



CASSOPOLIS PUBLIC SCHOOLS

Alternative and Adult Education

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School Annual Education Report (AER) Cover

January 17, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 educational progress for the Cassopolis Alternative Education. 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 Karen Gavin-McCarthy for assistance.

The AER is available for you to review electronically by visiting the following web site **<<https://bit.ly/3GDB0Hj>>**, or you may review a copy in the main office at your child's school.

For the 2023-24 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.

State law requires that we also report additional information.

Cassopolis Alternative Education provides education to students who have not been successful in the traditional environment or have a desire to work at their own pace and timelines. It provides one-on-one assistance, using certified staff and curriculum that matches the needs of the students. We mainly use Edmentum/Platoweb online coursework to provide a curriculum that matches state requirements and better prepares our students for standardized testing. Students in our program complete all state required testing, as well as pre-and post-testing that is administered using the Comprehensive Adult Student Assessment System. In addition to classroom instruction a certified teacher provides education to incarcerated alternative students. We have improved this program by taking it from a text-book, paper and pencil program to an online system. This has proven effective to add the technological skills needed to compete on the job and enhance job-skills. Students work in the classroom, online, or at home but must report and complete work on a weekly basis.

Our biggest challenges continue to be students' attendance, consistent completion of quality work, and keeping students motivated to move forward until graduation as they have all had unique challenges during their school career. With the addition of a Lead Teacher and adjustment to our schedule, we have made strides toward improvement. We allow students to have a virtual learning day every Wednesday for which they have structured learning tasks to complete for credit. Students must attend all other weekdays and we are seeing improved attendance, quality of work, and motivation.

State law requires that we also report additional information.

- PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students at our high school are considered for our program after being presented to the Student Assistance Team. We look deeply into each student's unique circumstances to determine if our setting would prove effective toward gaining a high school credential. Other students can voluntarily enroll. We have a rather in-depth interview process where we identify reasons other paths were not successful. We then create an individualized plan toward goal attainment. Additionally, we accept students who have outlined steps in their post-secondary goals and display the initiative, planning and readiness to move forward. We have designed individualized programs to accelerate their completion. Students must make a guided decision as to what credential (High School Diploma or High School Equivalency) they would like to earn. We assist them in making this decision considering timeliness, career interests, skill level etc. Alternative Education students must be the age of 16 and can remain in our program until the age of 22.

- **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Our school improvement plan is focused on improving attendance by requiring seat time in the program based on the development of a comprehensive educational plan that will meet individual needs of students and their families. Additionally, we will continue to focus and assist students to remediate low math and language arts skills. Using Edmentum online course-work allows us to assign courses at a Comprehensive Adult Student Assessment System(CASAS)-determined level for reading and math. We also have CASAS Goals that determine and guide instruction when students score at the lower levels. This ensures student readiness for the rigor of the high school standards.

- **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

There are no specialized schools in the program. Each student works with staff to develop an individualized learning plan.

- **CURRICULUM**

Our curriculum follows the standards outlined in the Michigan Merit Curriculum. A copy of our course offerings is available online at:

http://www.cassopolis.k12.mi.us/schools/squires_education_center/adult__alternative_education.

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

2022-23: There is no reportable data due to small sample size.

2023-24: There is no reportable data due to small sample size.

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

We do not schedule parent-teacher conferences. Parents are welcome to visit. Students under eighteen are required to have a parent's signature to enroll. Additionally, we contact students and parents weekly to report progress.

We are continually striving to improve our program and meet the needs of our students. Edmentum has great benefits, including pretesting to assess prior knowledge and using it to modify course topics. More students have access to technology than ever before. Online classes are a great way for students to acquire additional skills they will need to succeed in the future. For some it is a pathway to success; for others it is an opportunity to grow.

We will continue to encourage students and teach them to be self-disciplined by aiding them in following a well-defined plan and helping them develop their future vision and transitional goals. This letter is just an overview of our program. Please visit our program at any time for a more comprehensive picture.

Sincerely,

[Karen Gavin-McCarthy](#)

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