

Seaholm High School



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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Seaholm 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 me at 248-203-3700 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2R1XkUf>, or you may review a copy in the main office at your child's school.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Seaholm High School has not received a label.

Seaholm continues to strive to eliminate gaps among its student academic achievement. While the racial demographics among some categories is too little to measure with statistical accuracy, we recognize we must pursue equity. To that end, we have worked to research our underserved students to pinpoint where we can best improve their potential for success. In the English and social studies departments, we have compared the testing data for the PSAT 8/9, PSAT 10, PSAT, SAT in order to ensure that students are encouraged to enroll in advanced, honors and AP courses in order to raise their own reading expectations and skill set. Furthermore, in our Integrated Math program, we work on collaborative structures through intentional and structured group settings. This collaboration, balanced with teacher directed instruction will foster increased rigor and expectations, as well as improve the real-world application of math demanded in new state standards, assessments and college math. Over the last three years, we have carefully watched the performance of two cohorts: the students now taking the new integrated math curriculum and the students who were in the former traditional program as it phased out ahead of the transition to the new program. This includes the class of 2021 and the class of 2020 respectively.

In the 2018 PSAT 8/9, we saw an increase on the math portion to 82% of our Integrated Math 1 students scoring proficient compared to the 2017 Algebra students who took the PSAT and scored 75% proficient on this same exam the year before. This increase is consistent for our subpopulations as well. This improvement continued in year two of the program with Integrated Math 2 for 10th grade students as measures on the 2018 PSAT 10, at which time 74% of our students scored proficient compared to 73% of students the year prior in our Geometry course. In addition, in the area of "Needs Improvement" we moved from 18% to 14% in that same time

period. In 2019, the students in Integrated Math 3 scored at 71% on the NMSQT SAT test as proficient compared to the previous cohort who took Algebra 2 who had scored 64% proficient on that tests the year before. In review, the new integrated math class has positively impacted our students understanding of mathematical concepts. We continue to assess the results; however, unfortunately, in 2020, the exam was cancelled due to the pandemic.

One of the school improvement goals is focused in improving our students' ability to engage in civil discourse. Faculty recognizes the need for us to nurture and develop good citizens for our country and the principles of democracy depend upon an engaged and educated citizenry. To that end, we have worked with staff in professional development opportunities to practice not only the pedagogy behind leading civil discussion on a wide range of topics, but also offered opportunities to engage the adults in the building in these kinds of difficult conversations so that they can also participate and learn while doing. These practice seminars were led by faculty who provided tips and tools to engage students in Socratic seminars and focused discussion groups. Furthermore, one teacher facilitated an Oakland Schools initiative, Strengthening Communities, with our staff so they could better facilitate conversations among students even in the more esoteric disciplines like math and science, where teachers had expressed uncertainty about conducting such conversations.

These professional development meetings translated into classroom practice across the disciplines multiple times during the school year. As the year progressed and the pandemic took further and further tolls on the climate and environment of learning, this pedagogical work became even more integral to learning as we transferred to virtual settings via Zoom. We offered these seminars for our student advisory boards and other student volunteer groups during and after school.

State law requires that we also report additional information.

1. Birmingham Public Schools is a closed district, which means that families must live within the district to be placed at a neighborhood school. Tuition-based programs are available for out-of- district families interested in attending our district.
2. For several years Seaholm has had a school improvement goal related to literacy. Data from ACT and SAT have been used to assess student achievement related to this goal as have data from classroom- level assessments. Progress on the literacy goal in monitored at the building and department levels during faculty and department meetings. To further ensure improvement in student learning, all faculty members have a student growth measure related to literacy as part of their teacher evaluation. The teachers' literacy goals were crafted collaboratively within each department to ensure students develop discipline-specific literacy skills at a level appropriate for each course that builds on prior learning and prepares students for learning at the next level. The pandemic disallowed some follow through of individual teacher goals given that we move to a CV assessment of students—all students receiving credit.

3. Whole staff professional development in the 2019-2020 school year was devoted to finding ways to make students feel valued and connected to our school. Since research shows that students achieve more academically when they feel connected to the adults in the building, we have worked toward surveying our students and their attitudes toward this topic. Current year professional development is teacher led and allows for teachers to work together to plan and share instructional strategies for students. Culturally Responsive Teaching practice is led by two teachers from different departments to ensure shared leadership and staff input.
4. BPS offers specialized schools to students within the district.
 - a. Birmingham Covington School is a 3-8 district-wide school of choice open to BPS students with a special emphasis on science and technology. Interested students may register to enroll. If there aren't enough spaces available, a lottery is held in January to select students for the upcoming school year.
 - b. Lincoln Street Alternative High School seeks to develop the unique talents of their students by providing them the opportunity to acquire the skills, knowledge, and attitude necessary to live successfully in a changing world. LSAHS provides a flexible learning environment in a family atmosphere that encourages student decision-making, critical thinking, understanding of and appreciation for individual and cultural differences, and good citizenship in our democratic society.
 - c. BPS partners with the International Academy to offer the International Baccalaureate program to high school students. Currently, the district holds 80 seats for interested students accepted into the program.
 - d. Oakland Schools Technical Campus Southeast is an extension of the high school program and provides nine educational clusters which are developed around broad occupational areas containing many different, but related, career training options for students.
5. BPS adheres to the Career and College Readiness academic standards and Michigan Merit Curriculum from the State of Michigan. Information on these can be found at <http://tinyurl.com/MI-Standards>. In addition, our district continues to work to fully align our K- 12 curriculum with state and national standards. As work progresses on these efforts, information will be made available to parents on our district website under the Teaching and Learning Department page.
6. BPS uses assessments closely tied to its curriculum. In the fall, eleventh graders take the PSAT/NMSQT. Following are the mean scores for 2019 and 2018 compared to total (US and International) test takers.

PSAT/NMSQT Fall Grade 11	Total Mean Score	Evidence-Based Reading and Writing	Math
Seaholm 2019	1108	559	549
Total Group 2019	1004	509	494
Seaholm 2018	1094	547	548
Total Group 2018	1014	512	501

7. PARENT-TEACHER CONFERENCES

October 16, 2019

Grade:	9th Grade	10th Grade	11th Grade	12th Grade	Total
# of Parents:	152	84	122	84	442

January 23, 2020

Grade:	9th Grade	10th Grade	11th Grade	12th Grade	Total
# of Parents:	89	59	79	53	280

April 2020 Schools closed due to COVID -19

At Seaholm during the 2019-20 school year, an average of 73 percent of parents attended parent teacher conferences or communicated about their student 's progress with staff. At Seaholm during the 2018—2019 school year, 74 percent of parents attended a conference or communicated with a teacher. We encourage ongoing communication throughout the school year between parents and teachers via email or phone.

8. Seaholm had eight students that were dual enrolled status which equates to less than one percent of our population. At Seaholm, in May 2019, 436 students took 718 AP exams. Of the 718 exams 305 tests receiving a 3 or higher, leading to college credit. Each college and university — not the College Board or the AP program — makes its own decisions about awarding credit and placement. Most schools have a written policy spelling out things like the minimum required score to earn credit for a given AP exam, the amount of credit awarded and how credits are applied.

At Seaholm, school faculty and staff are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support that learning. These programs set expectations for all school personnel and include measures of performance. Over the past three years, we have intentionally worked with both experienced and new teachers to support teaching and learning at Seaholm. In addition, we have organized a comprehensive structure that is sustainable, effective and measurable. It is our privilege to continue what we consider to be the most important work there is to do— educate our children!

Sincerely,

Kyle Hall
Principal