

Kearsley High School

Annual Report

2020-2021



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

Perseverance
Responsibility
Integrity
Dedication
Excellence

Kearsley High School
Annual Education Report (AER) Cover Letter

January 19, 2022

Dear Parents and Community Members:

We are pleased to present the Annual Education Report (AER), which provides key information about the 2020-2021 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.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given any 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 is 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

During the 2020-2021 school year, while maintaining data from the current school improvement plan, the district was working on developing and implementing the new MICIP (Michigan Continuous Improvement Process) as outlined by the State of Michigan. The new model of continuous improvement that officially debuted during the 2021-2022 school year is district wide and centered around literacy.

Important data notes for PSAT 9, PSAT 10 and SAT scores for 2019-2021:

***2019 Data Reports not available via Collegeboard for PSAT 9, PSAT 10, or SAT.**

***PSAT 9/PSAT 10 Data for Fall 2020 not available**

***SAT Data for 2021 is from Fall testing in October. PSAT 9/PSAT 10 data is from Spring Testing in April**

***ERW Essay was not given during the 2021 testing cycle**

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

	KHS ERW Ave 2016	Percent of KHS students who met state average 2016	KHS ERW Ave 2017	Percent of KHS students who met state average 2017	KHS ERW Ave 2018	Percent of KHS students who met state average 2018	KHS ERW Ave Fall 2020	Percent of KHS students who met state average 2020	KHS ERW Ave 2021	Percent of KHS students who met state average 2021
PSAT 9	423	58%	417	51%	422	52%	N/A	N/A	414	53%
PSAT 10	442	54%	439	49%	437	46%	N/A	N/A	462	64%
SAT	492	54%	503	62%	488	52%	470	48%	483	45%

Across the 2021 reading scores, KHS scored in a broader range than previously, with between 45-64% of students meeting the state proficiency average on state required tests. Different groups of students took the tests at different times. Testing was offered in the Fall and Spring of 2021.

Strategy I: Multi-Tiered Instruction and Support

- 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 the new Savvas Curriculum in all grade level ELA courses.
- With a skills based approach and an emphasis on student choice and voice, the 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.

ERW Essay	KHS 2018	2018 State Average	KHS 2020	2020 State Average	2021 State Average
Reading	4	5	4	4	N/A
Analysis	3	3	3	3	N/A
Writing	5	5	5	5	N/A

Max points per category = 5. A "5" 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: Multi-Tiered Instruction and Support

- Writing Workshop
- English Fundamentals

Strategy III: 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

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	2020	2021
PSAT 9	30%	26%	28%	N/A	30%
PSAT 10	26%	27%	29%	N/A	34%
SAT	27%	25%	26%	20%	23%

On the PSAT and SAT, 23-34% of students met the state average. This broader range represents different groups of students completing the testing cycle at different times. Testing was offered in the Fall of 2020 and Spring and Fall of 2021.

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 them 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---7th 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 2020-2021, 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 11 students attended these programs.
- ❖ 10 students are in early childhood programs and services. Last year 14 students participated in these programs.
- ❖ 6 students are educated at the Marion Crouse Instructional Center. Last year 7 students attended programs here. 4 students attend the Transition Center. Last year, 5 students attended the Transition Center.
- ❖ 491 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 464 students were enrolled in local special education programs.
- ❖ 1 student 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 2019-2020.

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 2020-2021 school year, Kearsley sent 61 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. However, 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 Jane Fonger, District Curriculum Director at 810-591-7601 or jfonger@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 Covid19 Pandemic was ongoing throughout the 2020-2021 school year. Students STAR tested for 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.

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	14	14	21	22	19	11	19	17	15	45	50	52
10th	8	8	12	14	11	12	13	9	15	65	72	62
										55	61	57
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	28	27	30	27	17	20	15	21	17	30	35	32
10th	23	20	24	24	22	20	12	19	20	41	38	37
										36	37	35

On the STAR Reading screener, KHS 9th and 10th grade students are 32-41% at or above the benchmark. Students had the highest median scores during winter testing at 37.

On the STAR math assessment, 50-72% of the 9th and 10th grade students were at or above benchmark. Students had the highest median scores during winter testing at 61.

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 the past year, all conferences were conducted virtual via scheduling on My Conference Time.com and Zoom or Google Meet.

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. 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

Parent teacher conferences for the 2020-2021 school year were held virtually. Parents attended conferences via Zoom and signed up for their conference time via MyConferencetime.com.

Kearsley High School Conference Attendance							
	2014-15	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Overall	34%	32%	28.5%	32%	25%	25%	16%
Female	35%	33%	30%	34%	25%	26.3%	24%
Male	34%	31%	26.5%	32%	24%	23.6%	23.6%

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.

*No Dual enrollments for 2020-2021 because of the Covid19 Pandemic.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
# of Students	4	4	2	3	2	0
% of Students	.2%	.2%	>.1	2%	0.2%	NA
Male Students	1	1	0	1	1	NA
Female Students	3	3	2	2	1	NA

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	2019-2020	2020-2021
KHS	116	108
GenNET	38	0
Michigan Virtual HS	28	7
TOTAL	182	115

AP Courses taken included: (Biology, Calculus AB, English Literature and Composition, English Language and Composition, Government & Politics, Psychology, Spanish, French, World History, US History, and Environmental Science)

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

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
# Students attempted AP Test	68	54	78	104	45	61	41
# Students scoring 3 or higher	23	32	49	54	32	36	16
% of AP Student population scoring 3 or higher	34 %	59%	63%	52%	71%	59%	39%

Cognia School Accreditation Engagement Review

Kearsley High School has been awarded re- accreditation status by the Cognia Engagement Review Team in December of 2020. The outstanding recommendation of our AER visiting virtual team was the result of many years of work towards goals identified by the staff to improve student learning.

In conclusion, the staff of Kearsley High School is proud of the work accomplished during the December 2020 Cognia visit. We appreciate the continued support of parents, staff, and our community. Together we can and are making a difference.

Student Advisory Committee

KHS has a Student Advisory Committee which was formed to help promote and build stronger ties with the parents of our students and athletes. This committee is composed of students from all grade levels, the superintendent, high school principal and invited guests. The committee meets monthly to discuss high school related issues and concerns.

Sincerely,

Brian Wiskur
Principal, Kearsley High School