



February 14, 2022

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 Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. Please take time to explore the data, if you have any questions about the AER, please contact Chad Morrow, Principal, for assistance.

The 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.

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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Kelloggsville Middle School was not identified by any of the above classifications.

Key Challenges and initiatives being undertaken to accelerate student achievement and close persistent gaps in achievement at Kelloggsville Middle School including the following:

Attendance: The team examined the student population over the last year. In 2020-21, our school had 504 total students with 234 females (46%) and 270 males (54%). The student body was comprised of 43% Latino, 26% African American/Black students, 15% white, 11% multi-racial and 5% are classified as other (Asian, Native American, or other). Our free/reduced population makes up 89%. Our English Language Learners comprised 24% of the population. Finally, we have 9% of our students classified as Special Education. Our daily average attendance rate is 94%. Our historical data shows that over the last 3 years, our free-reduced lunch numbers have consistently increased each year.

Student Achievement: Student achievement data from common assessments, PSAT and M-Step scores were analyzed in the four core areas. NWEA scores were analyzed in reading, mathematics, and science.

M-Step: All of our M-Step content areas showed we are under MDE proficiency targets in many areas. We have created MDE School improvement goals focused on achieving increases in science, math, writing and social studies. Basic skills are lacking in all subject areas; number sense, sentence structure and parts of speech, reading comprehension in content area.

We are in our 6th year of our bell schedule being changed during the day to include some academic/PRIDE time during the school day to help with academic achievement along with social emotional learning. BeNice and PBIS/PSC to increase building positive relationships. We have seen that giving this time during the school day helps with homework completion, positive relationships and reading time.

As a school, we have several challenging issues that need to be considered when developing a school improvement plan:

- We have large numbers of students that qualify for free/reduced lunch, which is an indicator that students may lack the necessary support structures in the home environment. Many of these students have also been exposed to trauma, which has an impact on the ability to learn. The district provides intervention services to address students below grade-level. We are also attempting to improve Tier I instruction in the classroom by updating curricular materials to provide teachers with the resources needed in the classroom. Each year, we analyze data and look for ways to improve both classroom instruction and intervention programs.
- Our student population is very diverse with approximately 30% of our students coming from homes where English is not the spoken language. As a result, we provide additional support for these students with EL teachers in each building. In addition, approximately 10% of staff have received their EL endorsement through a local university. Once again, we analyze data on a yearly basis to determine the effectiveness of our EL instruction.
- Due to high levels of poverty in our district, the pandemic has had a greater impact on our families. As a result, our schools have added additional social and emotional support to assist students and their families.

State law requires that we also report additional information. Below you will find information on the process of assigning pupils, status of our 3-5 year school improvement plan, a brief description of each of our district's specialized schools, how to access the core curriculum, student achievement data and participation rate at parent-teacher conferences.

Process for Pupil Assignment to School

Kelloggsville Board of Education Policy #5120 states that “the assignment of students to schools within this District (will) be consistent with the best interests of students and the best use of resources of this District.” Embedded in this statement are the following values: efficiency, equity, and customer service. With those values in mind, placement within grade level schools is the primary focus at the elementary level.

Beginning with the 2012-13 academic year through the end of the 2015-16 school year, the elementary buildings within Kelloggsville Public Schools were reconfigured from neighborhood schools to grade level schools. The following grade level configurations were in place during that time; East Elementary K-1st, West Elementary 2nd -3rd, and Southeast Elementary 4th-5th. Beginning with the 2016-17 academic year, the elementary buildings within Kelloggsville Public Schools were reconfigured back to neighborhood schools as follows; East Elementary K-3rd, West Elementary K-3rd, and Southeast Elementary remained the same with 4th-5th grade levels. Students are assigned to Southeast/West based on their address location. With our Schools of Choice students, Division Avenue is used as a reference point. Students coming from districts to the east of Division are generally assigned to East and those to the west are generally assigned to West Elementary. However, there may be instances where students may be assigned to a building to balance class sizes in both buildings. In the fall of 2021, the district opened a new elementary building, Central Kelloggsville Elementary. This building will contain all 3rd – 5th grade students and East Elementary will be demolished. The current Southeast and West Elementary buildings will both contain all of the district’s Y5’s – 2nd grade students.

At all academic levels, the Board and Superintendent shall annually review and recommend changes as may be justified by:

- 1.) Considerations of safe student transportation and travel;
- 2.) Convenience of access to schools;
- 3.) Financial and administrative efficiency;
- 4.) The need to maintain racial or ethnic balance;
- 5.) The effectiveness of the instructional program;
- 6.) A wholesome and educational sound balance of student populations.

No assignment to schools or attendance schedules shall discriminate against students on the basis of gender, race, religion, disability, or national origin. The principal shall assign students in his/her school to appropriate grades, classes, or groups. This action shall be based on consideration of the needs of the student as well as the administration of the school. In addition, the district will allow nonresident students to enroll through a Schools of Choice program and will not discriminate on the basis as described in Board of Education Policy #5113.

Status of 3-5 Year School Improvement Plan

Please click to view the <https://www.kvilleps.org/about-us/annual-notifications/>

Our 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.

Specialized School

Students with disabilities are provided a full continuum of services in the least restrictive environment as determined by an Individualized Educational Planning Committee. Most students receive their instruction within the Kelloggsville Public School system however, if a specialized program is deemed appropriate, programs are available throughout the county. In addition, Kelloggsville's 54th Street Academy provides a program which allows students in grades 9-12 the opportunity to earn additional or needed credits towards a high school diploma with a blended/digital learning environment. Kelloggsville Virtual School was created during the pandemic and opened in the fall of 2021 for students in grades K-12. This program provides a virtual and flexible learning option using a challenging curriculum and is taught by local certified Kelloggsville teachers.

Core Curriculum

The state academic standards serve to outline learning expectations for Michigan's students and are intended to guide local curriculum development. They are used as a framework for curriculum development and provide a platform for state assessments, which are used to measure how well schools are providing opportunities for all students to learn the content outlined by the standards.

You will find information on the State's academic standards adopted by the State Board of Education at the link listed below. The curriculum adopted by the State Board of Education continues to meet and exceed the requirements in accordance with Public Act 25. All teachers are expected to follow these curriculums and school principals monitor implementation by classroom observations that take place throughout the school year. Further details about the district's core curriculum is posted on our school website:

<https://www.kvilleps.org/about-us/curriculum--assessment/>

Student Achievement

M-STEP Assessments did not take place due to COVID-19 for 2019-20.

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The district used NWEA Benchmark Assessment to measure growth on a yearly basis.

For detailed assessment information for all students please visit <https://bit.ly/3sYZ8yo>

Parent-Teacher Conference Participation Rates

Parent/guardian attendance at parent-teacher conferences is a crucial component in student success. The following number/percent of parents participated in parent-teacher conferences for 2019-20 and 2020-21:

2019-20

Fall 2019 Parent/Teacher Attendance Rate: 33% of Students Represented.

Winter 2020 Parent/Teacher Attendance Rate: Due to the COVID-19 Pandemic, this event did not take place at Kelloggsville Middle School.

2020-21

Fall 2020 Parent/Teacher Attendance Rate: Due to the COVID-19 Pandemic, this event did not take place at Kelloggsville Middle School.

Winter 2021 Parent/Teacher Attendance Rate: 73% of students represented virtually.

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 Middle School is greatly appreciated.

Sincerely,

Chad Marrow

Chad Marrow, Principal
Kelloggsville Middle School