

**KURZMAN ADMINISTRATION SERVICES**

**CRARY CAMPUS**

501 N. Cass Lake Road  
Waterford, MI 48328-2307

PHONE: (248) 682-7800

FAX: (248) 706-4888



**Mott High School**  
**2015-2016 School Annual Education Report (AER)**

March 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Waterford Mott High 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. If you have any questions about the AER, please contact Principal Jason Riggs for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.mischooldata.org/NewAer2/CombinedReport2.aspx>, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school continued to be identified as a Focus school. We show improvement in many areas, but the gap between our highest performing students is still too wide in comparison to the bottom 30% of our student performance. We offer additional targeted intervention to our students both during and after school with Enrichment programs and intervention classes that targets specific skills. We use NWEA assessment results, PSAT assessment data, and teacher diagnostic tools to identify and intervene with more students in all content areas to close our achievement gaps.

At Waterford Mott High School, we place an emphasis on designing and delivering quality and research-based instruction to students. This year we'll continue to offer

several initiatives that have been designed to bridge achievement gaps and to provide opportunities for all students to learn. These initiatives include a systemic approach to collaboration and student growth through our weekly Professional Learning Community (PLC) process, a Data Team process for monitoring student achievement, and we offer more academic enrichment through implementing our AARI (Adolescent Accelerated Reading Initiative) program. In addition, we have numerous Math Lab courses for additional Math support to qualified students as a support for their Algebra, Geometry, or Algebra II classes. We also added Compass Learning interventions for identified students to utilize during their Academic Center class as an additional support to students when their math or language arts results show that the student is significantly below their grade level expectations.

The PLC process is facilitated among teachers who instruct the same content (i.e. all Language Arts 1 teachers). These collaborative teams have dedicated time at least once a week to meet and discuss the following questions:

- What do we want our students to learn?
- How will we know when they have learned it?
- What will we do if they do not learn it?
- What will we do if they already know it?

The Data Teams process is embedded within the PLC concept. PLC teams utilize the six stages of the Data Team process to measure the academic growth and development of the students in a specific content area. Additionally this process allows our faculty to identify students who need a variety of interventions in order to be successful in mastering the benchmarks expected for learning within each course.

AARI was brought to us through a county-wide initiative focused on academic literacy. The primary goal of this targeted intervention is to bring students to their grade level quickly in relation to the reading levels. Students are identified through various assessments. These assessments show if a student will benefit from being placed in our AARI class for a semester of learning. All of our student data after the intervention was implemented showed significant growth in their reading levels.

State law requires that we also report additional information.

#### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:**

Students are assigned to their elementary, middle and high school buildings based upon established geographical boundaries at each level. Students from outside of the district are admitted through a School of Choice process in kindergarten and are placed at buildings based upon space available.

#### **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:**

The District received accreditation through the North Central Association starting in the 2009-2010 school year. This was amended during the 2015-16 school year. During that school year, Mott hosted a school accreditation visiting team from

AdvancED. We received building level accreditation after the visiting team reviewed the school improvement practices and policies over a multi-day visit in October of 2015. An integral part of the AdvancED accreditation process is the year 'School Data Analysis' portion. The information below includes our school goals and portions of the 'School Data Analysis' guiding questions, including the responses to those questions.

Waterford Mott High School will continue to focus on the following school improvement goals:

**Goal 1:** All students at Mott High School will become proficient in Mathematics.

**Goal 2:** All Students at Mott High School will become proficient readers.

**Goal 3:** All students at Mott High School will improve writing proficiency.

**Goal 4:** All students at Mott High School will be engaged in their education and confident in their ability to be successful.

### **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments.

### **Reading- Strengths**

Reading strategies, like close reading skills, exist in the other content areas with a plan to collaborate and create common annotations throughout the building for the 2015-16 school year. Our A.A.R.I. intervention is showing positive growth as well, as outlined as our example in the Program Evaluation Tool from the 2014-15 school year. We added a new tier of intervention as well within A.A.R.I. this year, targeting a different group of readiness levels.

### **Reading- Challenges**

NWEA data from the 2014-15 school year provided some indicators that reading is a challenge in our district but improvement is noticed across numerous grade levels. The mean RIT score for our incoming 9th graders (213.9) translated that the average reading level was equivalent to the lower level of 6th grade when translated to grade level equivalency models. 10th grade students scored a little higher, but in the same 6th grade range.

### **Reading- Trends**

Results from ACT and NWEA assessments are not significantly gaining or declining. Students that are picked to utilize A.A.R.I. interventions do show gains on their Q.R.I. scores.

### **Reading- Summary.**

Tiered interventions are potentially expanding in our School Improvement Plan, but allocation of 31(a) supports is not fully known at this time. The A.A.R.I., ESOL

supports, Special Education labs, and the implementation of Compass Learning interventions will all be part of the SIP to improve reading for all students.

