



# OLD MISSION PENINSULA SCHOOL

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## School Annual Education Report (AER) Cover Letter

January 31, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Old Mission Peninsula 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 Darla Eimers, OMPS Office Manager for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.ompschool.org/transparency-reporting/> or you may review a copy in the main office at OMPS

For the 2018-19 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 was identified as a school that has not been given one of these labels.

In an effort to minimize achievement gaps in the areas of math and literacy in all of our grade levels, we will be relying on the following measurement indicators: NWEA screeners and assessments, AIMSweb progress monitoring, M-Step results, research-based literacy and math interventions, as well as an internal PBIS system. PBIS assists in supporting behavior concerns that are affecting student performance. We also use a Child Study Team model and have identified specific protocols on meeting regularly to monitor the progress of students in terms of academic and behavioral needs. This process is designed as a problem solving model to assist teachers and support in providing research based interventions specifically targeted based upon individual student needs. We also have an aggressive approach towards attendance to maximize time dedicated to instructional and educational activities. All of these data driven programs are

supported through monthly leadership team meetings for data reviews regarding academics and behavior. All of these student academic growth models are recognized and supported by the state as a legitimate growth measurement tool that districts can utilize.

State law requires that we also report additional information:

#### 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Admission to the School shall be open to all age-appropriate children for grade levels offered in accordance with the School's charter contract without charge for tuition and without discrimination on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing school district. Admission shall comply with all applicable federal and state laws. Admission shall be limited to those students who are residents of the state, except a foreign exchange student. Procedures are in place to control the admission and enrollment of students, including public notice, lottery and random selection drawing to be used when the number of applicants exceeds the number of available spaces for grades offered. Detailed application, lottery and admission practices and procedures are available to parents and the general public on the school website and at the school main office. The School Board will annually approve offered seats and maximum class size of the School.

#### 2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

OMPS is currently in its second year of operation and is in the process of developing a School Improvement Plan, including conducting a Comprehensive Needs Assessment.

#### 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

OMPS opened on the Old Mission Peninsula in Grand Traverse County in the fall of 2018 for enrollment of kindergarten to grade 6 students. OMPS expanded during the 2019-20 school year to include grade 7 students for the 2019-2020 school year. OMPS is committed to providing a high quality non-profit school, centrally located on Old Mission Peninsula, that utilizes the unique campus and the strength of the community to foster a comprehensive learning experience.

#### 4. 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

OMPS is in its second year of operation. OMPS teachers deliver curriculum aligned to Michigan Academic Standards. The curriculum is Board of Education approved. OMPS utilizes Michigan Department of Education-approved assessment systems to measure student progress in both proficiency and academic growth. A copy of the curriculum can be obtained by request from the main office at OMPS.

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

Each year students grade 3 and up in the state of Michigan are required to take the Michigan Student Test of Educational Progress (M-Step). For the 2018-19 school year, in the category of 'All Subjects Combined', students in the state of Michigan performed at an average of 42% on M-Step while Old Mission Peninsula School students exceeded this percentage by scoring 46% in this area. In English Language Arts (ELA), the state of Michigan performed at an average of 49% while OMPS performed at an average of 55%. Finally, in the subject of Mathematics, the state of Michigan performed at an average of 39% while Old Mission Peninsula, again, exceeded that percentage by scoring 45%.

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

For the 2018-19 school year, the percent of students represented by parents at parent-teacher conferences was 96%.

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

This area is not applicable to Old Mission Peninsula School.

Old Mission Peninsula School seeks to meet area demand for local educational opportunities while maintaining smart growth and a commitment to optimal class sizes for student learning and teacher management. We exceeded enrollment projections after our inaugural year of operation, by retaining and re-enrolling 97% of students from 2018-19 and a projection of new enrollments for 2019-20 by approximately 33%. In the years ahead, OMPS will continue to establish a welcoming school culture, focusing on teacher support and student learning - a school where students love to learn and teachers love to teach.

Sincerely,



Rick Couturier  
Head of School  
Old Mission Peninsula School

