



*“Durand Area Schools is a Model District Where Students
Want to Be”*

February 27, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Durand Area 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 Ms. Amy Holek, Durand Area Schools State and Federal Programs Director for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site durand.k12.mi.us, 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:

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.

Accountability Scorecard – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability scorecard status.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

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). 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 status label is given.

Our school has not been given one of these labels.

| School Name | Key Initiative to Accelerate Achievement |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Bertha Neal | Our school has made a five-year commitment to increasing student achievement through specific goals. We are currently on our second year of implementing new curriculum in reading, math, and science. Our teachers participate in weekly Professional Learning Communities (PLC's) where they work together on formative and summative assessments. Bertha Neal also has monthly grade level meetings to review both academic and behavior issues that are related to our multi-tiered systems of support (MTSS). Bertha Neal has also made a commitment to increase the tier two systems of support in the areas of reading and math on a daily basis. |
| Robert Kerr | Our school has made a five-year commitment to increasing student achievement through specific goals. We are currently on year three and we have implemented new strategies in reading and math. Our teachers participate in weekly Professional Learning Communities (PLC's) where they work together on formative and summative assessments. Robert Kerr also has monthly grade level meetings to review both academic and behavior issues that are related to our multi-tiered systems of support (MTSS). Robert Kerr has also made a commitment to increase the tier two systems of support in the areas of reading and math on a daily basis. |
| Durand Middle School | Our school has made a five-year commitment to increasing student achievement through specific goals. We are currently on year five and we have implemented new curriculum in reading, math, and science. Our teachers participate in monthly Professional Learning Communities (PLC's). The middle school also has quarterly grade level meetings to review both academic and behavior issues that are related to our multi-tiered systems of support (MTSS). The middle school has also made a commitment to increase the tier two systems of support in all content areas on a daily basis. The middle school is identified as a Targeted Support Improvement school. |
| Durand High School | Our school has made a five-year commitment to increasing student achievement through specific goals. A goal of Durand Area High school is to develop students that are college and career ready. With this as a guide, we will continue to provide instruction, opportunities, and innovations to support students as they prepare for their educational goals. We are looking forward to working with our students and families to maximize the impact on students, both personally and academically. To support increased achievement, Durand Area High School staff will work to align curriculum through staff and district collaboration. Systematic processes are being developed to identify students' needs and develop plans to support their learning. An emphasis will continue to be placed on supporting math instruction and reading comprehension across the content areas. The high school is identified as a Targeted Support Improvement school. |

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Durand Area Schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Additionally, we feel very strongly that the plans we have in place for each of our buildings will result in increased student achievement and a positive experience for our students and families.

Sincerely,



Craig McCrumb, Durand Area Schools Superintendent