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Eaton Rapids Public Schools-Systemic Change

Academic and Financial
Success at the
High Schools

ERPS Presenters

- Dave Johnson-High School Principal
- Phil Hull-Data Analyst
- Bill DeFrance-Superintendent and
Greyhound Central
Administrator

Enrollment Trends

■ 1994	3,122	■ 2001	3,306
■ 1995	3,168	■ 2002	3,219
■ 1996	3,159	■ 2003	3,185
■ 1997	3,225	■ 2004	3,145
■ 1998	3,272	■ 2005	3,119
■ 1999	3,334	■ 2006	3,061
■ 2000	3,270	■ 2007	2,992
		■ 2008	2,921

Eaton Rapids Public Schools

- Complex
 - Lockwood Elementary (K-1)
 - Greyhound Intermediate (4-6)
 - Middle School (7-8)
 - High School (9-12)
 - Early Childhood
 - Greyhound Central High School
 - Transportation, Administration
- Northwestern Elementary (2-3)

And More

- Fund balance is 5.0%.
- Eaton County has highest incidence of divorce and alcoholism in the state.
- There is a very wide range of housing stock in a district of 125 square miles.
- We are just far enough from Lansing and Jackson that we may be not close to anything.

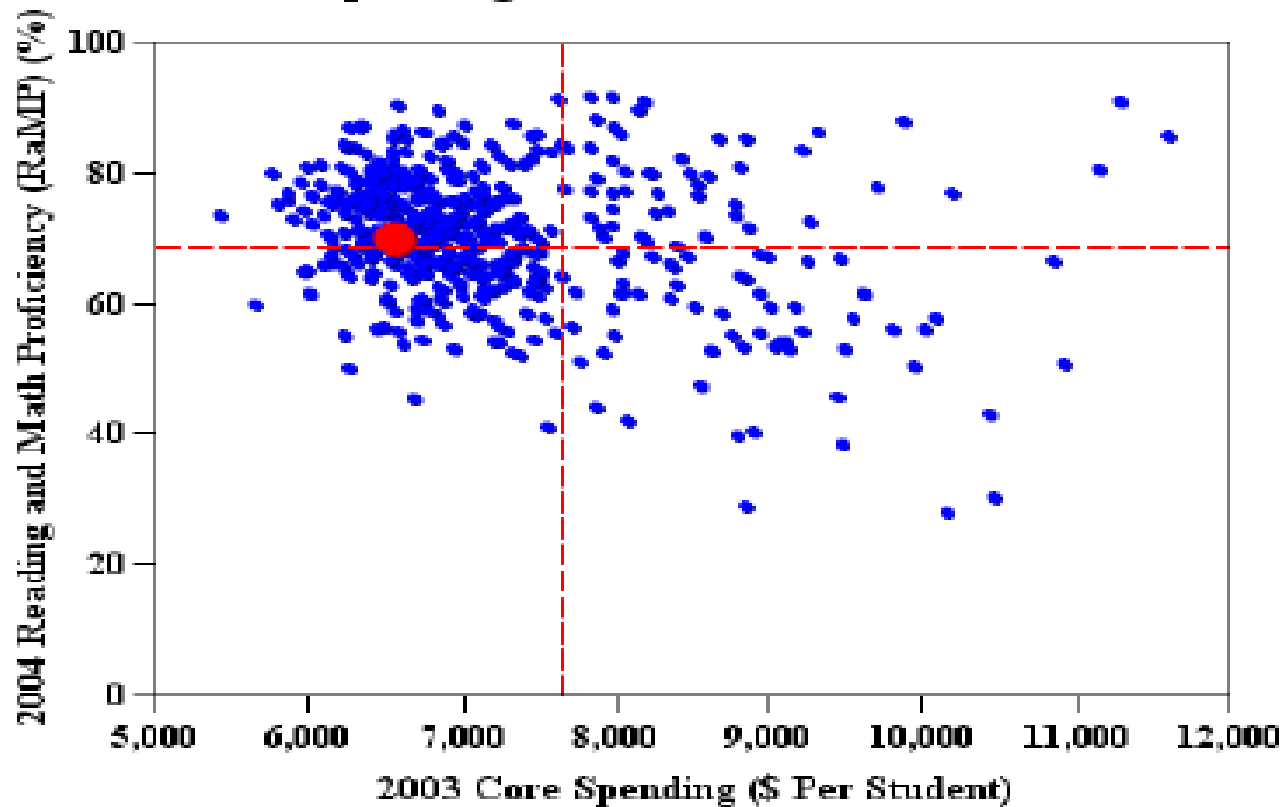
Strategic Focus

- Attract and retain students
- Administrative professional development
- Technology proficiency
- Data Director (Achieve)
- Professional learning communities (PLC'S)-in our fourth year
- Keeping track of students in handoffs.

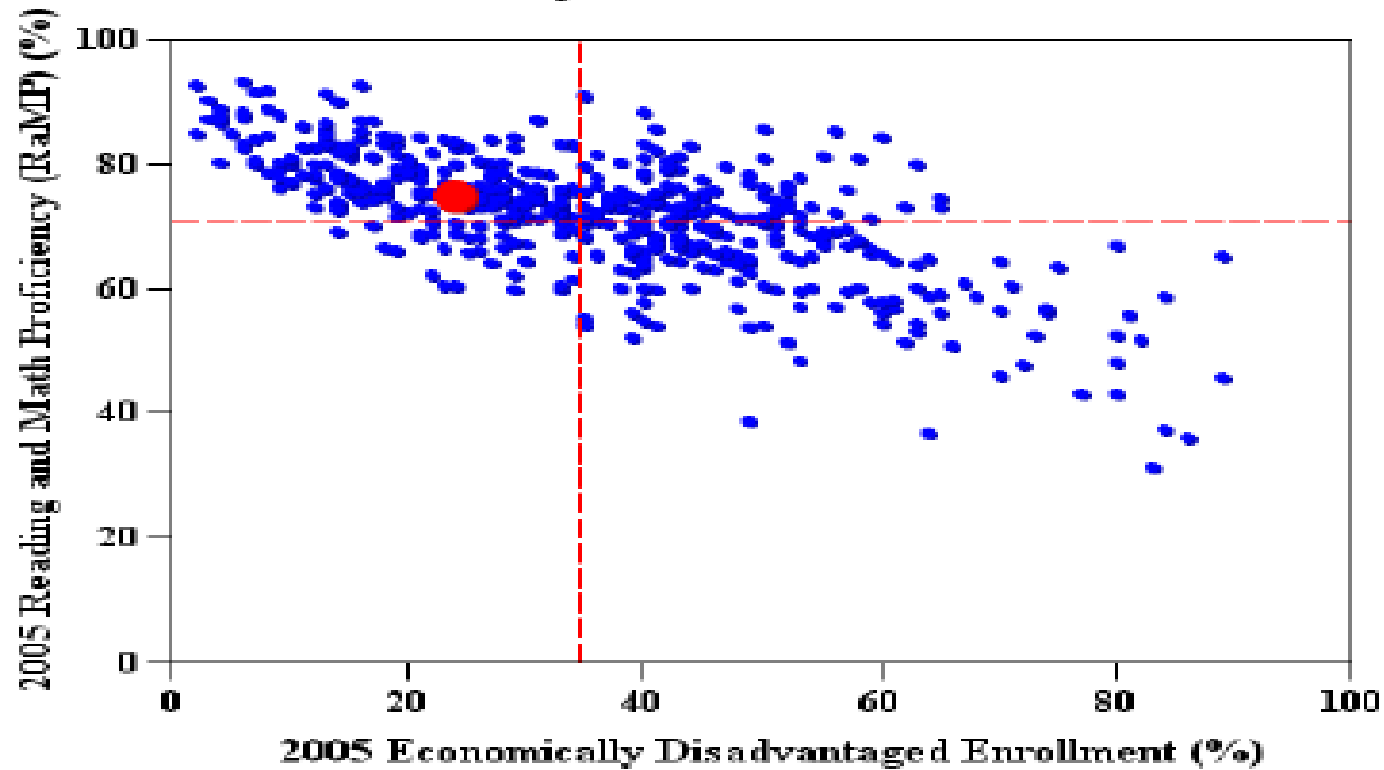
What Do We See in the High Level Data?

