

# Kearsley High School

## Annual Report

### 2018-2019



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

**Perseverance**  
**Responsibility**  
**Integrity**  
**Dedication**  
**Excellence**

**Kearsley High School**  
**Annual Education Report (AER) Cover Letter**

May 31, 2019

Dear Parents and Community Members:

We are pleased to present the Annual Education Report (AER), which provides key information about the 2018-2019 educational progress for Kearsley High School. The AER addresses the complex reporting information required by federal and state laws. The 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 website <https://goo.gl/t3cjtW> or you may obtain a copy from the Kearsley High School office or use the link on the Kearsley Schools webpage: [www.kearsleyschools.org](http://www.kearsleyschools.org).

For the 2018-19 school 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 ensuring the achievement of all students in all subject areas. The High School staff works diligently to differentiate instruction for all students, to provide interventions that accelerate learning for struggling students, and to deliver a challenging, common core and state standards aligned curriculum using research-based instructional practices. The following are some program highlights:

- Multi-Tiered System of Support with a Tier 1 focused on researched based instructional strategies, Tier 2 and Tier 3 intervention support for targeted students with specific focus on students with special needs.
- Student achievement continuously monitored through formative, interim, and summative assessments.
- Ongoing alignment 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.

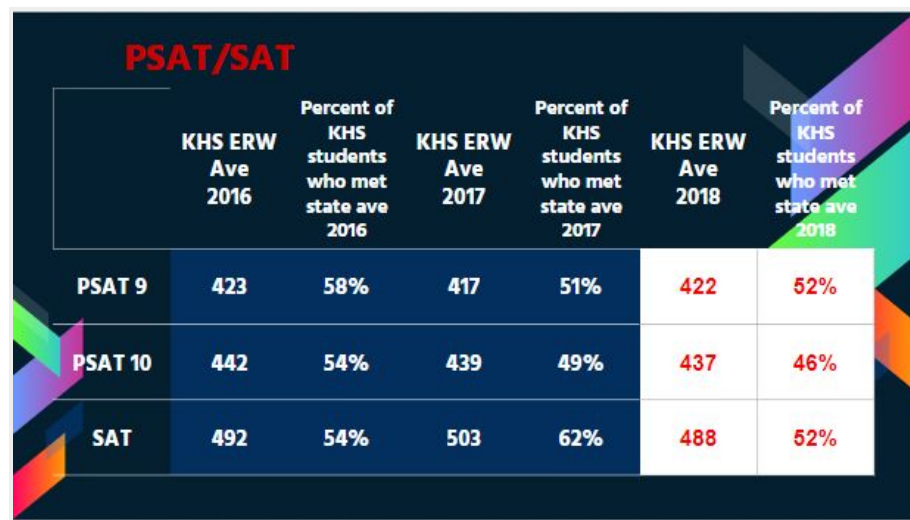
State law requires that we also report the following additional information.

## 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:** 80% of all students will demonstrate a proficiency in READING as measured by the state SAT assessments and/or local assessments.



The table is titled 'PSAT/SAT' in red. It features a dark blue header and a light blue body. The header row contains the following columns: 'KHS ERW Ave 2016', 'Percent of KHS students who met state ave 2016', 'KHS ERW Ave 2017', 'Percent of KHS students who met state ave 2017', 'KHS ERW Ave 2018', and 'Percent of KHS students who met state ave 2018'. The body rows are 'PSAT 9', 'PSAT 10', and 'SAT'. The 2018 data is highlighted in red. Decorative arrows in various colors (green, yellow, orange, red, purple) point towards the table from the left and right sides.

	KHS ERW Ave 2016	Percent of KHS students who met state ave 2016	KHS ERW Ave 2017	Percent of KHS students who met state ave 2017	KHS ERW Ave 2018	Percent of KHS students who met state ave 2018
PSAT 9	423	58%	417	51%	422	52%
PSAT 10	442	54%	439	49%	437	46%
SAT	492	54%	503	62%	488	52%

In reading, KHS continues to score in the same range, with between 46-52% of students meeting the state proficiency average on state required tests.

