



# School District of the City of Pontiac

Kelley Williams, Superintendent

May 31, 2018

## District Annual Education Report (AER) Cover Letter

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2016-2017 educational progress for the School District of the City of Pontiac 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 Dr. Kimberly Leverette at 248.451.6847 for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site <https://goo.gl/6kQH9V>, or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

- 1. 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 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.
- 2. 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.
- 3. Teacher Qualification Data:** This section identifies teacher qualifications at district and school levels and reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes.
- 4. 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.

Review the table below listing our schools. For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA).

- 1. A Targeted Support and Improvement (TSI) school** is one that has at least one underperforming student subgroup.
- 2. An Additional Targeted Support (ATS) school** is one that has three or more underperforming student subgroups.
- 3. A Comprehensive Support and Improvement (CSI) school** is one whose performance is in the lowest 5% of all schools in the state.
- 4. Some schools** are not identified with any of these labels. In these cases, no status label is given.



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SCHOOL NAME	STATUS LABEL
Alcott Elementary	NO LABEL
Herrington Elementary	NO LABEL
Owen Elementary	NO LABEL
Rogers Elementary	NO LABEL
Whitman Elementary	NO LABEL
Pontiac Middle School	TSI
Pontiac High School	CSI
Kennedy School	NO LABEL
Tier III Academy	NO LABEL

In order to improve student learning and address this identification, we are providing, among many other programs/initiatives:

1. supplemental behavior and social/emotional supports;
2. supplemental math and reading support services during the school day (reading and math intervention specialists) and/or after-school (tutoring session);
3. additional time for a very committed staff to plan and implement, with fidelity, instructional, intervention and behavioral support initiatives in the classroom;
4. supplemental training to staff in order to enhance instruction to the needs of each individual student (instructional coaches, adaptive schools);
5. continuous monitoring of classroom instruction using both the High Quality Instruction (HQI) and Measuring What Matters (MWM) tools;
6. continuous leadership training for both school-level and district-level administrators;
7. continuous training, implementation and monitoring of The Blueprint for Turnaround; and
8. continuous training and partnership between school-level and district-level administrators.

I would like to thank and celebrate with our entire school community for all of their efforts to see that all of our students get the best possible education. Working together, we will continue to see growth in our students' academic achievement. It is our belief that all students are special and deserve educational opportunities to enable each student to reach their maximum potential.

I encourage all parents and community members to review the information provided in this letter. Our district is encouraged by the positive results and look forward to continued success in the future.

Sincerely,

Kelley Williams, Superintendent