Data Highlights		
	This District	State Average
Student Performance (2005)		
Reading and Math Proficiency (RaMP)	74.8%	70.5%
Reading Proficiency	83.1%	77.3%
Math Proficiency	66.7%	63.8%
Spending (2003)		
Core Spending (Per Student)	\$6,549	\$7,657
Enrollment of Students with Special Needs		
Economically Disadvantaged (2005)	24.0%	34.7%
English Language Learners (2004)	n.a.	7.0%
Students with Disabilities (2005)	17.6%	13.9%
Community Profile (2005)		
Median Household Income	\$72,012	\$62,535
Adults with a Bachelor's Degree	18.7%	24.4%
Single-parent Households with Children	9.5%	10.9%

Michigan K-12 School Districts Core Spending and Student Performance



Michigan K-12 School Districts Student Poverty and Student Performance



**The red dashed lines represent state averages.
This district is highlighted by the red dot.**

State Comparisons

■ Above Average

- Reading Proficiency
- Math Proficiency
- Return on spending
- % Students with Disabilities
- Household Median Income

■ Below Average

- Core Spending
- Economically Disadvantaged Students
- Adults with college degrees
- Single parent households

2008 ACT Performance- Ready For College

<u>Content Area</u>	<u>State</u>	<u>GC</u>	<u>ERHS</u>
English Composition	55%	0%	50%
Algebra	31%	0%	21%
Social Science	41%	8%	35%
Biology	23%	0%	17%
All 4 ACT	17%	0%	10%

High School Results

- Met AYP
- Composite Grade=B
- Subgroup performance improving

Beginning the Journey

- Critical Issue: Could we create higher expectations and higher student performance at our two high schools recognizing that the freshman experience is a key in defining student success?
 - One traditional 9-12 high school
 - One alternative high school

2004 or Pre MME

- High school graduation requirements were not rigorous in either building:
 - Mathematics (2 credits)
 - Social studies (2.5 credits)
 - Science (2 credits)
- Sustained enthusiasm for fine arts programs
 - Art
 - Choral
 - Band
 - LCC Voc Ed

What Did Traditional High School Administrators and Teachers Do

- Increased graduation requirements in mathematics, science, and social studies in anticipation of state requirements.
- Studied, discussed, and moved to trimester in one year (started 2006-2007).
- Hired retired high school math teacher to be data collector.
- Collected data for year end 2006, 2007, and 2008.
- Used data in staff and professional development meetings at high schools.

Alternative High School Renamed Greyhound Centrall

- Program was housed in 1940's building divorced from the school system.
- Location was in city away from schools.
- Teachers felt isolated from peers.
- Class offerings were all of a packet or core pack nature.

Key Statistics

- Enrollment-September, 2008
 - ERPS High School=973
 - Freshmen 256
 - Sophomores 244
 - Juniors 217
 - Seniors 256
 - Greyhound Central High School=95

High School Graduation Rates

Year

- 2004
- 2005
- 2006
- 2007

- 2008

Graduation Rate

- 91%
- 83%
- 87%
- 86% (High School)
- 6% (Greyhound)*
- 75% District
- 84%
- 10% Greyhound*
- 73% District

Data to Collect and Review

■ Academic

- Classes passed/course failures
- Teacher/classroom grades
- Grade point average (GPA)
- Freshman versus sophomore=freshmore
- A's earned

Data to Collect and Review

- Student Behavior
 - Suspensions
 - Absences
 - Tardies

“Freshmores”

■ <u>Year</u>	<u>Graduation</u>	<u>Sophomore</u>
■	<u>Credits</u>	<u>Credits</u>
■ 2007	24.5	5
■ 2008	25.5	5
■ 2009	27	5
■ 2010	28.5	6
■ 2011	28.5	6

Framing the Freshmore Issue

Graduating Class	Freshmores	Class Count	Percent Of Class
2007	33	216	15.3%
2008	54	270	20.0%
2009	76	275	27.6%
2010	54	261	20.7%

Problem Statement

- How do we increase vibrancy and rigor at the high school and keep students interested in learning by continuing to attract students in high end fine arts programs and to a top flight vocational/career education at Lansing Community College (LCC)?

