Mecosta-Osceola Intermediate School District

US-10 CORRIDOR SCHOOLS

Pineview Homes, Inc. • Muskegon River Youth Home
3030 Long Lane, Evart, MI 49631
Phone: (231) 734-0401 Fax: (231) 734-0329

School Annual Education Report (AER) Cover Letter

April 20, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Pineview Homes 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 Patrick Craven, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site https://goo.gl/Vf8G3r, or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a school that HAS NOT BEEN GIVEN ONE OF THESE LABELS.

The key challenge for the Pineview Homes School centers around the transient nature of our facility. The average student enrollment is near 90 school days which does not always allow students to be present for all three reporting periods. Often times, students have large gaps in their education when they come to us. Our staff works to compile as much data as possible concerning the student so that we can best fit the academic needs of each individual student. In any given year, we may have 0-3 students testing in grades 3-8 individually. The majority of our students are enrolled in grades 9-11. The aggregate data provided by the state does not reflect the number of students that are tested in these grades, rather the proficiency percentages for each grade level. With small class enrollment and providing services to all students in grades 3-12, our challenge is in finding the reported data as being meaningful for our schools. In order to eliminate achievement gaps and find meaningful data for our school, we have created a delivery system that is unique for each individual student. Students work to complete grade-level appropriate on-line curriculum; and, for those that qualify for special education services, appropriate modifications and remediation are made for students. Many of our students come to us with major deficiencies in spelling, reading fluency, and reading comprehension. Our staff has been trained to use strategies based on the principles of Evidence-Based Literacy Instruction (EBLI). These strategies are now in place to help boost the levels in all of these areas. Along with academic gaps, our students struggle emotionally, socially, and behaviorally. Our team of educators have been trained in the practices of Restorative Justice and work to implement the strategies and processes outlined from their training. Our team also has been actively engaged with state and local trauma-informed care practitioners to help us work with our students as they progress through their treatment program.

State law requires that we also report additional information.

1. Students are placed into our program by the Juvenile Justice System, Department of Health and Human Services, or by parental request.
2. Our school is implementing its school improvement plan with specific focus in the following areas: increased English/Language Arts independence and common practice and collaboration in academic areas to improve the culture and climate of the school.
3. Pineview Homes School is operated as a residential facility where students remain on campus for the entirety of their program.
4. Pineview Homes School follows the Michigan Merit Curriculum and utilizes a virtually delivered curriculum (Edgenuity) to ensure accurate delivery of the curriculum that is individualized, rigorous, and relevant.
5. To view student achievement data for Pineview Homes School please see attached documents.
6. Pineview Homes School is operated at a residential facility. Staff at the facility, along with parents (when appropriate), are viewed as guardians. School and facility have daily interaction and report progress for 100% of our

students. Also, quarterly reports are provided for students, facility staff, and/or parents.

7. High School Data (Only High School):
    a. In the past two years, we have had zero dual enrollment students in post-secondary education (0%) in our programs.
    b. Advanced Placement courses are available through on-line curriculum. At this time, zero students have enrolled in AP or like courses.
    c. Zero students are enrolled in college equivalent courses. Many of our students are focusing on achievement gap elimination and/or credit recovery. However, one student has received a high school diploma in the last two years and one student has received a GED certificate.

Pineview Homes School does not have any students receiving a score that would grant college credit.

The students, staff, and administration at Pineview Homes School continue to strive to eliminate the achievement gap and regain emotional, social, and behavioral control of their lives. This can be done by collaboration between faculty and students in order to ensure academic, behavioral, and transitional success. Our team continues to search for areas of needed improvement while working to perfect areas that are experiencing success. We will continue to push forward, implementing the best practices and strategies in education to help our students realize their academic potential. As always, we welcome input that will assist us in providing our students with a tremendous educational experience. Questions can be addressed by contacting our main office at (231) 734-0401.

Sincerely,

Patrick M. Craven

Patrick M. Craven
Principal