D.
Douglas R. Welch High School (08967)	0	2	3	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

**Inexperienced Teachers**

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Douglas R. Welch High School (08967)	2.90	0.00	0.0%	N/A	N/A	N/A	N/A

**Inexperienced Principals and Other School Leaders**

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Douglas R. Welch High School (08967)	0.50	0.00	0.0%	N/A	N/A	N/A	N/A

**Teacher Emergency or Provisional Credentials**

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Douglas R. Welch High School (08967)	2.90	0.00	0.0%	N/A	N/A	N/A	N/A

**Out-of-Field Teachers**

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Douglas R. Welch High School (08967)	2.90	0.60	20.7%	N/A	N/A	N/A	N/A

**Annual Education Report Douglas R. Welch High School (08967)**
**NAEP Grade 4 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
Asian	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability					
SD	11	60	29	10	1
Not SD	89	19	42	31	7
Student is an English Language Learner					
ELL	10	37	46	14	2
Not ELL	90	22	40	31	7

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

**Regardless of location selected, data are displayed at the state level only.**

**Annual Education Report Douglas R. Welch High School (08967)**
**NAEP Grade 8 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility	4	48	52	16	3
Eligible	55	19	81	43	13
Not Eligible	#	#	#	#	#
Info not available					
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	#	#	#	#	#
Native Hawaiian or Other Pacific Islander	#	#	#	#	#
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

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**Annual Education Report Douglas R. Welch High School (08967)**
**NAEP Grade 4 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	#	#	#	#	#
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
Asian	#	#	#	#	#
American Indian or Alaska Native	#	#	#	#	#
Native Hawaiian or Other Pacific Islander	5	33	67	35	8
Two or More Races					
Student classified as having a disability					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	89	33	67	34	8

# Rounds to zero

# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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**Annual Education Report Douglas R. Welch High School (08967)**
**NAEP Grade 8 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	#	#	#	#	#
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
American Indian or Alaska Native	#	#	#	#	#
Two or More Races	#	#	#	#	#
Islander	4	23	77	40	5
American Indian or Alaska Native					
Two or More Races					
Student classified as having a disability	11	71	29	5	0
SD	89	21	79	35	3
Not SD					
Student is an English Language Learner	6	57	43	6	0
ELL	94	25	75	33	3
Not ELL					

# Rounds to zero

# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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**Annual Education Report Douglas R. Welch High School (08967)**
**NAEP Participation Data**

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

*The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.*

**Annual Education Report Douglas R. Welch High School (08967)****Sec. 1003 School Improvement Fund**

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display