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Ecorse Community High School
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School Annual Education Report (AER) 2017-2018

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 Ecorse Community 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 Kenneth McPhaul Jr. for assistance.

The AER is available for you to review electronically by visiting the following web site ecorse.education, 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 has been identified as Comprehensive Support and Improvement (CSI).

The staff at Ecorse Community High School believes that these "Big Ideas" will continue to increase student achievement across the curriculum.

The following are the "Big Ideas" at Ecorse Community High School:

- Increase literacy across the curriculum
- Increase mathematics and science achievement
- Implement Multi-tier system of support (MTSS)

The building this year is using a variety of assessment metrics to monitor progress throughout the year. These assessments include: state, district, building and classroom monitoring tools to ensure that all students are progressing at a significant rate.

- In 2015, the State Michigan adopted the use of SAT, this replaces previous assessment using the ACT. In preparation for a new state assessment, college and career readiness courses are developed using Khan Academy and

College Board materials to support SAT preparation. These were embedded in all core courses throughout the building.

- The building shifted from traditional grading to standard based grading system. This was done to identify and demonstrate mastery of skills specific to each core courses. These skills are reflected in Common Core and State Standard. Students have multiple opportunities to show mastery, which allows more proven success in their learning. Grades are based on classroom assessment only.
- Quarterly benchmark assessments are administered to all students to monitor progress. This data is used to address students' needs and change instructional practices to improve student achievement.
- Students are assessed in the areas of mathematics, reading, and language usage. These assessments are administered four times a year: baseline, progress monitoring and growth. It assists staff and ensures accurate student instructional levels. This is part of the Multi-Tier System of Support (MTSS) process of identifying strengths, weaknesses and gaps in learning. All students are tiered and monitored on a weekly basis. This progress monitoring will allow groups and students to move as skills increase throughout the year.

One of our key challenges for Ecorse Community High School has been its identification as a CSI school. Since that designation by the State, Ecorse Community High School staff has worked with a renewed focus to improve student achievement. This effort has shown some growth in student achievement for 2016-2017 school year.

Listed below are the key initiatives being undertaken in Ecorse Community High School to accelerate student achievement:

- Ecorse High partnered with Institute for Research and Reform in Education (IRRE) to provide embedded support to the leadership, structure, and instructional processes in the building.
- Regularly scheduled professional development provided to all staff. Professional development opportunities are provided through early release day once a month, professional learning communities once a week and Saturday sessions.
- The staff at ECHS has implemented technology as the major vehicle to administer instruction. All students have access to Apple® I-PADS, MacBook computers in the classroom and computer laboratory environments. All staff use audio/visual, interactive lessons, individual response clickers, Apple® iPads, MacBook and document cameras to effectively deliver instruction. Mathematics instructors use TI-inspire system, which includes calculators and interactive software.
- Summer credit recovery was available to students in partnership with award winning Apex Learning, an online program.
- A summer bridge program was provided for incoming 9th graders to explore high interest subjects and receive high school credit.
- Instructional non-negotiables, daily walk-throughs and common core curriculum have been put in place to increase teacher accountability.

- Instructional coaches provided daily in core subject areas to support teaching and learning.
- The school day was extended for additional student support and enrichment activities.
- Teacher collaboration time was increased with a focus on instructional design, assessment, data dialogue, and increased academic achievement.
- Monthly workshops/meetings were provided to help parents support their child's academic achievement.
- A family advocacy daily advisory course was available to all students with an adult advocate to support students in academic, culture and climate, attendance.

State law requires that we also report additional information.

- **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Ecorse Community High School is the only public school that houses 8th through 12th grades. Therefore, children in these grades attend our school. Parents have an option at 8th grade to attend the either Ecorse Community High School or Grandport Academy.

Ecorse Public Schools are "schools of choice" aimed at giving families the opportunity to choose the school their children will attend. This has been an ongoing program for the past five years.

- **SCHOOL IMPROVEMENT PLAN STATUS**

The Ecorse Community High School Improvement Plan has been submitted and we are a MDE School Improvement Grant school.

- **BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

Ecorse Community offers an accelerated program called Project Excel. This program challenges and pushes children to achieve academic excellence. The students must be academically functioning at or above grade level.

Ecorse Community offers a variety of Career Technical Education (CTE) courses. The following are CTE courses offered:

1. Radio and Television Broadcasting
2. News Broadcast
3. Cosmetology
4. Music production
5. Coding

These courses provide high interest programs that will expose and prepare students for industry occupation.

Ecorse High School provides an alternative high school program called Hope Academy. The purpose of Hope Academy is to provide an alternative path for students that have dropped out or have struggled in traditional high school settings. Hope Academy primarily uses an online course structure, utilizing the award winning APEX Learning and supported by certified instructors.

- **ECORSE PUBLIC SCHOOLS CORE CURRICULUM**

Is accessible at <http://www.eps.k12.mi.us/>

Implementation

Instructional strategies and grade level expectations are aligned to the state standards. Ecorse Community High School aligns the curriculum, lesson planning and pacing calendars to the national and state standards. Texts, supplemental materials and resources used in the classroom are directly linked to the grade level expectations.

- **LOCAL COMPETENCY TESTS AND AGGREGATE STUDENT ACHIEVEMENT RESULTS**

Ecorse Public Schools District adopted the MAP® - Measures of Academic Progress in Spring 2013. The tests produce scores that make it possible to monitor student growth from year to year along developmental curriculum scales. The assessments are administered three times a year and results are used for baseline data, progress monitoring and growth.

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

Most of Ecorse Community High School events are well attended and 167 or 60% of our parents attended Parent-Teacher conferences.

Academic achievement is a goal that we hold high. It is our belief at Ecorse Community High School that all children can succeed beyond expectations. As we continue on the path of success, we encourage increased support of our parents. The staff is committed to high academic achievement for all students. Join us as we continue to celebrate excellence in our school community. Thank you for all you do!

Sincerest Regards,

Kenneth McPhaul, Jr.

Kenneth McPhaul Jr.
Ecorse Community High Principal