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Tawas Area High School Annual Education Report (AER) Cover Letter

January 15, 2020

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 Tawas Area 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 Mr. Toby Suttle for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.tawas.net/>, and click on the schools tab and then the high school link. You may also review a copy in the main office at your child's school. You can also access the Combined Report by clicking on the link: <http://bit.ly/2FkY7sA>.

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 has not been given one of these labels.

According to the data from the 2018-2019 SAT assessment, Tawas Area High School outperformed the state in 3 out of 3 testing areas for the 11<sup>th</sup> grade. The data also indicates achievement gaps between economically disadvantaged and non-economically disadvantaged students. There are also academic gaps when it comes to students with learning disabilities and those without. Increases to technology and software have been provided to all teaching staff to ensure that

they are able to accommodate for all of our students and help to accelerate student achievement. Professional development for technology, student growth data, and instruction have also been provided with the purpose of improving instruction, differentiation, and intervention. This professional development helps to address our achievement gaps and will allow us to meet our adjusted proficiency targets that have been established by the state. We are also actively using universal screeners, such as the NWEA test to help us target low achieving students and provide them with the necessary interventions to help them be successful. This data will be important for us to analyze so we can continue to make improvements to all academic instruction across all of our grade levels at Tawas Area High School.

State law requires that we also report additional information.

1. Tawas Area High School participates in "School of Choice" and welcomes students who accurately complete the process. All pupils enrolled at Tawas Area Schools grades 9th -12th grades are assigned to Tawas Area High School.

2. Tawas Area High School is continuing to work on our school improvement plan. We have student achievement goals in core academics areas and a goal in regards to school climate. We gathered baseline data last year and created challenging, yet appropriate goals for the current school year. We continue to monitor our goals and data to help us evaluate our assessments and instructional methods to ensure that all students are learning and to see increases in our student scores.

3. The Tawas Area School District does not currently operate any specialized schools.

4. Tawas Area High School Curriculum is aligned to the National Common Core Standards for Math and Language Arts. These standards can be found online at: <http://www.corestandards.org/>. Michigan Social Studies standards can be found at <https://www.misocialstudies.org/>. All other curriculum areas are aligned to the Michigan Grade Level Content Expectations and these can be found online at: <http://www.michigan.gov/mde>. Now that the new Social Studies standards have been adopted, we continue to provide staff with the necessary training and professional development to deliver the content to our students. Tawas Area School District is taking the necessary steps to stay current with any changes and to provide any resources and training for staff to deliver all the content accurately to our students. The Tawas Area High School Curriculum provides learning experiences in all areas of language arts, mathematics, social studies, science, health, physical education, computer instruction, and foreign language. We are continually monitoring and updating our curriculum and instructional practices to meet the academic needs of all of our students.

5. The aggregate student achievement results for any local competency tests or nationally normed achievement test results are shown below:

RESULTS (2018-19):

<b>Test</b>	<b>% Proficient</b>	<b>State Proficient %</b>
11th Grade EBRW (SAT)	62.0%	54.0%
11th Grade Math (SAT)	42.0%	35.0%
11th Grade Social Studies (MSTEP)	54.9%	46.6%

RESULTS (2017-18):

<b>Test</b>	<b>% Proficient</b>	<b>State Proficient %</b>
11th Grade EBRW (SAT)	56.3%	58.0%
11th Grade Math (SAT)	34.0%	47.0%
11th Grade Social Studies (MSTEP)	43.7%	48.5%

6. Parent/Teacher Conferences were held on October 9 and October 10, 2019 with 155 students represented out of 411 at 37.71%

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

- a. 5 Students were in dual enrollment courses.
- b. We offer 5 different AP Courses
- c. We had 55 students in AP Courses the equates to 27% of our Junior and Seniors.
- d. We had 22 students with passing scores and receiving credit which equates to 11% of our Junior and Senior Classes.

The students and staff at Tawas Area High School work diligently on a daily basis to increase student achievement. I would like to take this opportunity to congratulate the teachers, staff, students, and parents for continuing to build and work on increasing our levels of academic achievement on a yearly basis.

Sincerely,



Mr. Toby Suttle