

## District Annual Education Report (AER) Cover Letter

April 12, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Gladstone Area 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 Lori Wells at 906-789-8451 for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site

<http://bit.ly/2IzgEUW>

or you may review a copy in the main business office. Each school will also be communicating their own AER to parents directly and may be reviewed in the main office of your child's school.

These reports contain the following information:

**Student Assessment Data** – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

**Accountability – Detail Data and Status**

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

### **Teacher Qualification Data**

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

### **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

### **Civil Rights Data**

- Provides information on school quality, climate and safety

Review the table below listing our schools. For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no status label is given.

\* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

School Name	Status Label	Key Initiative to Accelerate Achievement
Gladstone High School	<p>Comprehensive Support And Improvement due to low graduation rate due to Early Middle College clerical error in reporting those students. The graduation rate for the 4 year cohort was 63.36% but the 5 year is 100% and the 6 year is 100%. The weighted average % of Target Met Across Cohorts is 81.68%. The issue of meeting a 94.44% graduation rate will correct itself with the updated report of EMC.</p>	<p>A few initiatives that are and will take place are the following:</p> <ol style="list-style-type: none"> <li>1. Alternative Educational setting at an off campus location to further personalize instruction in a way that will allow the academically at risk student to be successful.</li> <li>2. Partnerships with local businesses placing these students in a work environment based off the educational development plan.</li> <li>3. Continue to work with the local trades groups to develop apprenticeship programs in all of the trades.</li> <li>4. Geometry A class offering which is a slower paced power-standard based course.</li> </ol> <p>Achievement gap data with these students have been identified and will be monitored throughout the school year as the aforementioned initiatives are fully operational.</p> <ol style="list-style-type: none"> <li>5. Adding a Math Lab course for all math students that received a 60% or better on end of course assessments in their individual math classes.</li> <li>6. Increase Peer Tutor use within the Math Lab course offered that will also include teacher support.</li> <li>7. Begin the conversation</li> </ol>

School Name	Status Label	Key Initiative to Accelerate Achievement
		of having Criminal Justice courses offered at GHS.
Gladstone Middle School	No Label	English Anti-bullying curriculum : "Wonder", Geography Night, Quiz Bowl, Financial Literacy Camp, Building Math goal initiatives, Coop w/DCCU added Technology Curriculum, Restructured class offerings, Student Service Director (1hr), General Ed Support class is continued, Braves Plan with homework completion continued, Science Curriculum 6-8 Aligned, MAPs Assessment continued, Infrastructure Improvement, Grants/Donations: classroom tables, MOS materials and Science Olympiad
J T Jones Elementary	No Label	<ul style="list-style-type: none"> <li>-Foundations Training – a school-wide program through Safe and Civil Schools.</li> <li>-Behavioral Specialist – who addresses students' behaviors and provides assistance to teachers with classroom management</li> <li>-Yoga4Classrooms – program is implemented school-wide to assist students with their abilities to be mindful of their bodies, provide</li> </ul>

School Name	Status Label	Key Initiative to Accelerate Achievement
		<p>them with opportunities to stretch and practice deep breathing, and to increase their abilities to self-regulate and self-soothe.</p> <ul style="list-style-type: none"> <li>-Title I Math Intervention Program – Targeted assistance for those students in need of improvement with math skills and math reasoning.</li> <li>-Lexia – Computer-based program offered after school to students needing phonics support and word attack strategies.</li> <li>-Math Recovery – teacher implementing strategies to best meet their students’ needs in the area of mathematics. Eureka Math curriculum school wide is in year 2.</li> <li>-Title I services in the area of reading and math, as well as a number of other intervention and support services.</li> </ul>
Cameron Elementary	No Label	<ul style="list-style-type: none"> <li>-Improve students’ proficiencies in ELA, math, science, social studies and writing by using research-based strategies for improved test-taking, data-based decision making, integrating technology to increase student participation and engagement, and through continued PD for our staff.</li> </ul>

School Name	Status Label	Key Initiative to Accelerate Achievement
		-Improve communication within the building and with the community. -Improve student behavior and academic performance.

I would like to take this opportunity to congratulate the students and staff of each of our buildings for their hard work, dedication, and success. We continue to address the needs of the total student with caring staff building quality relationships. We will continue to work to make improvements in our educational system in order to provide the highest quality education possible for all of the students in our community. Our NWEA Map testing gives our teachers individual student information about where they are succeeding and/or where they need more help. This allows staff to address individual curriculum needs. Parents are encouraged to stay involved with their child's education. If more information is needed about getting involved in your child's school, please contact the building principal for various opportunities.

Sincerely,

Dr. Jay Kulbertis, Superintendent  
 Gladstone Area School District