### Strategy I: Multi-Tiered Instruction and Support

- English Fundamentals - a Tier 2 intervention course for reading and writing offered to 9th grade students. Students work on 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, 92% of the students in the course made 2 or more QRI levels of growth and 88% of students scored 4 points or more on the 6 point writing rubric used in PEG writing consistently.
- Credit Recovery - a Tier 2 intervention offered during 7th hour and the summer to give students the opportunity to earn back credits in order to stay on track for graduation.

### Strategy II: Viable Reading Curriculum

- This year, the main goal was to implement common assessments in all grade level ELA courses.
- 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.

#### Strategy III: Instructional Pedagogy

- Cross-Curricular Reading Strategies - Close and Critical Reading
  - Common structure developed
  - English, Social Studies, World Language, and Science Departments trained
  - On-going support through instructional coach (cross department)
- Summarizing
  - Across content areas, staff used summarizing strategies to improve comprehension.
- Conferring
  - ELA classes focused on conferring with students one-on-one to provide differentiated learning time.

#### Strategy IV: Student Engagement

- Staff used the resource, Total Participation Techniques (TPT) to review various strategies monthly.
- PLC meeting time was spent discussing TPT strategies and learning new ones.

#### Strategy V: Balanced Assessment

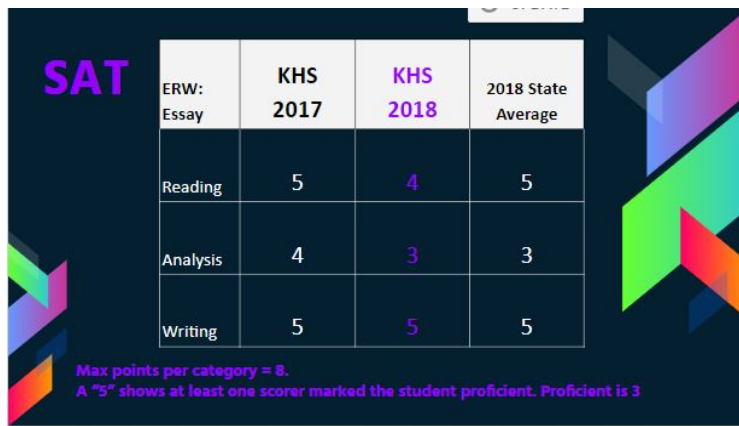
- Staff worked on developing common unit/chapter assessments.
- Common grade weighting by department was implemented.
- Staff included state test prep opportunities for students.

#### Strategy VI: Building Collective Efficacy

- The building instructional coach works with staff on implementing new initiatives and teaching strategies.
- Professional Learning Communities meet twice a month to develop materials, analyze data, and to plan.

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

80% of all students will demonstrate a proficiency in WRITING as measured by the state SAT assessments and/or local assessments.



The chart displays SAT scores for KHS in 2017 and 2018, compared to the 2018 State Average. The scores are categorized by ERW: Essay, Reading, Analysis, and Writing. The maximum points per category is 8. A '3' indicates that at least one scorer marked the student proficient, with a proficient score of 3.

ERW: Essay	KHS 2017	KHS 2018	2018 State Average
Reading	5	4	5
Analysis	4	3	3
Writing	5	5	5

Max points per category = 8.  
A "3" shows at least one scorer marked the student proficient. Proficient is 3

Kearsley students who took the SAT scored consistently with the state average on the written essay portion of the test.

#### Strategy I: Instructional Pedagogy

- Write more! An emphasis on increasing the number of overall opportunities students have to write.
- ELA courses: Writing Workshop with an emphasis on conferring.

#### Strategy II: Technology Assisted Writing

- English Fundamentals: PEG Writing Program
  - Based on a 6 Point Rubric Score (Development, Organization, Style, Word Choice, Sentence Structure, Conventions), 88%, or 14 of 16 students consistently scored a 4 or more, which is considered proficient.

