



February 06, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-2022 educational progress for Kelloggsville Public Schools. The AER addresses the complex reporting information required by federal and state laws. Our staff is available to help you understand this information. Please contact, Mr. Jeff Owen, Director of Instruction, for help if you need assistance.

The District AER is available for you to review electronically by visiting the following web site <https://www.kvilleps.org/> or you may review a copy from the office at your child's school. Each school will also be communicating their own AER to parents directly.

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.

School Accountability Data

Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measure on 0-100 index scales

Reports school identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support.

Educator Qualification Data

Identifies the number and percentage of inexperienced teachers, principals, and other school leavers.

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 Date (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 the school quality, climate and safety.

Review the table below listing our schools. For the 2021-22 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 has at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. 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% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
West Elementary	No Label	A large number of our student population qualifies for free/reduced lunch which indicates that students may lack the necessary support structures in their home environments. Many are exposed to trauma, which directly affects their ability to learn. Initiatives have been implemented to provide intervention services to address students below grade-level and Tier I instruction has been improved by updating classroom curriculum materials. EL support has been added and data is analyzed on a yearly basis to determine its effectiveness. Staff are also receiving professional development in the areas of Diversity, Equity and Inclusion and social/emotional supports.

Southeast Elementary	No Label	Staff are working hard to close the gaps of achievement. Additional staff have been hired to work in small groups with identified students focusing on specific Teachers will use guided reading strategies to support and accelerate the reading process. Additional EL support has also been added to provide support to our diverse population which approximately 30% of our students are coming from homes where English is not the spoken language. Staff continue receiving professional development in the areas of Diversity, Equity and Inclusion and social/emotional supports.
Central Kelloggsville Elementary	No Label	Staff have implemented a new curriculum program; Bookworms and Envision Math, and additional professional development is being provided to staff. Students are being provided with access/exposure to grade level texts and tasks based on scaffolding strategies and remediation will be provided to students that are below grade level based on assessment data. Additional support will also be provided to students via a tutoring program to provide intensive remediation. Staff continue to work on improving the overall climate of the building by providing social and emotional support. Universal Screeners and the SWIS School Climate Survey will be used to measure progress.
Kelloggsville Middle School	No Label	Staff have focused on achieving increases in student achievement in the areas of science, math, writing and social studies. Academic/PRIDE time has also been added during the school day to help with academic achievement along with social emotional learning to increase building positive relationships. Staff are also receiving professional development in the areas of Diversity, Equity and Inclusion. Social and Emotional Learning is a key component with Second Step components implemented with fidelity and counselors provide necessary supports to students in both individual and small group formats.
Kelloggsville High School	ATS	Kelloggsville High School was identified as an Additional Targeted Support (ATS) school. The EL student sub-group's overall index was in the lowest 5% of all schools in the state. In addition, the Black/African American student subgroup was in the bottom 25% of all applicable components. KHS is currently working to develop and complete a needs assessment, working with a liaison from the MDE. In addition, an improvement plan to address improving student outcomes by making systemic changes for each subgroup of students that was the subject of the ATS identification will also be developed. In addition, SMART Goals in Reading, Math, and SEL have been set and staff are working to implement them with fidelity and additional supports for students needing intensive remediation are in place. Staff also continue to receive professional development in the areas of Diversity, Equity and Inclusion and SEL components are in place to improve the overall climate of the building.

54 th Street Academy	No Label	Additional staffing in Science and Mathematics were added, allowing many variables to be addressed in student learning. There is a greater differential in direct instruction allowing students to find the right fit for their learning styles. Blended learning still occurs in certain areas of the learning process and students that have gained more awareness in their self-guided instruction are reaping the benefits. Staff are also receiving professional development in the areas of Diversity, Equity and Inclusion and social/emotional supports.
Kelloggsville Virtual School (KVS)	No Label	KVS provides a flexible learning option for students in grades K-12, using challenging curriculum, taught by district teachers. Both asynchronous and synchronous sessions are provided through multiple virtual curriculum programs. All K-12 students are required to attend in-person to take the NWEA so that data is consistent and valid. This data is then used to form intervention groups which receive targeted small group instruction with students of similar abilities. Staff receive professional development in the areas of Diversity, Equity and Inclusion and social/emotional supports. In addition, athletics, band and extracurricular activities have been added.

Student Achievement

For detailed assessment information for all students, please visit <https://bit.ly/3t6PASb>

Status of 3-5 Year School Improvement Plan

Please click to view more information and details associated with the school district and individual buildings' school improvement plan and activities implemented to reach those goals: <https://www.kvilleps.org/>

Our District School Improvement Plan consists of improving student achievement in math and reading, as well as addressing the social and emotional well-being of our students. It is difficult to determine the progress of our goals due to the limited achievement data due to the pandemic. We have added staff in each goal area to assist in our improvement.

Student achievement is our primary focus. All students will be:

- Valued, respected and supported in achieving their maximum potential.
- Provided with a safe and secure learning environment.
- Held to high learning and behavior expectations.
- Guided in becoming self-directed, lifelong learners.

Kelloggsville Public Schools is a diverse educational community that fosters personal growth through individualized student attention, a uniquely inclusive culture, and a highly committed and caring staff. We will embrace and model a community that values diversity, learning, caring and respect and all students will become productive citizens equipped with a global perspective and the skills to meet their full potential. We thank you for being an important part of our school family and community. Your ongoing support and role in the success of Kelloggsville Public Schools is appreciated.

Sincerely,

Jeff Owen

Jeff Owen, Director of Curriculum

Kelloggsville Public Schools