

SHERIDAN ALLPREP

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June 1, 2015

Board of Directors
Sheridan School District
435 South Bridge Street
Sheridan, OR 97378

Dear Sheridan School District Board Members:

When I joined Sheridan AllPrep Academy, the school was in poor form. During my first year, our enrollment started with 42 students. We were in our first year of using Edgenuity as our high school curriculum, and our elementary curriculum was full of gaps. We had a very small budget. The majority of our students were failing the OAKS test. Our school policy was borrowed from the district and was full of language that didn't even fit our school. To top everything off, it was time for us to go through the process of re-accreditation.

Because the school had so many areas in which it needed to improve, we had to create a sort of triage to bring our school back to life. Our first tasks were to increase our enrollment and fix our curriculum. Then we wrote our policy. The accreditation process was a useful tool for prioritizing the fixes for our school. At the end of the year, our processes were much improved and four of our students graduated. Improving a school is not a short term plan. Although we made great gains that year, I anticipated a five to seven year plan to improve all areas of our school in a sustainable manner.

Three years later, we continue to make improvements. This year has been full of challenges and successes. We have continued to work with the same types of students (primarily high school dropout recovery students) and the majority of our students have similar needs. Despite the challenges our students present, we have successfully addressed our school improvement goals which were focused on further stabilizing our school and will now be able to focus more on academic improvement.

Our school improvement goals during the 2014-2015 school year were to decrease our dropout numbers from 14 to zero and to increase participation on the SBAC/OAKS tests to at least 95%. Our school board approved these goals because these were two areas that were significantly affecting our school report card. In 2013-2014, our dropout rate was listed on the school report card as 50%. Many of the dropouts were students of compulsory attendance age and so we made a concerted effort with the district truancy officer to ensure students ages 5-17 were enrolled in another school or district. All of those students have been reassigned. It has been much more challenging to re-connect with the early leavers who are 18 and older. Since they are no longer required to attend school, many of them simply stop attending. It is with these students that our staff focuses most of their effort. This spring, our teachers attended training for the Masonic Model Student Assistance Program so that we could begin to address their needs. We understand the importance of helping these students graduate and the effect it will have on our community if they don't.

On the 2013-2014 school report card, we did not have 95% of our students participate on the OAKS test. This lowered our school rating by one full level which essentially countered the improvements we made in our reading scores. We received a Level 4 for academic improvement in reading. Reaching our participation goal will allow us to focus on academic improvement over the next two years.

This year, we made some changes to our elementary curriculum. We continue to use MobyMax as our K-6 curriculum, and we have purchased MobyMax tablets for their ease of use. The tablets have the entire MobyMax curriculum pre-loaded on them so students do not have to have a computer at home to use the curriculum. The tablets are portable and we have received favorable feedback from our families who piloted them. In addition to MobyMax, we have added Calvert as our alternative elementary curriculum. Many of our very young students are not ready for online school and need to learn from books. Our families who are using Calvert are happy with the comprehensiveness of the curriculum.

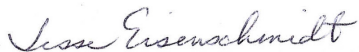
In an effort to increase our curricular offerings, we have begun to forge a relationship with the Sheridan Japanese School. They have agreed to allow our students to attend their Japanese classes and any other classes which may have space. In exchange, we offer our full array of online courses to their students who need options that are not currently offered at their school. We believe this

partnership will benefit all of our students and we look forward to working together.

I am pleased to share that after three years, our enrollment has increased to 138 students. Our processes and policies are well established, and this year we have 21 graduates. Of those 21 students, seven are graduating with their four year cohort, six are fifth year seniors, and eight have been in high school more than five years. Unfortunately, those eight students will not be recognized on the state report card. However, our staff understands the impact we have had on these students. For most of them, we were their last chance. We are happy to be a school that continues to serve these students.

We would like to thank you for your ongoing sponsorship of our school. It is our hope to continue to work with the Sheridan School District in serving our students who have alternate learning needs.

Respectfully submitted,

A handwritten signature in cursive script that reads "Jesse Eisenschmidt".

Jesse Eisenschmidt
Principal