#### Strategy III: Multi-Tiered Instruction and Support

- Writing Workshop
- English Fundamentals

#### Strategy IV: Viable Writing Curriculum

- Alignment to the expectations of the SAT - new units were developed in 9th and 10th grade English to introduce students to the format and demands of writing required on the SAT.
- Examination of exemplar texts, modeling, and other strategies were also implemented to support students.

#### Strategy VI: Balanced Assessment

- Common assessments were developed and implemented in ELA courses.

#### Next steps:

- Write More!
  - Continue Write More!
  - Staff requested that they would like:
    - more time to develop common prompts

- more access to technology

- ELA Department needs a common and systematic approach across grade levels
- Critical need for comprehensive teacher resources instruction (this includes grammar)

**Math** – 80% of all students will demonstrate a proficiency in MATH as measured by the state SAT assessments and/or local assessments.

	2016	2017	2018
PSAT 9	30%	26%	28%
PSAT 10	26%	27%	29%
SAT	27%	25%	26%

On the PSAT and SAT, 26-28% of students met the state average. Strategy I: Viable Mathematics Curriculum

- All courses have been aligned to the Common Core
- All courses implemented SAT prep activities that included Khan Academy, warm-ups, and practice tests
- The mathematics department is working through Phase I and Phase II of the curriculum process.

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 recorded in lesson plans turned in each week to administration.

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 skills.
- Tier 2—Teacher/Student Conferencing. Teachers chose 2 students per marking period that placed in the urgent category from STAR to instruct separately in their areas of need.
- 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

#### 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.

#### Next Year:

- Continue to develop teacher skills in SAT prep, the use of formative assessment and engagement strategies, implement common assessments
- Curriculum Phase III work

### **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 have the 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 2018/2019, Kearsley Community Schools had students enrolled in the following GISD center-based and Project CHOICE classrooms:

- ❖ 8 students attend the Elmer A. Knopf Learning Center (for students with cognitive, autistic impairments and/or other impairments). Last year, 6 students attended these programs.

- ❖ 11 students are in early childhood programs and services. Last year 11 students participated in these programs.
- ❖ 6 students are educated at the Marion Crouse Instructional Center. Last year 9 students attended programs here. 4 students attend the Transition Center. Last year, 5 students attended the Transition Center.
- ❖ 472 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 455 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 2017/2018.

Upon leaving GISD's special education programs, follow-up data indicates that students are well prepared for adult life, within the limitations 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 2018-2019 school year, Kearsley sent 83 students to GCI daily. 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 students 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. Last year, 2 Kearsley students 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.

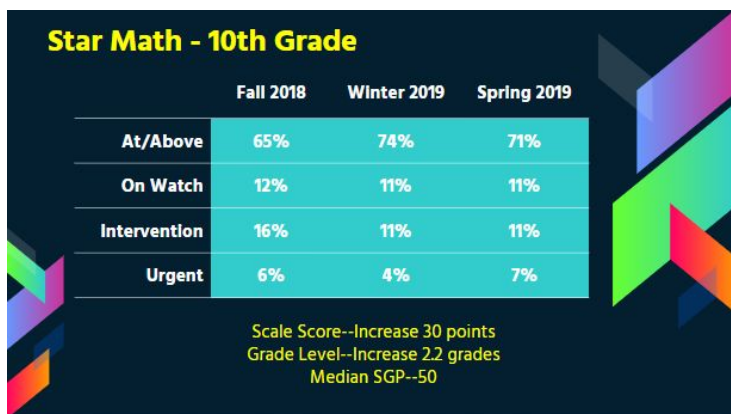
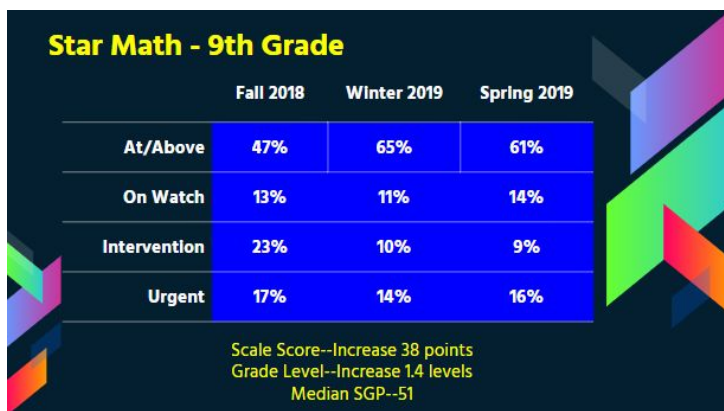
### STAR Data Comparison Fall to Spring 2018-2019

