

# Kearsley High School Annual Report 2016-2017



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

**P**erserverance  
**R**esponsibility  
**I**ntegrity  
**D**edication  
**E**xcellence

# Kearsley High School

## Annual Education Report (AER) Cover Letter

May 31, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 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/t3cjtW> or you may obtain a copy from the High School office or use the link on the Kearsley Schools webpage: [www.kearsleyschools.org](http://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.

45% of all students will demonstrate a proficiency in writing as measured by the state SAT assessments and/or local assessments.

2016	ERW - State Average	ERW KHS Average	KHS students who met State Average
SAT	507.5	492	54%
PSAT 9		423	58%
PSAT 10		442	54%

Strategy I: Cross-Curricular Reading Strategies - Close and Critical Reading:

- Common structure developed
- English, Social Studies, World Language, and Science Departments trained
- Extended session offered at WInTer Camp
- On-going support through instructional coach (cross department)

Strategy II: Multi-Tiered Instruction and Support

English Fundamentals is a Tier 2 intervention course for reading and writing offered to 9th grade students. Students work on AARI reading strategies, and develop writing skills in an online writing program called PEG. Students are selected for this intervention who are not proficient on M-Step, in the Urgent category as measured by the STAR reading test, not passing 8th grade English, and/or recommended by a teacher.

Success is measured by the QRI test and by completed essays that show progress in the online writing program.

This year, based on the QRI, students advanced an average of 2.45 reading levels, and scored an average of 3.5 points higher on the 6 point writing rubric used in PEG writing.

Strategy III: Curriculum and Instruction

This year, the main goal was to phase in Reading Workshop into the 10th grade curriculum. With a skills based approach and an emphasis on student choice and voice, curriculum was redesigned to allow for an increased independent reading component and a heavy emphasis on application of skills taught during mini lessons.

**Results:**

### Reading STAR Scores - 9th Grade

	<b>Ninth</b>				
	<b>Fall</b>		<b>Spring</b>		<b>Percent Change</b>
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	
<b>At or Above</b>	89	34%	118	45%	+11%
<b>On Watch</b>	41	16%	41	16%	=
<b>Intervention</b>	63	24%	52	20%	-4%
<b>Urgent Intervention</b>	67	26%	49	19%	-7%
	260		260		

### Reading STAR Scores - 10th Grade

	<b>Tenth</b>				
	<b>Fall</b>		<b>Spring</b>		<b>Percent Change</b>
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	
<b>At or Above</b>	87	41%	114	52%	0.11
<b>On Watch</b>	44	21%	34	15%	-6%
<b>Intervention</b>	37	18%	41	19%	0.01
<b>Urgent Intervention</b>	43	20%	32	14%	-6%
	211		221		

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

45% of all students will demonstrate a proficiency in writing as measured by the state SAT assessments and/or local assessments.

ERW: Essay	2016 - % Proficient	2017 - % Proficient
Reading (5+)	115/256 <b>45%</b>	
Analysis (5+)	56/256 22%	
Writing (5+)	136/256 <b>51%</b>	

### Strategy I: Writing Workshop

- Three people from the department attended a conference at the GISD where Kelly Gallagher presented writing strategies. These were shared through department meetings.

### Strategy II: SAT/Analysis Writing

Work continued in fine tuning 11th grade writing units in analysis writing. In addition, a persuasive writing unit was introduced in 10th grade to serve as an introduction to the concept, and a literary analysis writing unit was used in 9th grade to introduce analytical writing skills to students. We believe that with continued modeling, opportunities to practice, and feedback, students will be better prepared for the writing task given to them on the SAT in 11th grade.

