

Kearsley High School Annual Report 2015-2016



Kearsley High School will promote life-long learners by demonstrating:

Persistence
Responsibility
Integrity
Dedication
Excellence

School Annual Education Report (AER) Cover Letter

March 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Kearsley 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 Brian Wiskur, principal, for assistance.

The KHS Combined Annual Education Report is available for you to review electronically by visiting the following web site <https://goo.gl/hDaZCT> or you may obtain a copy from the High School office or use the link on the Kearsley Schools webpage: www.kearsleyschools.org.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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.

Key challenges facing Kearsley High School include enrollment, funding, and assuring achievement of all students in all subject areas. The High School staff works diligently to differentiate instruction for all students, to provide interventions to accelerate learning for struggling students, and to deliver a challenging, aligned curriculum using research-based instructional practices.

- Multi-Tiered System of Support with a focus on good classroom instruction, Tier 2 and Tier 3 intervention support for targeted students with specific focus on students with special needs.
- Monitoring of student achievement through formative, interim and summative assessments
- Realignment of curriculum, instruction, and assessment to meet the Michigan K-12 Standards.

More specific data and initiatives to accelerate student achievement and close persistent gaps in achievement are found below in the status of the 3-5 year school improvement plan.

State law requires that we also report the following additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students who attended school at Armstrong Middle School in eighth grade are automatically enrolled at Kearsley High School. Kearsley Schools also participates in the Statewide School of Choice Program in Genesee County and throughout the state.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Reading Goal: All students at Kearsley High School will demonstrate proficiency in reading across curricular areas.

Teachers in all content areas implemented various research-based reading strategies and instructional techniques in order to increase reading fluency, accuracy, and comprehension. During the 2015-2016 school year, teachers worked to implement Reader’s Workshop in 9th grade English classrooms and parts of Workshop including independent reading and conferring in 10th, 11th and 12th grades. An additional focus was placed on preparation for the rigor of reading on the PSAT/SAT in ELA and content-area courses. Finally, all staff worked on providing opportunities for Close and Critical Reading and comprehension of nonfiction text. Tier 3 intervention was provided through Reading Fundamentals which includes AARI (Adolescent Accelerated Reading Intervention) and PEG Writing.

Results:



STAR Reading Data

Reading Goal: STAR

9th Grade - **48%** At/Above Benchmark

Movement from Fall to Spring:

STAR READING	FALL	SPRING
At/Above Benchmark	36%	48% +34 Students
On Watch	22%	19% - 5 Students
Intervention	23%	18% - 8 Students
Urgent Intervention	19%	15% - 6 Students
Students Tested	229	244

Reading Goal: STAR

10th Grade - **46%** At/Above Benchmark

Movement from Fall to Spring:

STAR READING	FALL	SPRING
At/Above Benchmark	42%	46% +4 Students
On Watch	20%	22% +2 Students
Intervention	17%	15% - 7 Students
Urgent Intervention	22%	17% - 16 Students
Students Tested	266	249

Star Growth Data

9th Grade - SGP of 65, SS +111, PR +7

10th Grade - SGP of 55, SS +68, PR +5

Summary		SGP ^F (251 of 251 Students) Median	Average Scores (251 Students)					
Selection	Test Date	SS	GE	PR	NCE	IRL	EORF ^F	
9 All Classes	Pretest	62	7.2	27	36.9	6.2	0	
	Posttest	93	8.2	34	41.2	6.9	0	
	Change	+111	+1.0	+7	+4.3	+0.7		

