

Kearsley Community Schools Annual Report 2015-2016



The Kearsley Community School District is committed to educational excellence. Our mission: to guide students to become literate, lifelong learners and contributing members of society.

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 the Kearsley Community School District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Patti Yorks, Superintendent, for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site: www.kearsleyschools.org, or you may review a copy in the office at your child's school. Each school will also be communicating their own AER to parents directly. The District Combined Report is available at this link: <https://goo.gl/KtAksu> .

These reports contain the following information:

Student Assessment Data – Elementary or middle school assessment results on the Michigan Student Test of Educational Progress (M-STEP), high school assessment results on the M-STEP component of the Michigan Merit Exam (MME), and assessment results for students with disabilities on Michigan's Alternative Assessment Program (MI-Access).

- Presents achievement data for all four tested subjects (English language arts, mathematics, science, and social studies) compared to targets for all students as well as subgroups of students
- Helps parents understand achievement progress within schools and compare these to district and state achievement

Accountability Scorecard – Detail Data and Status

Due to the transition from MEAP tests to the M-STEP test, the accountability portion of the AER is limited to assessment participation and graduation/attendance rates. Full accountability reporting will resume with the 2015-16 AER.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Review the table below listing our schools. 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 status label is given.

| School Name | Status Label (Focus, Priority, Reward and No Label) | Key Initiative to Accelerate Achievement |
|---------------------------|---|--|
| Weston Elementary School | No Label Given | Multi-Tier System of Support |
| Dowdall Elementary School | No Label Given | Multi-Tier System of Support |
| Fiedler Elementary School | No Label Given | Multi-Tier System of Support |
| Armstrong Middle School | No Label Given | Multi-Tier System of Support |
| Kearsley High School | No Label Given | Multi-Tier System of Support |

District Goals for the 2015-2016 school year are as follows:

All students in Kearsley Community Schools will become proficient readers and writers.

All students in Kearsley Community Schools will be proficient in mathematics

All students in Kearsley Community Schools will be proficient in the areas of Science and Social Studies.

District School Improvement Status

The Kearsley School improvement model provides a framework for schools to meet high standards and engage in continuous improvement. Each building in our district is unique and has its own school improvement plan. These plans address the needs of individual buildings while at the same time, work toward achieving the goals of the district. Building teams meet regularly to implement these plans to increase student achievement. The District School Improvement Team meets regularly to coordinate school improvement efforts and to provide networking between buildings. This annual report is prepared each year to communicate the district’s progress to the community.

The new state assessment test, M-STEP, was administered online in the spring of in the spring of 2016 in grades 3-8 and 11. These results give the district data to use to target instruction for all students. Results of these tests are found in the combined report that is linked with this cover letter.

It is the goal of the district to have 90% of all third grade students reading at or above grade level. Students in grades K-3 are assessed throughout the year in reading using the Developmental Reading Assessment. Below are results for the last three years.

**2015-2016 90% Reading Goal
District Developmental Reading Assessment (DRA2)**

| Kindergarten | 13-14 | 14-15 | 15-16 |
|-----------------------------|-------|-------|--------|
| DRA Level 3 or 4 and Above* | 82% | 80% | 42.4%* |
| Below DRA Level 3 | 18% | 20% | 47.6% |
| First Grade | | | |
| DRA Level 16 and Above | 58% | 66.5% | 57.9% |
| Below DRA Level 16 | 42% | 33.5% | 42.1% |

| Second Grade | | | |
|------------------------|-----|-------|-------|
| DRA Level 28 and Above | 55% | 54% | 50.5% |
| Below DRA Level 28 | 45% | 46% | 49.5% |
| Third Grade | | | |
| DRA Level 38 and Above | 45% | 59.4% | 50.2% |
| Below DRA Level 38 | 55% | 40.6% | 49.8% |

These results represent the percent of students reading at or above the identified level in the spring on the DRA2 (Developmental Reading Assessment). The target for kindergarten was increased from a DRA level 3 to a DRA level 4 during the 2015-2016 school year.

The district 90% Math Goal states "Ninety percent of Kearsley Community Schools students will master course content expectations for Algebra 1 by the end of ninth grade." To help address this goal, teams of teachers have been meeting to identify major areas of focus, to create a new scope and sequence for curriculum aligned to the Michigan State Standards, to develop and implement district grade-level assessments, to identify interventions for struggling students and to develop a calendar of instruction for each grade level.

90% Math Goal Students Passing Algebra 1

| Course | Total Students | Percent Passed |
|----------------------------|-----------------------|-----------------------|
| 2014-2015 | | |
| Algebra 1 9th Grade | 263 | 76%* |
| Algebra 1 8th Grade | 55 | 95% |
| | 318 | 79% |
| 2015-2016 | | |
| Algebra 1 9th Grade | 195 | 81%* |
| Algebra 1 8th Grade | 59 | 97% |
| | 254 | 88% |

*This percentage contains students with a W/F or an E for the semester.

We are proud of the efforts of all staff at Kearsley to focus on student learning and success through a multi-tiered system of support. There are a variety of ways parents can partner with the school. Contact your child's principal to find out how. Together, staff, parents, community and students, we can make a difference.

Sincerely,
Patti Yorks, Superintendent, Kearsley Community Schools