

District Annual Education Report (AER) Cover Letter

January 27, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 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/2rT0boH>

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. This report section 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 2018-19 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 a subgroup performing at the same level as the lowest %5 of all schools in the state. 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.

School Name	Status Label	Key Initiative to Accelerate Achievement
Gladstone High School	No Label	The key challenge at Gladstone High School is our ever growing academically at- risk population. Test scores coupled with low achievement in the classroom are obstacles that we have identified and are in the process of correcting. A few initiatives that are and will take place are the following: 1. Alternative Educational setting at an off campus location to further personalize instruction in a way that will allow the academically at risk

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		<p>student to be successful.</p> <p>2. Partnerships with local businesses placing these students in a work environment based off the educational development plan.</p> <p>3. Continue to work with the local trades groups to develop apprenticeship programs in all of the trades.</p> <p>4. Algebra A and Geometry A class offerings which is a slower paced power-standard based course. 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> <p>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.</p> <p>6. Increase Peer Tutor use within the Math Lab course offered that will also include teacher support.</p> <p>7. Offering Criminal Justice courses at GHS for 2020/21.</p>
Gladstone Middle School	No Label	We have continually improved with our student achievement, but have not reached our set

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		<p>goals. Our focus for the 2018-19 school year was on students with low achievement status, the bottom 30% along with teaching grade level content expectations and common core standards. Although we face many difficult challenges like the disintegrating family structure, low economic status, and the ever changing mandated content expectations, our focus is to provide every student with the best education to make each student a viable, productive addition to our society. That being said, we have incorporated a number of intervention programs, professional development, and updated technology to help close the achievement gap.</p>
J T Jones Elementary	No Label	<p>According to our school's data, an achievement gap exists between our highest performing students and students performing in the bottom 30%. Reasons for this gap may be attributed to an increasing number of students who qualify as low SES and an increase in student behaviors that interrupt classroom instruction. Our students have also demonstrated</p>

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		<p>wide variability in their math skills on assessments. Recognizing these as areas of needed improvement, we have put the following programs in place to accelerate student achievement and to close this achievement gap:</p> <p>-Foundations Training – Jones School developed a Positive Behavior at Jones (PBJ) Team that is being trained in Foundations, a school-wide program through Safe and Civil Schools. This team collects and analyzes behavioral data to identify areas of needed improvement. There are grade level representatives from each grade level, along with members from the Itinerant Team and the Special Education Team. This team provides assistance to all staff members within the school.</p> <p>-Behavioral Specialist – We hired a Behavioral Specialist who addresses students’ behaviors and provides assistance to teachers with classroom management. The Behavioral Specialist also implements Check In/Check Out plans with</p>

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		<p>students, collaborates with the School Social Worker, provides small group or individualized instruction to students in need of that level of support. She also holds peer mediation groups, allows opportunities for Restorative Justice, and enters behavioral data in the SWIS system.</p> <p>-Life Skills – We began a Life Skills class for all elementary students. This class offered within the Itinerant rotation includes lessons about: manners, kindness, how to be a friend, peer conflict resolution, anti-bullying, and much more.</p> <p>-Title I Math Intervention Program – Targeted assistance for those students in need of improvement with math skills and math reasoning. Small group instruction provided on a 2x/week OR 4x/week basis. Both reading and math interventions are also available after school. The availability of after school math support was expanded to include more students.</p> <p>-Math Recovery – More of our teachers participated in the Math Recovery training and</p>

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		<p>implementation. These teachers receive ten days of intense training, learn a tool for assessment, and then strategies to best meet their students' needs in the area of mathematics.</p> <p>-Math Leadership Team – Two teachers are a part of the ISD Math Leadership Team. In these roles, the teachers receive additional training in the area of instruction and curriculum. They then share these strategies with other teachers in the building.</p> <p>-We are in year three of the implementation of new math resources called Eureka Math. Teachers have access to online training materials to assist in their instruction. Teachers also have access to the Math Consultant at the DSISD to receive additional instructional and pacing support.</p> <p>We will continue to provide Title I services in the area of reading and math, as well as a number of other intervention and support services.</p>
Cameron Elementary	No Label	Key challenges for W.C. Cameron include maintaining

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		<p>a high level of successes across all socio-economic levels and for both males and females. Key initiatives being undertaken in the school include having math and reading interventionists in addition to offering a 90 minute uninterrupted reading block of differentiated instruction, Title 1 support, Tier 2 support, Tier 3 (Lexia) support, the Accelerated Reading and Math programs, parent and RSVP Reading Buddy volunteers and high school mentors for our students. We have implemented the following:</p> <ul style="list-style-type: none"> -Title I Math Intervention Program – Targeted assistance for those students in need of improvement with math skills and math reasoning. Small group instruction provided on a 4x/week basis. Both reading and math interventions are also available after school one day per week. -Lexia – Computer-based program offered after school to students needing phonics support and word attack strategies. -Math Recovery – Several of our teachers have volunteered to participate in the Math Recovery training and implementation. These teachers receive ten days of intense training, learn a tool

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		<p>for assessment, and then strategies to best meet their students' needs in the area of mathematics.</p> <p>-Literacy Essentials –the Literacy Consultant with the Delta-Schoolcraft Intermediate School District (DSISD) has worked with the Cameron teachers and Title I support staff on Literacy Essential Practice #3: Small Group Instruction. A literacy team attended training in Lansing in June to learn more about the literacy essentials.</p> <p>-Technology integration – Each classroom in the building is equipped with an interactive projector, Apple TV unit, and document camera. By integrating these tools in the classroom instruction, students will be more actively involved and will have multiple methods in which to respond. Teachers also have 8 iPads in each classroom and access to a cart of Chromebooks.</p> <p>-Math – Eureka Math (Engage NY) math curriculum was adopted by the district in the 2017-18 school year. This is the third year and we are seeing an increase in test scores and student understanding.</p> <p>We will continue to provide Title I services in the area of reading and math, as well as a number of other intervention</p>

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		and support services. .

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