



School Annual Education Report (AER) Cover Letter

January 14, 2021

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 Flex High Burton. 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 Michael Springs for assistance.

The school AER does not have any data in it because 2019-2020 was the school's first year in operation, and there was no state testing due to the pandemic. However, the District AER is available for you to review electronically by visiting the following web site, <https://bit.ly/35ENHC3>.

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 any of these labels.

Flex High Burton services those students who were not successful in a traditional school. That being said, many of our students come in over-age and credit deficient. In addition, the school just began its educational operations in November of the 2019-2020 school year. As a result, we do not have two years' worth of data in order to show progress on the state assessments. We are in the process of initiating Tiered curriculum to meet our students needs regarding reading level and ability across all subjects. We are also hiring a literacy specialist to spear-head our Read 180 program to increase reading levels across the board. As we continue to grow and service more students over a greater time period, student success will be able to be documented through these means. In the interim, we are working with our authorizer to develop measurable objectives in which we can document student growth and school success.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Flex High Burton is a school-of-choice. We are a public school academy offering enrollment to any high school student between the ages of 14-22 (to age 26 if a student has an IEP). We enroll all year, so when a student makes the decision to enroll, we can provide services almost immediately. If the school reaches student capacity, then applications will be put on

a wait list and students will be admitted in the order in which the applications come in. Also, if needed, the school will hold an admissions lottery each summer for incoming fall students. The school has not had to hold a lottery yet.

Flex High Burton

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THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

We are in year 1 of our 3-5 year school improvement plan. Last year we began gathering baseline data in which to construct our goals. We will hopefully meet those goals and show improvement in the areas of reading, writing, and mathematics. We engage in the continuous improvement framework in order to reflect and refine our practices to reach our achievement goals.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Flex High Burton is an alternative charter high school authorized by Central Michigan University. The school serves those students who are between the ages of 14 and 22. The educational program provides a student-centered environment in which all students are held to high academic and behavioral standards. Students work in collaborative relationships with teachers, administrators and peers. The Academy delivers the program through a personalized learning approach to education - one-on-one instruction. Students are enrolled in no more than two courses at a time and are empowered to embrace the flexible weekly schedule. The Academy strives to develop students who are responsible for time spent at school and outside school, at work or home, to become competent, self-motivated, life-long learners. To accomplish this, the Academy emphasizes increased parental involvement, more one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, and varied learning environments.

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

The core curriculum for Flex High Burton can be found in the form of curriculum maps at the school. Each core content area class has a curriculum map that outlines the major themes, subjects, and skills developed throughout the class. All of the classes are fully aligned to the Michigan Merit Curriculum. We have a curriculum team that reviews and updates the curriculum as changes are made within the Michigan Department of Education. This ensures that the classes are up-to-date, as well as rigorous and engaging.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Students at Flex High Burton take the NWEA Measures of Academic Progress (MAP) tests in mathematics and reading. Ideally, students take each test 3 times per year: fall, winter, and spring. The goal is to see where the students start, and then measure their progress. These are adaptive tests that are nationally normed. Based on these tests, students at Flex High Burton average a 6th grade reading level and a 5th grade math level. Flex High Burton has a relatively small student body, so sharing individual results would violate student privacy. The generalized results do reinforce the need for additional

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intervention programs to address the student needs in the areas of math and reading. As we continue to enroll more students, we will be able to show progress at a higher level.

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

The data is not available regarding parent-teacher conferences. We did not have formal parent-teacher conferences last year as we opened in November and were shut down for the pandemic in mid-March. However, we do have an open-door policy. Parents can meet with their child's teacher any time they walk through the door. One of the tenets of the school is parent communication, so teachers are calling parents on a consistent basis. If parents have any concerns, they can voice them then. We understand a strong parental partnership fosters student achievement. We want to continue that partnership and keep the doors of communication open.

DUAL ENROLLMENT/COLLEGE CREDIT

We did not have any students participate in any dual enrollment programs, enroll in AP courses, or earn any college credits while enrolled in Flex High Burton for the 2018-2019 school year.

CONCLUSION

The 2019-2020 school year was the first year of operation for Flex High Burton. We had a strong enrollment throughout the year that made it possible to increase our staff and provide personalized learning opportunities for our students. Even as the pandemic closed our doors for in-person learning, we were able to evolve and adapt in order to move our students forward. As we move into a new year, we will continue to utilize data to drive instruction and offer more interventions that will equip our students to be successful both in and out of school.

Sincerely,

A handwritten signature in blue ink, appearing to read "Michael Springs", with a long, sweeping flourish extending to the right.

Michael Springs
Principal

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