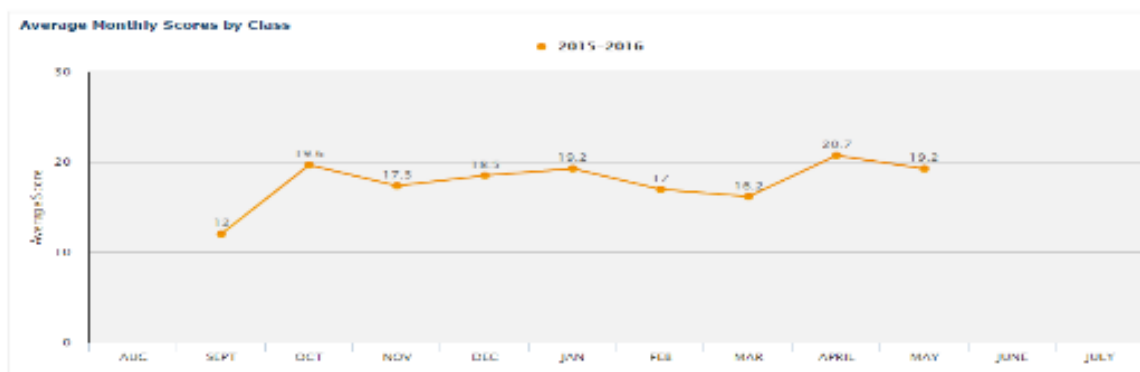
Summary		SGP ^F (274 of 274 Students) Median	Average Scores (274 Students)					
Selection	Test Date	SS	GE	PR	NCE	IRL	EORF ^F	
10 All Classes	Pretest	89	7.6	30	38.8	6.6	0	
	Posttest	95	8.3	35	42.1	7.6	0	
	Change	+68	+0.7	+5	+3.3	+1.0		

Writing Goal: All students will be proficient in writing in a variety of contexts

The English department worked to implement the Writers Workshop with all students in order to increase their writing proficiency. An increased emphasis was put on writing across the curriculum. The Language Arts Department continued work on revision using Write Like This by Kelly Gallagher. Teachers in the ELA department are taking one class period every other week to read an article from The Week Magazine with differing perspectives then write an argumentative piece using appropriate reading strategies.

MTSS: The PEG Writing program is used with students in Writing Fundamentals, a Tier 3 elective that focuses on navigating informational texts and increasing writing skills. PEG writing allows students to draft multiple pieces of writing and receive immediate feedback on their work as well as individual lessons in six areas of writing.

Prompt	# of Essays	# of Drafts	Avg. # of Drafts	Dev	Org	Style	WC	Sent	Conv	Avg. Score
My PEG Writing Review	2	9	4.5	2.5	2.5	2.5	2.5	2.5	2.5	15.0
Student Choice Argumentative	17	164	9.6	3.5	3.4	3.4	3.4	3.2	3.2	20.0
Student Choice Narrative	6	100	16.7	3.5	3.3	3.5	3.5	3.5	3.5	20.8
Effects of Pollution	14	123	8.8	3.3	3.3	3.2	3.2	3.1	3.2	19.4
The Dangers of Soda Consumption	19	232	12.2	3.2	3.0	3.1	3.1	2.9	3.1	18.3
Backstage Invitation	20	210	10.5	3.4	3.4	3.3	3.2	2.9	3.1	19.3
Consequences of Being Honest	22	210	9.5	3.0	2.9	3.0	2.9	2.7	2.8	17.1
High School: First Days	22	271	12.3	3.5	3.2	3.6	3.5	3.4	3.5	20.6
Let Me Tell You About Being Young	21	234	11.1	3.1	2.9	2.9	2.8	2.8	2.8	17.3
My Hero	19	212	12.7	2.8	2.8	2.8	2.8	2.8	2.8	16.9
My Most Memorable Day	20	311	15.6	3.3	3.2	3.3	3.2	3.0	3.2	19.1
School in America	10	148	14.8	3.4	3.2	3.3	3.3	2.7	3.0	18.9
Christmas Story	20	286	14.3	3.5	3.3	3.4	3.3	2.8	3.3	19.5



SAT English: The new SAT writing prompt asks students to:

- ANALYZE an argumentative piece of writing and explain how the author uses techniques such as...