### Strategy III: Craft of Writing

- In grades 9-11, through department meetings and after-school curriculum and planning sessions, we worked on:
  - Identifying exemplar/mentor texts for writing units
  - Drafting/creating models to share with students
  - Identifying topics of mini-lessons
  - Locating resources to use in mini-lessons

### Strategy IV: Technology Assisted Writing Instruction

English Fundamentals: PEG Writing Program

6 Point Rubric Score (Development, Organization, Style, Word Choice, Sentence Structure,

## Conventions)

- Average Number of Essays per Student: 11
- Average number of drafts per essay: 15
- Average score on Essay #1: 17.8
- Average score on Essay #10: 21.4

## Strategy V: Content Area Writing

Our data shows that our teachers use writing in varied amounts. From 56% who report using writing as a way for students to show understanding monthly, to 8.7% who report only using writing a few times a marking period. Content courses only have common writing on exams. There is a need to develop a greater number of common prompts as well as rubrics upon which to score the writing.

## Strategy VI: Multi-Tiered System of Support

PEG Writing is used as part of the English Fundamentals course as described earlier. In addition to that, there is Tier Two Credit Recovery English course which is offered to students who need to make-up credits and/or work more successfully in an alternate environment. These English courses are offered during the school day, one hour after school two days per week, and during the summer school program.

## What's Next?

- Content teachers would like:
  - A specific structure for writing
  - A specific target for the quantity of writing expected
  - Sample prompts and rubrics
- ELA teachers would like:
  - More information on quick writes
  - To continue to work on their mini-lessons
  - Interim assessments that are focused on writing
  - Revision/editing strategies

## **Math – All students will be proficient in mathematics**

During the 2016-2017 school year, the math department worked on the following.

## Strategy I: Aligned Curriculum

- \* All courses have been aligned to the Common Core
- \* Curriculum notebooks have been designed for Regular and Applied courses
- \* The mathematics department worked on aligning curriculum in Algebra 2 and Applied Algebra 2A with the SAT in order to pace the courses in preferential order for the test.

## Strategy II: Use of Formative Assessments

- \* Teachers are expected to use at least two formative assessments per week.
- \* Use of formative assessment is expected to be in listed in the lesson plans turned in each week to administration.
- \* FAME Team

## Strategy III: Multi-Tiered System of Support

- \* Tier 1—Formative Assessments
- \* Tier 2—Freshmen/Sophomore Intervention Time. Teachers plan 10 minute mini-lessons (once a week) focused on concepts that the STAR test showed were low achieving
- \* Tier 2—Teacher/Student Conferencing. Teachers chose 2 students per marking period that placed in the urgent category from STAR to instruct separately on their weaknesses (see following slide for STAR data).
- \* Tier 2—Math Fundamentals will begin using software to help those lower achieving students understand past concepts needed for success in high school mathematics.
- \* Tier 3—Math Fundamentals Course for lower achieving mathematics freshmen (see data on future slides)
- \* Tier 3—7<sup>th</sup> hour Mathematics Credit Retrieval
- \* Common Grading Practice—(department decided on weighted grading per course)

## Strategy IV: Real World Applications

- \* Teachers are expected to implement 3-4 performance tasks/labs per semester. These are also recorded in the weekly lesson plans and monitored by administration.

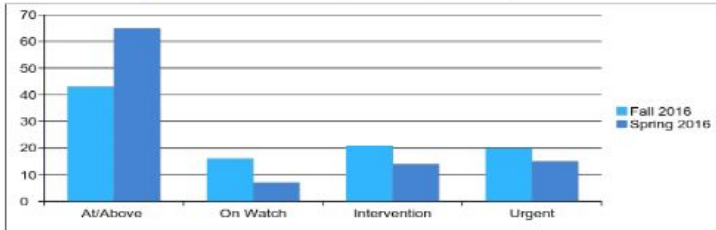
## Strategy V: Test Taking Strategy Instruction

- \* Teachers have built in test-taking strategies into lesson as well as adding SAT-like questions to tests/quizzes.
- \* Our PLC had many discussions on how to prep for the SAT and shared prep activities/plans.
- \* Science department prepped for SAT questions relating to analyzing charts and graphs.

