



## KURZMAN ADMINISTRATION SERVICES

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## Waterford Mott High School Annual Education Report

April 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 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 ([riggsj01@wsdmi.org](mailto:riggsj01@wsdmi.org)).

The AER is available for you to review electronically by visiting the following web site [Mott High School Parent Dashboard](#), or you may review a copy in the main office at your child's school.

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. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

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, our Math Lab classes which add additional Math classes for identified students in needs, and our after-school Math support program. In addition, we have a valuable after-school, summer enrichment, and dual enrollment opportunities through our collaborative partnership with Wayne State University. These offerings focus on college readiness preparation while integrating numerous supports and extensions of math, science, and technology objectives.

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.

In the Waterford School District, students are assigned to a school based on their home residence. Parents who wish to have their child(ren) attend a school other than their home school can request that option through our school selection process. Children's Village School services children who have been adjudicated there through the court system. Students are assigned to Kingsley Montgomery School from around the county through an Individual Educational Plan process.

#### **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 process placed district in the top 5% of districts across the country that have been designated as being nationally recognized. Waterford Mott High School continues to utilize the accreditation process and we were re-accredited as a high school during the 2015 school year. The AdvancED External Review Team examined student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. Through their examination of evidence provided through classroom visits and document analysis, the school was earned the distinction of accreditation by AdvancED for a five-year term that expires June 30, 2020.

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.

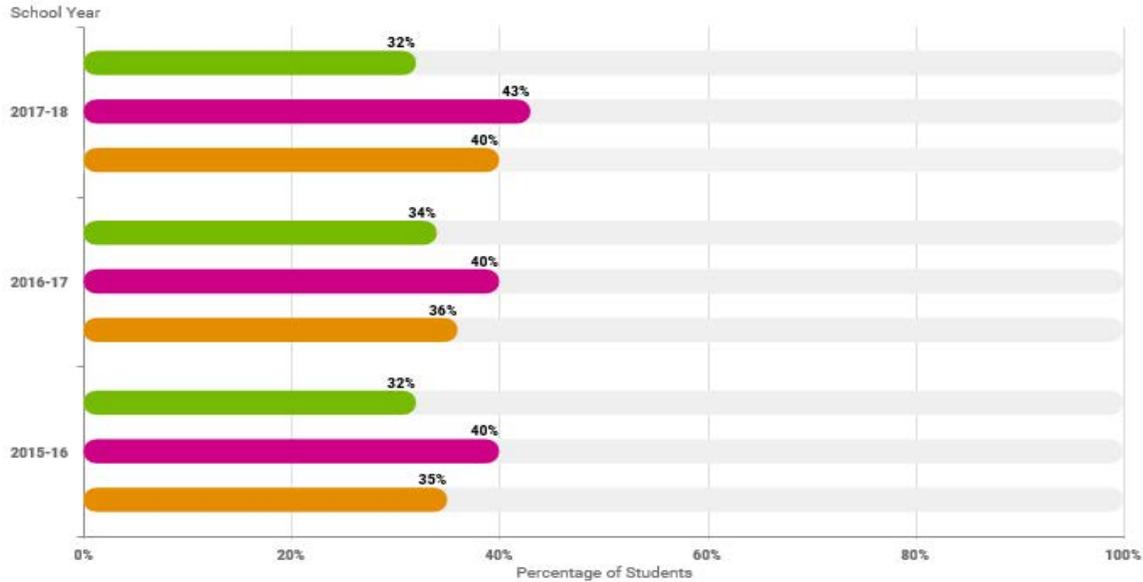
Goal 4: All students at Mott High School will be engaged in their education and confident in their ability to be successful.

We implement numerous strategies and activities throughout the year to achieve these goals. Some of the data points we use to measure or monitor our progress is through local assessments, NWEA assessments, PSAT assessments, SAT assessments, and the M-STEP assessments for 11<sup>th</sup> grade students. Significant data trends for the past three years are posted below.