- USE Evidence, Facts or examples to support claims
- Use reasoning to develop ideas and connect claims and evidence
- Use stylistic or persuasive elements, such as word choice or appeals to emotion to add power to the ideas expressed.

In response to this, during second semester:

- Ninth grade added a literary analysis writing unit to model the SAT.
- Focus was shifted to this type of writing in tenth and eleventh grades.
- Twelfth grade students wrote a personal narrative, research paper, and several informational essays as preparation for the senior project.

Math – All students will be proficient in mathematics

During the 2015-2016 school year, the math department worked on the following.

Curriculum Development: All courses have been aligned to the Michigan K-12 State Standards. Curriculum notebooks have been developed for regular and applied courses. The mathematics department worked on aligning the Algebra 2 and Algebra 2A courses with the SAT expectations for content. Finally, work was done to align the applied courses in order for students to be prepared for the SAT in 11th grade.

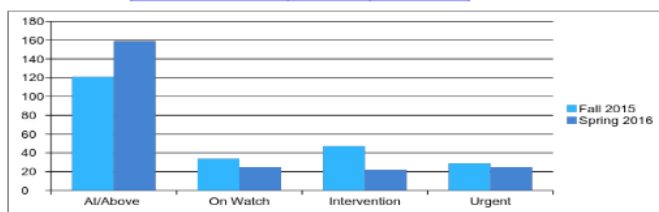
Formative Assessments: Teachers of mathematics use a variety of formative assessments in order to monitor student progress and adjust classroom instruction.

MTSS: Math fundamentals is a Tier 3 elective course for freshman to provide a sound foundation of math skills. Content is pre-taught as well as the use of MobyMax to diagnose and prescribe individualized math remediation. Credit recovery is also offered to students who need to make up credits.

STAR Results:

Mathematics STAR Data 9th grade Screening Data

	Fall 2015	Spring 2016
At/Above	121	159
On Watch	34	25
Intervention	47	22
Urgent	29	25



9th Grade Math STAR Growth Report

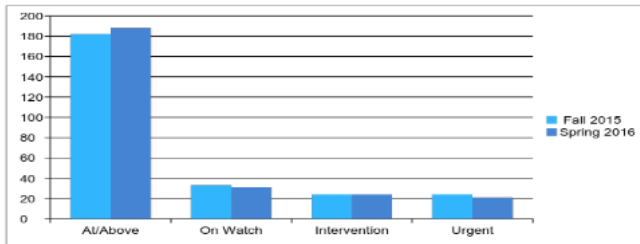
Median SGP: 62

Change in Grade Equivalency: +1.9

	SS
Fall 2015	761
Winter 2016	808
Change	+47

10th Grade Math STAR Screening Report

	Fall 2015	Spring2016
At/Above	182	188
On Watch	33	31
Intervention	24	24
Urgent	24	21



10th Grade Math STAR Growth Report

Median SGP: 54

Change in Grade Equivalency: +3.0

	SS
Fall 2015	796
Winter 2016	831
Change	+35

SPECIALIZED SCHOOLS

Special Education Services

The Genesee Intermediate School District and its 21 local school districts in Genesee County provide special education support for nearly 10,000 students. Special services for students with special needs, age 0-25, are available to Kearsley students.

The goal of special education is to ensure that students learn skills needed for functional independence within our community. Students are placed in special education through the Individualized Educational Planning Committee process, where parents, local educators and special education staff analyze and develop programs for each student. Individualized programs are tailored to each child's needs. GISD's special education schools teach:

- Academic skills
- Independent living skills
- Communication skills
- Job training and prevocational education
- Social living habits and self-care

A Special Education Parent Advisory Committee, made up of representatives from each school district, advises the GISD Board of Education regarding operation and coordination of special education services within Genesee County.

In 2015/2016, Kearsley Community Schools had students enrolled in the following GISD center-based and Project CHOICE classrooms:

10 students attend the Elmer A. Knopf Learning Center (for students with cognitive, autistic impairments and/or other impairments). Last year 9 students attended these programs.