## STAR Results:

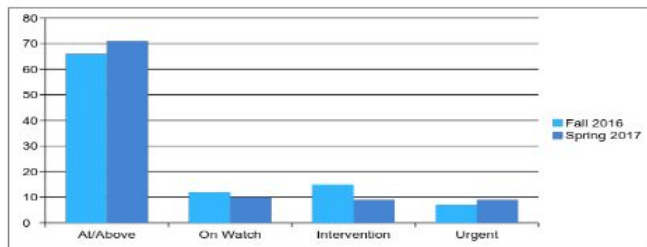
# Mathematics STAR Data 9<sup>th</sup> grade Screening Data

	Fall 2016	Spring 2017
At/Above	43%	65%
On Watch	16%	7%
Intervention	21%	14%
Urgent	20%	15%



## 10<sup>th</sup> Grade Math STAR Screening Report

	Fall 2016	Spring 2017
At/Above	66%	71%
On Watch	12%	10%
Intervention	15%	9%
Urgent	7%	9%



Next Year:

PLC work:

- \*Continue to focus on tiered interventions and formative assessments
- \*Working on Common grading practices/Common weighting/Common tests and quizzes
- \*Book Study on No Failing Students: 7 Teaching Strategies
- \*Lab Classrooms(once per marking period)



## **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 2016/2017, Kearsley Community Schools had students enrolled in the following GISD center-based and Project CHOICE classrooms:

- ❖ 6 students attend the Elmer A. Knopf Learning Center (for students with cognitive, autistic impairments and/or other impairments). Last year 10 students attended these programs.
- ❖ 11 students are in early childhood programs and services. Last year 10 students participated in these programs.
- ❖ 9 students are educated at the Marion Crouse Instructional Center. Last year 13 students attended programs here. 5 students attend the Transition Center. Last year, 8 students attended the Transition Center.
- ❖ 455 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 444 students were enrolled in local special education programs.

- ❖ 0 students attended Michigan School for the Deaf. Last year, 2 students were enrolled in this program. Also, 2 students attended the HI program at Haas Elementary School. 2 students attended this program in 2015/2016.

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 2016-2017 school year, Kearsley sent 87 students to the Technology Center daily. Last year, Kearsley sent 78 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. No Kearsley students participated in the program. 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](mailto:ayorks@kearsleyschools.org).

## **STUDENT ACHIEVEMENT RESULTS FOR LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

**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 2016-2017

Math														Math Number Tested		
Percent of Students By Performance Band																
Urgent			Intervention			On Watch			At or Above Benchmark							
Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring		
18	15	15	22	17	14	16	13	10	44	56	62	9th	255	254	252	
7	7	9	15	12	8	12	7	10	66	74	72	10th	225	227	222	

Reading														Reading Number Tested		
Percent of Students By Performance Band																
Urgent			Intervention			On Watch			At or Above Benchmark							
Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring		
26	23	19	25	21	20	15	17	16	34	40	45	9th	265	264	260	
20	14	15	18	23	19	21	18	15	41	45	52	10th	213	222	220	

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			
	2014-15	2015-2016	2016-2017
<b>Overall</b>	34%	32%	28.5%
<b>Female</b>	35%	33%	30%
<b>Male</b>	34%	31%	26.5%

### 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 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	2016-2017
<b># of Students</b>	<b>6</b>	<b>4</b>	<b>4</b>
<b>% of Students</b>	<b>.2%</b>	<b>.2%</b>	<b>.2%</b>
<b>Male Students</b>	<b>4</b>	<b>1</b>	<b>1</b>
<b>Female Students</b>	<b>2</b>	<b>3</b>	<b>3</b>

**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-4 (144))students were enrolled in AP classes offered at Kearsley High School. . Last year, 142 students were enrolled in AP classes at Kearsley High School. (Traditional classroom (133): Calculus AB, English Language and Composition, World History, Microeconomics, Macroeconomics; and US Government & Politics; Online (11): Biology, Microeconomics, Macroeconomics, Art History, English Literature & Composition).

**AP Courses: Students Taking and Passing the AP Exam**

	2014-15		2015-16		2016-2017	
	Took Exam	Passed Exam	Took Exam	Passed Exam	Took Exam	Passed Exam
<b># Students</b>	68	28	54	32	78	49
	65%	27%	38%	22.5%	54.2%	34%

## **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