### **Writing- Strengths**

The common district writing initiative is a strength for the district. Staff continues to receive support and training to implement and utilize common writing strategies and consistency in use of writing rubrics to offer quality feedback in all subject areas.

### **Writing- Challenges**

Writing outcomes as assessed by ACT show a 6.1 average, when the state average is 6.7. Combined English scores with Writing on ACT, and the school is 1.7 below the state average (18.9 for the state, 17.2 for Mott).

### **Writing- Trends**

Writing trend data has not shown significant growth or decline. Our goal is to outperform the state average next year after a few new writing initiatives are implemented.

### **Writing- Summary**

We are increasing our interventions in our SIP. We also plan to expand and utilize district resources to assist in increased staff development utilizing the District Writing Initiative and the ELA Learning Coach. The writing subcommittee meets monthly to plan and provide supports to all teaching staff to improve writing across all school disciplines.

### **Math- Strengths**

Our offerings at the Advanced Placement level are increasing over the last few years. AP Statistics and AP Calculus numbers have increased by significant numbers. The failure rate for Algebra is also declining, but still needs improvement.

### **Math- Challenges**

Our fall to spring NWEA math reports did show signs of growth for the 9th and 10th grade students in 2014-15, but only 62% met their growth targets. The incoming RIT scores for both grades had an equivalency scale of a 7th grade average. District math initiatives in both the elementary and middle schools over the last two years should help improve our incoming scores and proficiency levels.

### **Math- Trends**

Five-year trends for ACT math scores for Mott students show growth from a 17.7 average five years ago to an 18.3 average last school year. The last three years do not show growth, but it is up from five years ago. The state average for Math has not increased over the last five years, but we are still slightly below the state average for Math ACT scores.

### **Math- Summary**

The district allocated significant 31(a) funding to Mott High School for math intervention during the 2015-16 school year. We will implement six Math labs, targeting students below grade level for Math and offering an extra period of support and remediation if needed. The district is also dedicating a part-time employee to work as a Math Coach for the secondary level. For students significantly below grade level, we will offer Compass Learning supports targeted to the student's specific needs and ability levels. This intervention will be available during a class period for the students, during their Academic Center time, and after school hours will on-line access.

### **Science- Strengths**

Advanced Placement offerings in Science are plentiful for the students, along with an Anatomy/Physiology course as a Science elective. Hundreds of our students take advantage of these offerings and the success rate on AP exams is increasing in the Science offerings. Our Biology and Chemistry departments have created leveled assignments and assessments, which significant positive results for students passing Biology and Chemistry classes at a much higher rate than past school years.

### **Science- Challenges**

Our Science ACT results continue to be a partial point below the state average. We have improved as a school in Science results over the last five years, but we want to push to have our students perform above the state average as a short term goal.

### **Science- Trends**

Trend data does show school level improvements in Science as measured by ACT scores. The composite average Science score is 18.7, our highest score in five years. The average composite Science score in 2010-11 was 18.1. We have closed the gap between the school and state average over the last five years as well.

### **Science- Summary**

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate. Our after school and summer C2 Pipeline program offers S.T.E.M. based activities to students outside of the school day. Our average daily participation during year 1 of the program had an average of 20 students, four days a week, over the 36 week implementation. Our goal is to increase this to 50 students per day over the next few years. Students receive supplemental support while working with certified instructors in hands-on Math, Science, and Technology programs.

### **Social Studies- Strengths**

The school offers Advanced Placement World History, Psychology, Government, and Economics. We have hundreds of students take advantage of these offerings and they continue to show trends of success with high numbers of past students passing the final AP exams in the spring. Spring results are available to us in July of 2015 for this years cohort of tests.

### **Social Studies- Challenges**

The emphasis of writing and analyzing complex text in Social Studies is a key initiative for our school. We use the results of our Reading assessments from NWEA and ACT as an indicator of our success in Social Studies. The goals in our SIP for reading have a direct correlation to our Social Studies courses.

### **Social Studies- Trends**

Our reading scores measured from ACT results have shown significant gains from 2010-11. The average reading score five years ago was 18.1, with the most recent score being 19.2. The emphasis of using Reading Apprenticeship strategies and Close Reading strategies in the other core content areas correlates to this improvement.

### **Social Studies- Summary**

Social Studies teachers collaborate weekly to compare student writing samples and share strategies for assessment using our common rubrics. They also have a challenge this year to find and utilize more samples of complex text while providing students practice time and feedback using the new SAT writing prompts and rubrics for feedback.

