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School Annual Education Report (AER) Cover Letter

February 9, 2023

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 Douglas R. Welch High School (DRWHS). 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 Principal Alicia Thorlund (616-527-3530) for assistance.

The AER is available for you to review electronically by visiting the following website <https://rb.gy/mbkk1a>, 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 2021-22. 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 2021-22. 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 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given one of these labels.

Douglas R. Welch High School continues to ensure all students have the opportunity to succeed academically. One of the key challenges at DRWHS is accelerating credit recovery so students have the opportunity to graduate. Attendance and lack of motivation are also challenges that we face. When students are behind in credits, it can be difficult for them to realize that graduation is attainable.

State law requires that we also report additional information:

1. 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.
2. Our School Improvement Plan (SIP) is being implemented, monitored, and evaluated based on multiple data points and stakeholder feedback.

Student Goal Statement: All students will recover classes at a rate that will afford them the opportunity to graduate before or by the age of 20.

Strategies:

- Monitor and track every student's progress weekly
 - Set short and long term goals individualized for each student
 - The Principal meets with all students monthly
 - Incentives are used weekly to motivate students to make adequate progress in their classes
3. 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 (CPM)

4. To access our curriculum maps, contact Douglas R. Welch High School main office at 616-527-3530.

5.

School Year	Subject	Student Group	Mean SAT Score
2020-21	Total Score	All Students	813.8
2021-22	Total Score	All Students	810.6
2020-21	Evidence-Based Reading and Writing	All Students	419.0
2021-22	Evidence-Based Reading and Writing	All Students	417.2
2020-21	Mathematics	All Students	394.8
2021-22	Mathematics	All Students	393.3

6. Partnering with parents and guardians is very important to the work we do with families. In-Person conferences, video conferencing, phone, and email is used to keep parents informed. We continue to host parent teacher conferences. In the Fall 2022, we had 20/25 (80%) parents participate in conferences. This was a rise from the previous year of 74% attendance.

7. We did not have any students enrolled in dual enrollment, AP/IB or receiving credit for those classes. However, we do have six students enrolled in our Ionia County Career Center.

We are continuing with our MTSS implementation, this provides positive behavior supports and research-based literacy strategies. Through this process we have been able to implement a rewards

system that motivates students to complete their classes. We are pleased with the progress our students are making and look forward to continuing to help them reach their goals of graduation and beyond.

Sincerely,

A handwritten signature in black ink that reads "Alicia Thorlund". The signature is written in a cursive, flowing style.

Alicia Thorlund
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