Online at Greyhound Central

Year	2006-2007	2007-2008
Classes Taken	132	191
% Time On Task	87	91
Completed Lessons	4347	7794
Completed Classes	78	159

Class Data for 2008-2009

- To date:
- 119 students taking online classes
- Online time=91%
- Lessons completed=3308
- Online classes completed=52
- Packet classes completed=26

Curriculum

- Added additional staff.
- Intentionally made Key Train modules part of class offerings.
- Increased staffing in computer lab.
- Partnered with traditional high school teachers to offer math tutoring.
- Used Macomb ISD curriculum for English 9-12.

What Is Different

- We moved to trimester before MME.
- Teachers are instructing fewer students.
- Students have more time and fewer classes.
- Teachers were aligning curriculum at the time that we needed awareness of state requirements.

Student Body Academic Data

Academic Measure	Semesters 2005-2006*	Trimesters 2006-2007	Trimesters 2007-2008
GPA	2.48	2.53	2.66
GPA's <1.0	76	84	39
E's per Hour	111	99	68
A's per hour	267	307	305

Student Achievement Data

Academic Measure	Semesters 2005- 2006*	1 st Tri 2006	1 st Tri 2007	1 st Tri 2008
GPA	2.48	2.47	2.70	2.54
GPA's less than 1.0	76	70	47	56
A's earned	26.7%	31.5%	32.7%	33.8%
E's earned	11.1%	10.4%	13.5%	7.9%

Freshmen Academic Data

Academic Measure	2005-2006*	2006-2007	2007-2008
GPA	2.22	2.33	2.60
GPA's < 1.0	53	42	16
E's per Hour	51	41	21
A's per hour	65	81	75

Freshmen Academic Data

Item	1 st Tri 2006	1 st Tri 2007	1 st Tri 2008
GPA	2.26	2.68	2.62
GPA's < 1.0	50	19	13
E's per Hour	45	20	17
A's per Hour	87	97	80

Department Failure Rates

Department	1 st Tri 2006	1 st Tri 2007	1 st Tri 2008
English	10.6%	14.5%	12.0%
Math	6.6%	8.5%	6.6%
Science	13.2%	10.2%	7.4%
Social Studies	16.2%	11.6%	8.8%

Student Body Behavior Data

Student Data	2005-2006 *	2006-2007	2007-2008
# of Suspensions	902	250	172
# Of Students Suspended	190	106	77
% Absent	3.1%	2.3%	2.1%
% Tardies	0.6%	0.4%	0.3%

Student Body Behavior Data

Item	1 st Tri 2006	1 st Tri 2007	1 st Tri 2008
Periods Absent	18	16.1	13.3
Periods Tardy	3.0	2.4	1.8
Suspended Students	96	59	29
Days Suspended	300	201	145

Freshmen Behavior Data

Student Data	2005-2006*	2006-2007	2007-2008
# of Suspensions	234	94	32
# Of Students Suspended	61	38	13
% Absent	4.6%	2.3%	1.8%
% Tardies	0.7%	0.4%	0.2%

What Can Be Seen Between Terms and Years

- Suspensions by term do not have a stable pattern but are trending down.
- Course failures are down both by term and year; there is a blip in English.
- Special education percentage does vary by year-12.7% to 18.0%. In the last two years, we have more than 1/3 student population being special education or free/reduced.

Some More Insights

- Ten teachers have student failure rates 50% higher than school average. This is a drop of 40%.
- There is not a pattern of high or low grades between regular education and special education.
- We are analyzing failure rates by department as well as degree of difficulty.
- **Freshmen course failures have dropped close to 60% but failures are still an issue.**
- More than 20% of students have a course failure in the first term of 2008.

A Summary View

1. For a term or trimester, absences have dropped 1 day per student!!
2. Discipline issues have decreased between 50%-75%.
3. GPA has improved slightly with students taking more core courses.
4. We have more work to do but we have found the road to travel.

Where Are We Going

- More AP classes.
- More use of online class materials.
- More use of best practices between two high schools.
- More intervention with 9th graders
- Quicker reaction on remediation and expanded summer school offerings.

Contact Information

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Any Questions