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

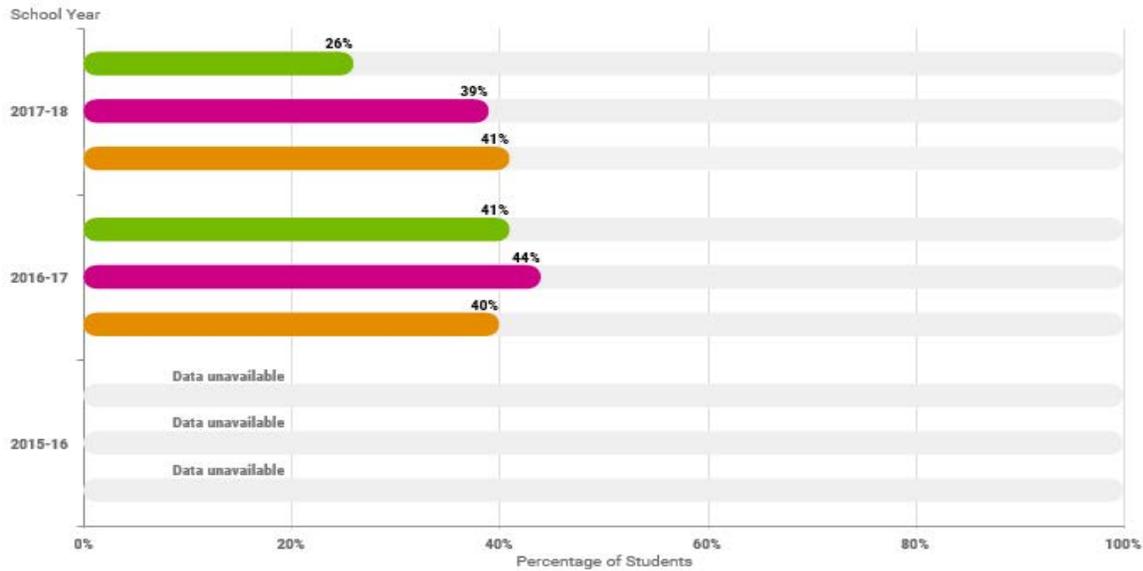
The graphs below show Mott High School vs two other sources of data over a 3 school-year period:

**Overall School Performance (students scoring proficient or advanced on state tests – M-STEP, MI-Access, SAT)**

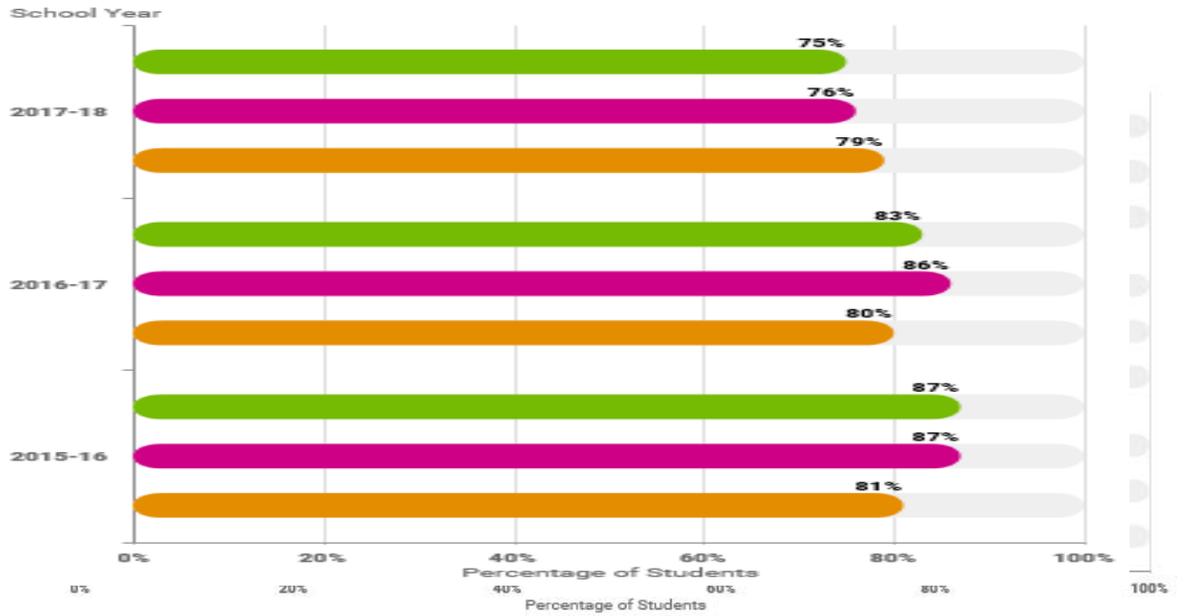


Green: Waterford Mott High School  
 Purple: Average of Similar Schools  
 Orange: State of Michigan

