



LITCHFIELD COMMUNITY SCHOOLS

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SMALL. . . **STRONG.** . . *COMMITTED.* . .

May 21, 2018

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 Litchfield 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 Monica Burger for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://goo.gl/4SsHon> (SEE Q.4 AND Q.5 OF THE 2017-18 AER FAQ DOCUMENT FOR DIRECTIONS), 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 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 label is given.

Our school was identified as a "TARGETED SUPPORT AND IMPROVEMENT" School.

Reading scores have been static over the last three years. NWEA scores indicate a relatively static proficiency or growth over the course over the school year in the area of reading. In math, NWEA results show about the same

While there was some growth shown, our students are not at a nationally normed levels where we would see them achieving where they should be for their grade level.

Efforts will be made to increase growth to the point to where students are closer to the nationally normed level for their grade level. We are meeting those challenges through Reading Apprenticeship, focused tier one instruction, math interventions, Title service for reading and math, along with our work in Trauma Informed Schools.

< INSERT A PARAGRAPH DESCRIBING THE KEY CHALLENGES FOR THE SCHOOL REFERRING TO DATA IN THE 'COMBINED REPORT' AND DESCRIBING THE KEY INITIATIVES BEING UNDERTAKEN IN THE SCHOOL TO ACCELERATE STUDENT ACHIEVEMENT AND CLOSE PERSISTENT GAPS IN ACHIEVEMENT.>

State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Litchfield Community Schools assigns schools based on academic achievement and age appropriate grade level. Litchfield Community School recognizes its elementary school as grades Kindergarten through the fifth grade.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The school improvement plan is in progress, minor adjustments will be made based on changes in programming. We are in our third year of a five-year plan.

3. 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

Curriculum for each grade level is housed by the teacher(s) at that grade level. Pacing guides are available in the administrative office. Other components of the curriculum are available with individual teachers. Implementation comes from direct tier one instruction. There are no variances from the state's model.

4. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

While students are experiencing success in growth measures on NWEA, they are not achieving the expected level of proficiency needed as identified by Mstep and SAT. NWEA growth scores will be made available to students through printed reports and reviewed by teachers during conferences.

5. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

During the 2017–2018 school year, we had 55% parent attendance at parent/teacher conferences.

6. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

Litchfield High School had two students or 2.5% of the 9-12 student population participate in the Early Middle College program.

- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
Litchfield High School had no college equivalent courses offered.

Litchfield High School had no college equivalent courses offered.

- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN
COLLEGE EQUIVALENT COURSES (AP/IB)
Litchfield High School had no students enrolled in college equivalent courses.

- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE
LEADING TO COLLEGE CREDIT
Litchfield High School had no students receiving a score leading to college credit

Litchfield Middle School/High School proudly serves the students of this district. Faculty and staff work collaboratively to cultivate a caring and academically challenging environment. We look forward to being a positive influence on the children of this community. Thank you for participating in our efforts to make Litchfield Schools a success.

Sincerely,

Bruce Caswell, Interim Superintendent