### **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

### **In reviewing the results of the School Systems Review or the Interim Self-Assessment/Self-Assessment, what strands/standards/indicators stand out as strengths?**

Using results for continuous improvement is a key area for growth. We have systems in place for thorough implementation of the NWEA testing process for our 9th and 10th grade students. Staff development will continue to guide teachers on how to use the results with their students to set short term goals. We also added interventions in Math and ELA for students showing needs of intervention using the NWEA results.

### **In reviewing the results of the School Systems Review or the Interim Self-Assessment/Self-Assessment, what strands/standards/indicators stand out as challenges?**

Classroom assessments and achievement status will be a focus this year, providing staff guidance and support on designing quality assessments while providing

feedback to students for personalized goals. Standard 5 in the Self-Assessment shows us that we need to show growth in many areas (5.1-5.4 are all level 2 ratings).

**How might these challenges impact student achievement?**

When we have exceptional feedback for our students combined with our normed assessment results from NWEA and the PSAT assessments, we will be able to target and identify key gaps or strengths for students. Using this data, we will design lessons and assessments that match student needs.

**What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self-Assessment/Self-Assessment.**

We will include the staff development initiatives and increased student intervention programs in our goal areas. The intervention programs will have components for mid-year and end-of-the-year evaluations to assess the impact on student achievement. For the staff initiatives, we will have increased monitoring and feedback to the teachers from the administrative team.

**How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

All of our students identified with disabilities have individualized education plans that utilize various resources from Title III, Section 31a, IDEA, credit recovery and extended learning opportunities when appropriate and necessary to support their goals.

**Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

Summer extended learning opportunities exist for all students, depending on the students cognitive, academic, and emotional needs. We also offer an extension to our school day utilizing our C2 Pipeline program in collaboration with Wayne State University. This program runs four days a week during 36 weeks of our school year. C2 also offers summer enrichment opportunities for our students, focusing on S.T.E.M. activities and experiential learning for our students.

**What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

Each special education student's I.E.P. team determines if it is appropriate and necessary to attend the various special education summer offerings. The parent is part of this process as a team member. For summer school opportunities to obtain graduation required credits, students and families in need of this resource are contacted with letters and phone calls inviting them to attend the summer offerings.

**What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

The school district has curriculum coaches and consultants in the core content areas to help support staff in the implementation of our state content standards. The teaching staff utilizes the structure of an early release of students every Thursday during the school year to provide collaborative Professional Learning Communities. Subject specific and content specific PLC groups exist and collaborate on a weekly basis to identify strengths of assessments, create and implement short cycle interventions with deep data analysis to determine success, and providing access for collaboration with their curriculum coaches and colleagues. The time is also flexible to meet with colleagues from other levels to analyze vertical and horizontal gaps or strengths using student mastery as the guide.

Each of the four school improvement goals at Mott High School includes specific objectives, strategies, and activities to guide/support our students and our staff. We have various tools to measure student growth for each objective within our goal areas. This data is processed and shared with our staff, the students, and the families throughout the school year with an emphasis on comparable data within specific cohorts of students.

**A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:**

Kingsley Montgomery School (KMS), formerly known as Montgomery Developmental Training Center, is a segregated special education facility that provides support for severe cognitive impaired (SCI), severe multiply impaired (SXI), post-secondary cognitive impaired (MoCI), and severe emotionally impaired (SEI) students. Kingsley Montgomery School has been providing special education services since January 1979, starting with SXI and SCI students. Students and staff from the Waterford Training Institute merged with Montgomery Developmental Training Center in the 1997-98 school year and the center was renamed Kingsley Montgomery School. Kingsley Montgomery School currently provides center-based support for SXI and SCI students who are 3 to 26 years of age. KMS currently has three SXI classrooms located in three general education buildings. These classrooms are located at Grayson Elementary, Mason Middle, and Mott High Schools. At KMS there are two SCI and four SXI classrooms, along with seven SEI classrooms.

Children’s Village School is a North Central Association accredited facility owned by Oakland County and operated by the Waterford School District. The school serves children in grades K-12 who have been adjudicated via the Probate Court for delinquency, neglect, truancy at home/school, or incorrigibility at home/school. These students come from all 28 school districts in Oakland County, other counties within the State of Michigan and also some out-of-State students.

**IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL:**

The core curriculum can be assessed through the district website at

[www.waterford.k12.mi.us/curriculum/contact.htm](http://www.waterford.k12.mi.us/curriculum/contact.htm). It was implemented in alignment with the State of Michigan which has a comprehensive curriculum for all grade levels. There are no variances from the state's model.

**THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:**

The nationally normed achievement test that students take at Waterford Mott High School is the SAT (which is facilitated in the spring of their junior year). The following charts illustrate how our students have performed on the SAT. Students also take three NWEA tests per year in 9<sup>th</sup> and 10<sup>th</sup> grade to track growth and assist teachers in identifying strengths and/or areas of need for each student. Science and Social Studies achievement is measured through the spring MSTEP test during a student's 11<sup>th</sup> grade year.