**Student Progress on State Tests (percent of student demonstrating progress on state tests – SAT, M-STEP, MI-Access)**



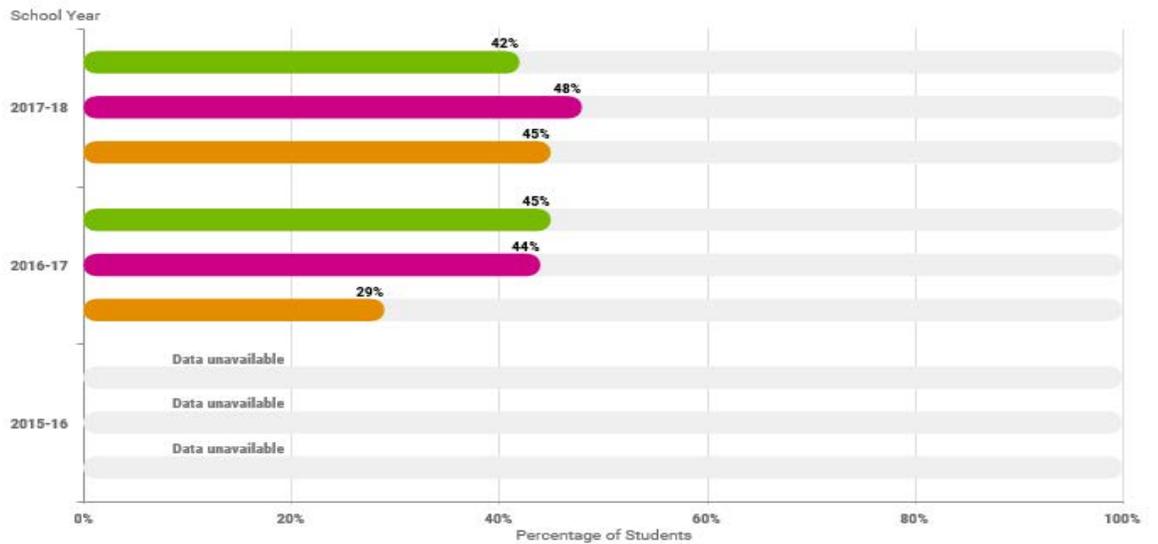
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**Graduation Rate**

Green: Waterford Mott High School  
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**Percent of students enrolled and passing advanced coursework.**



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**Percent of students who have on-track attendance.**

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

Kingsley Montgomery School (KMS), is a special education facility that provides support for severe cognitive impaired (SCI), severe multiply impaired (SXI) and severe emotionally impaired (SEI) students. Kingsley Montgomery School currently provides center-based support for SXI and SCI students who are 3 to 18 years of age.

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 for all of our schools can be assessed through the district website at <http://waterford.k12.mi.us/curriculum>. It is 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.

**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:

	2016-2017 School Year	2017-2018 School Year
Fall	615 (41%)	625 (43%)
Spring	300 (20%)	295 (19%)

**Postsecondary/Dual Enrollment Experiences**

For the 2016-17 school year, Waterford Mott High School had 13 students participate in postsecondary experiences (Dual Enrollment). Through our partnership with Wayne State University, some of the dual enrollment offerings are provided at Waterford Mott High School with an instructor provided by WSU. For the 2017-18 school year, 8 students enrolled in postsecondary experiences. These students have the opportunity to take courses at a postsecondary accredited institution to participate in courses not offered at Waterford Mott High School. Some of our other dual enrollment students take advantage of the ACE program where they attend high school and Oakland Community College. These students receive a high school diploma and an Associate’s Degree after year 13 of school (with one year of school beyond their planned high school graduation year).

**THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT:**

### College Equivalent Courses Offered at Mott High School (AP/IB)

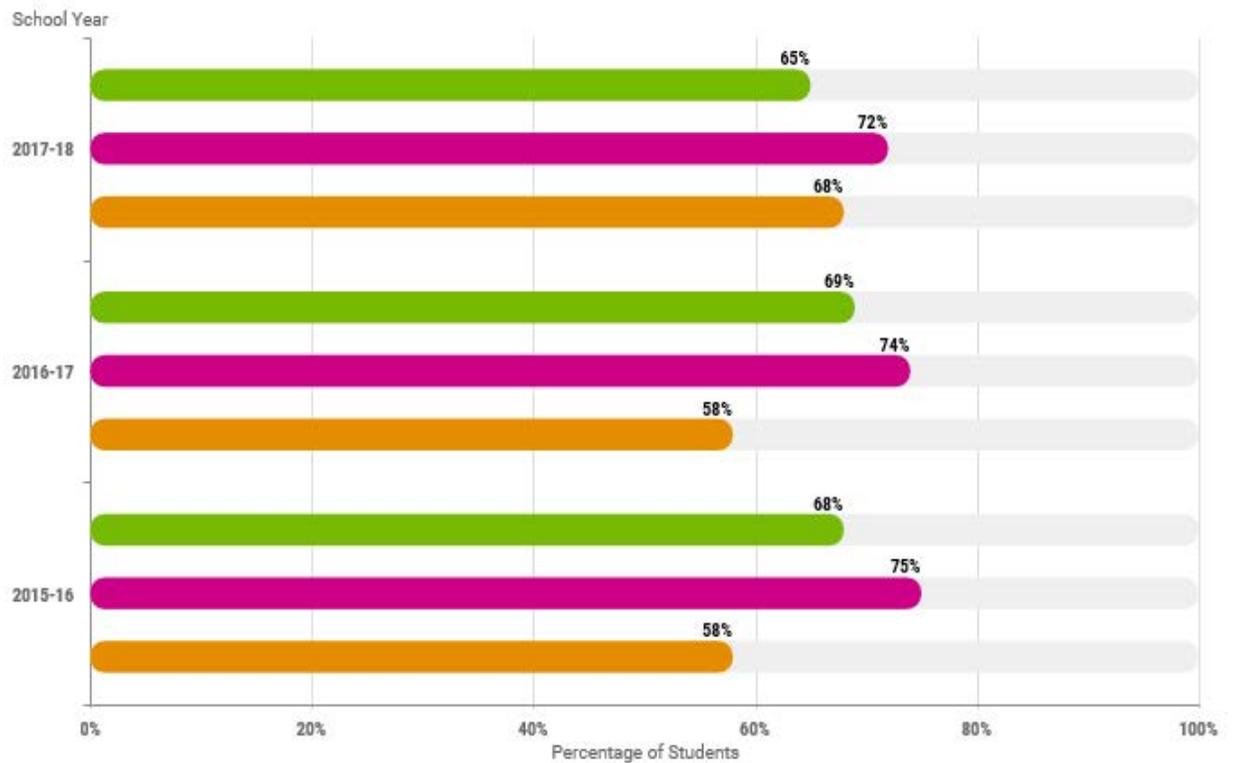
Course	2016-2017 Enrollment	2017-2018 Enrollment
AP Government	44	55
AP Biology	26	32
AP Calculus	33	32
AP Chemistry	38	16
AP Computer Science	8	8
AP ELA Composition	52	59
AP ELA Literature	44	46
AP Physics	17	15
AP Psychology	22	26
AP Studio Portfolio	8	9
AP World History	64	58
AP Environmental Science	29	32
AP Economics	18	15
AP Statistics	84	76
AP Human Geography	17	0
AP Music Theory		12

In 2017-2018, students at Waterford Mott took 209 Advanced Placement exams. 41% 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. The average score for all 209 AP exams was a 2.3. We challenge our students to pursue the exam if they believe they have the chance to earn potential college credit with a score of 3 or higher. These are difficult exams. A low score on the test may indicate that they are not fully at a college level yet, but the overall experience helps them be more prepared for college materials in their future.

#### **THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT):**

As mentioned earlier, a small percentage of Mott students seek dual enrollment offerings during their high school years. Yet, our students are near or above the state average for seeking postsecondary enrollment after graduation (based on the last three years). Our graduation rate has also improved over the last six years, climbing almost 10% to 91% of our students graduating in four years.

This graph shows students who have enrolled in a two- or four-year college after attending this school, similar school, and the state in each of the most recent three years. Students who enroll in a college within 12 months of high school graduation are included in these numbers.



**THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB):**

Waterford Mott High School offered 21 total Advanced Placement courses during the school day, with some courses having more than one offering per day due to matching student needs.

**THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB):**

Waterford Mott students combined for 491 total enrollments in Advanced Placement classes at Mott High School. With an additional 8 students using dual enrollment or the ACE program, almost 500 opportunities were pursued by Mott students for college equivalent courses.

As we analyze the data from the 2017-18 school year and we move into the 2018-2019 school year, Waterford Mott High School continues 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 is our fourth year working in partnership with WSU for the C2 Pipeline program. We are also excited to continue the district S.T.E.M. (Science Technology Engineering & Math) program during this school year for 9<sup>th</sup>-12<sup>th</sup> grade students, working in 3-hour cohorts with multiple highly qualified teachers leading the program. Our district expanded this project-based program to all high school levels during this past school year, embedding Next Generation Science Standards in our curriculum while expanding our Algebra and Geometry focus to utilize the research based best practices offered by the CPM curriculum (College Preparatory Math). We continue to see growth from our students as we measure their success over time. 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  
Waterford Mott High School