10 students are in early childhood programs and services. Last year 12 students participated in these programs.

13 students are educated at the Marion Crouse Instructional Center. Last year 12 students attended programs here. 8 students attend the Transition Center. Last year, 5 students attended the Transition Center.

444 students are enrolled in local special education programs at Kearsley. These include classes for learning disabled, cognitively impaired and speech and language impaired. Last year 429 students were enrolled in local special education programs.

2 students attended Michigan School for the Deaf. Last year, 1 student was enrolled in this program. Also, 2 students attend the HI program at Haas Elementary School.

Upon leaving GISD's special education programs, follow-up data indicate that students are well prepared for adult life, within the limitation of their disabilities.

Genesee Career Institute

Selected young adults from Genesee County, including Kearsley High School, are given opportunities to achieve excellence in a wide variety of highly technical vocational experiences. Unique instructional programs that are not generally available at Kearsley are offered in one or two-year options at the Genesee Career Institute.

During the 2015-2016 school year, Kearsley sent 78 students to the Technology Center daily. Last year, Kearsley sent 76 students each day. Each student spends three hours per day in one of 44 vocational classes. Opportunities to compete on local, state and national levels are provided to our student through memberships in VICA, BPOA, and FFA.

Each year, several Kearsley students receive recognition for their creative efforts. Job placement, vocational counseling and applied classes in math and science provide additional benefits for our Kearsley GCI students.

Mott Middle College

Mott Middle College (MMC) is an alternative high school for at-risk youth, open to all 21 public school districts in Genesee County. The school, located on the campus of Mott Community College, delivers intensive care education to students with academic potential but who are at-risk of dropping out of high school or who are achieving well below their potential.

Priority is placed on building the skills needed to succeed in high school, college and at work. Students learn critical reading skills, math, geometry, social studies, computer skills, how to access information, written and oral communication skills, how to adapt to change, work cooperatively, make decisions and understand human behavior.

The middle college/high school program is designed to allow students to both learn and apply knowledge. In addition to a challenging academic program, all students participate in career internships for which they earn a grade and career education credit.

Students are provided with full evaluation reports on academic achievement, aptitudes, personal skills, interests and learning styles. Grades are given at the end of each of five marking periods. A total of 22 credits are required to graduate.

This year, MMC enrolled more than 200 students countywide, including 1 Kearsley students. Last year, 1 Kearsley student participated in the program.

CORE CURRICULUM

Michigan defines “core curriculum” as the essential curriculum content which all students must learn in order to progress through the various educational levels. There are also the areas which are tested through the M-STEP and SAT state assessment program. Michigan core areas include: language arts, mathematics, science, and social studies. Kearsley Community Schools has continued to review, develop, and implement curriculum in the core areas as well as in the following departments: career technical education, fine arts, world language, physical education, and technology.

Curriculum development is an ongoing process based upon the needs of students and society, recommendations from national educational studies, and state requirements. Ongoing alignment with state standards and trends continues to be a major goal in district curriculum efforts. Kearsley has developed the Kearsley Curriculum Council (KCC) process to organize curriculum and to provide communication across grade levels, buildings and departments.

Core committees are revisiting developed curriculums to ensure alignment with the Michigan K-12 Standards. In addition, these committees continue to develop curriculum and instructional materials to prepare our students to be successful on local assessments as well as on the challenges of state and national assessments. As the state implements testing changes, the KCC committees continue to check this alignment.

For information regarding the curriculum at Kearsley Community Schools, please contact April Yorks, Curriculum Coordinator at 810-591-7618 or ayorks@kearsleyschools.org.

STUDENT ACHIEVEMENT RESULTS

For the first time during the 2015-2016 school year, all juniors were administered the SAT assessment. In addition, juniors completed the ACT Work Keys assessment for career readiness, and the M-STEP assessment in science and social studies.

Two hundred forty-five juniors participated in the SAT assessment. The composite score was 979.5. This compares to the state composite score of 1001.