**Assessment Data Summary 2015-16 Waterford Mott High School**

Assessment	Mean RIT Fall	Average Result Spring	Conditional Growth Percentage**
<b>NWEA Fall 2015 to Spring 2016</b>			
9 <sup>th</sup> Math	221	225	44%
10 <sup>th</sup> Math	226	228.5	28%
9 <sup>th</sup> Reading	217	218.5	29%
10 <sup>th</sup> Reading	219	220	32%
9 <sup>th</sup> Language Usage	210	213	32%
10 <sup>th</sup> Language Usage	213	215	39%
College Readiness Measures* (MiSchoolData)		34.9%	+14.7% Growth
2016 Spring SAT (11 <sup>th</sup> Grade)		930	1 <sup>st</sup> Year for baseline data
2016 Spring PSAT 10		868	1 <sup>st</sup> Year for baseline data
2016 Spring PSAT 9		815	1 <sup>st</sup> Year for baseline data

\*Note: The spring assessment changed in 2016 from the ACT during prior years to the SAT. College Readiness was measured from ACT results in 2015 and SAT results in 2016.

\*\*Note: NWEA Conditional Growth Percentage factors scores from similar students. An explanation can be found at <https://community.nwea.org/docs/DOC-1630>

**Proficiency Summary – Waterford Mott High School 2015-16 Accountability Scorecard**

<u>Student Group</u>	<u>English Language Arts</u>	<u>Mathematics</u>	<u>Social Studies</u>	<u>Science</u>	<u>% of Status Points</u>
All Students	2	2	2	2	8/8 (100%)
Bottom 30%	0	0	0	0	0/8 (0%)
Black or African American	0	2	2	2	6/8 (75%)
Hispanic of Any Race	0	2	2	2	6/8 (75%)
White	2	2	2	2	8/8 (100%)
Economically Disadvantaged	2	2	2	2	8/8 (100%)
Students With Disabilities	0	2	2	2	6/8 (75%)

**Parent-Teacher Conferences:**

Waterford Mott High School hosts two sets of Parent-Teacher Conferences per semester every school year. Parents are notified through mailings, e-mail messages and through the posted Waterford School District calendar. The following chart

illustrates the attendance for the past two school years at Waterford Mott High School:

	<b>2014-2015 School Year</b>	<b>2015-2016 School Year</b>
Fall	<b>570 (38%)</b>	<b>602 (39%)</b>
Spring	<b>300 (20%)</b>	<b>310 (21%)</b>

**Postsecondary/Dual Enrollment Experiences:**

For the 2014-15 school year, Waterford Mott High School had 18 students participate in postsecondary experiences (Dual Enrollment). For the 2015-16 school year there were **35 students who are enrolled in postsecondary experiences**. These students have the opportunity to take courses as a postsecondary accredited institution to participate in courses not offered at Waterford Mott High School.

**College Equivalent Courses (AP/IB)**

<b>Course</b>	<b>2014-2015 Enrollment</b>	<b>2015-2016 Enrollment</b>
AP Government	54	<b>23</b>
AP Biology	30	<b>26</b>
AP Calculus	40	<b>40</b>
AP Chemistry	22	<b>26</b>
AP Computer Science	12	<b>13</b>
AP ELA Composition	85	<b>42</b>
AP ELA Literature	30	<b>31</b>
AP Physics	26	<b>19</b>
AP Psychology	32	<b>24</b>
AP Studio Portfolio	9	<b>10</b>
AP World History	86	<b>79</b>
AP Environmental Science	61	<b>42</b>
AP Economics	35	<b>22</b>
AP Statistics	65	<b>63</b>

- **In 2015-2016, students at Waterford Mott took 327 Advanced Placement exams. 39% of our students earned a 3 or higher on these tests. Depending on which higher education institution a student chooses to attend, a score of 3 is the minimum to earn college credit.**

For the 2016-2017 school year, Waterford Mott High School will continue to build on successes that have come from our focus on continuous improvement. This year,

we continue to expand upon our work of the PLC/Data Team processes along with expansion of our enrichment programs and interventions utilizing a grant from Wayne State University. This particular grant is a long-term commitment from Wayne State University to work with our students through after school programs, weekend programs and summer offerings. This particular program will offer skills and supports to all of our students. This will be our third year working in partnership with WSU for the C2 Pipeline program. We are also excited to launch the district S.T.E.M. (Science Technology Engineering & Math) program during this school year for 11<sup>th</sup> and 12<sup>th</sup> grade students. Our district plans to expand this project-based program to all high school levels for the following school year. Our commitment at Waterford Mott is to provide a rigorous and enriched education for our students while fostering a healthy and positive student culture that creates college and career ready citizens.

Sincerely,

Jason Riggs,  
Principal