Math	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
9th	18	14	18	24	10	9	13	11	14	45	65	59
10th	7	4	8	17	11	12	12	11	11	64	74	69

Reading	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
9th	27	18	24	21	22	19	17	17	16	35	43	41
10th	15	15	12	21	17	16	20	19	17	44	50	54

STAR Reading - 10th Grade							
	Fall #	Fall %	Winter #	Winter %	Spring #	Spring %	Fall to Spring Percent Change
At or Above Benchmark	107	47	115	50	122	59	+12
On Watch	49	21	43	19	38	18	-3
Intervention	47	21	39	17	29	14	-7
Urgent	26	11	34	15	19	9	-2

On the STAR Reading screener, KHS 9th and 10th grade students 45-59% at or above the benchmark.



On the STAR math assessment, 61-71% of the 9th and 10th grade students were at or above grade level.

#### Parental Involvement Opportunities:

Parents are invited and encouraged to be involved at the high school. Sharing academic information with families is a priority for KHS. KHS holds four parent teacher conference nights per school year and encourages parents to attend. In addition, our grading system operates with a ParentVue so that parents can see grades and attendance online at any time. Teachers' email addresses and phone numbers are posted on the website and published in our newsletters, leading to an easy way for parents to connect to their child's teachers throughout the year.

Athletic and Club Boosters are other opportunities for parents to participate. Our choral, band, and athletic booster organizations are run by parents and help to provide leadership to the programs they support. Without parental involvement, some clubs, such as Robotics, would not be available to students. KHS also has an Athletic Advisory Committee, which was formed to help promote and build stronger ties with our parents of our students and athletes. Parents are encouraged to volunteer for dances, classroom trips and even guest speakers in their classrooms.

We are very thankful for the countless hours that all of our parent volunteers spend supporting students. Parent involvement is vital to keeping after school programs running in the Kearsley Community Schools.

## PARENT TEACHER CONFERENCES

Kearsley High School Conference Attendance					
	2014-15	2015-2016	2016-2017	2017-2018	2018-2019
<b>Overall</b>	34%	32%	28.5%	32%	25%
<b>Female</b>	35%	33%	30%	34%	25%
<b>Male</b>	34%	31%	26.5%	32%	24%

## 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	2017-2018	2018-2019
<b># of Students</b>	6	4	4	2	3
<b>% of Students</b>	.2%	.2%	.2%	>.1	2%
<b>Male Students</b>	4	1	1	0	1
<b>Female Students</b>	2	3	3	2	2

**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.

AP Course Provider	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
KHS	178	166
GenNET	3	3
Michigan Virtual HS	3	3
<b>TOTAL</b>	<b>184</b>	<b>172</b>

**AP Courses: Students who attempted AP Exams and passed AP Exams**

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
# Students attempted AP Test	68	54	78	104	45
# Students scoring 3 or higher	23	32	49	54	32
% of Student population	34 %	59%	63%	52%	71%

**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.

In conclusion, the staff of Kearsley High School is proud of the work accomplished during the 2018-2019 school year. We appreciate the continued support of parents, staff, and our community. Together we can and are making a difference.

Sincerely,

Brian Wiskur  
Principal, Kearsley High School