STAR Reading and STAR Math: Students in grades 9 and 10 take the STAR Reading and STAR Math assessments in the fall, winter and spring. The results provide information on how students are achieving compared to students across the nation. Results are also used to provide data in order to identify supports and Tier 1 and 2 interventions for students.

STAR Data Comparison Fall to Spring 2015-2016																
Math	Percent of Students By Performance Band												Math Number Tested			
	Urgent			Intervention			On Watch			At or Above Benchmark						
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring		Fall	Winter	Spring
9th	13	10	11	20	14	10	14	17	11	52	59	69	9th	235	244	231
10th	9	11	8	10	12	9	13	7	12	68	70	71	10th	269	250	263
Reading	Percent of Students By Performance Band												Reading Number Tested			
	Urgent			Intervention			On Watch			At or Above Benchmark						
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring		Fall	Winter	Spring
9th	19	20	15	24	18	19	22	24	18	35	38	48	9th	233	250	244
10th	23	22	17	17	19	15	19	18	22	41	40	46	10th	272	278	248
Key	Urgent			0 to 9th percentile				On Watch			25th to 39th percentile					
	Intervention			10th to 24th percentile				At or Above Benchmark			At or above 40th percentile					

PARENT TEACHER CONFERENCES

Kearsley High School Conference Attendance			
	2013-14	2014-15	2015-2016
Overall	35%	34%	32%
Female	37%	35%	33%
Male	34%	34%	31%

Parental Involvement Opportunities:

Beyond parent teacher conferences our parents are invited and encouraged to be involved. Parent involvement is vital to keeping after school programs running in the Kearsley Community Schools. Many of the extra-curricular clubs and organizations here at Kearsley

High school have heavy parent involvement. Our choral, band and athletic booster organizations are run by the parents and help to provide leadership to the programs they support. A new after school club called Robotics has been heavily attended by parents. This program couldn't sustain itself if we didn't have the parent involvement and skill level to mentor our future engineers. We are very thankful for the parent involvement we have in our community.

In addition, Kearsley High School continued to improve and maintain our new web-site and use ParentVue with a live grading feature. Teachers e-mail addresses are posted on the website and published in our newsletters leading to an easy way for parents to connect to their child's teachers. We also call on parents to frequently volunteer for dances, classroom trips and even guest speakers in their classrooms.

Other avenues include the Athletic Advisory Committee which was formed to help promote and build stronger ties with our parents of our students and athletes.

Dual Enrollment

Students at Kearsley High School have the opportunity to participate in dual enrollment opportunities by enrolling for courses at our local colleges and universities.

	2014-15	2015-2016
# of Students	6	4
% of Students	2%	2%
Male Students	4	1
Female Students	2	3

Advanced Placement: Students at Kearsley High School are able to participate in Advanced Placement courses. These courses are college level courses approved by the College Board. Students may also choose to take the AP exam which may grant college credit for students achieving at identified levels.

One hundred forty-two students were enrolled in AP classes offered at Kearsley High School. (Calculus AB, English Literature and Composition, English Language and Composition, World History, Micro Economics, and Government & Politics)

AP Courses: Students Taking and Passing the AP Exam

	2013-2014		2014-15		2015-16	
	Took Exam	Passed Exam	Took Exam	Passed Exam	Took Exam	Passed Exam
# Students	32	16	68 65%	28 27%	54 38%	32 22.5%

NCA Accreditation Status

Kearsley High School has been awarded the prestigious NCA Outcomes Accreditation following the intensive Quality Assurance Review in December of 2015. The outstanding recommendation of our QAR visiting team was the result of many years of work towards goals identified by the staff to improve student learning. KHS is due for a NCA review in the fall of 2020.

The staff of Kearsley High School is proud of the work accomplished during the 2015-2016 school year. We appreciate the continued support of parents, staff and our community. Together we can make a difference.

Sincerely,

Brian Wiskur
Principal, Kearsley High School