

Ernest W. 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 2021-22 educational progress for Ernest W. 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 website <https://bit.ly/3aFxG1y>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given these labels.

As is the case with many schools across our nation, Seaholm has been challenged with a learning gap due to the pandemic and resulting remote-learning that negatively impacted many students academically, socially and emotionally. Recognizing the need for student support through academic intervention and for emotional support through counseling services, our faculty and counselors put in place a multipronged approach.

Academically, the instructional leaders of each department created and implemented discipline-centered approaches calculated to fill in gaps in learning. First, faculty worked together to assess what benchmarks and objectives needed to be re-introduced in foundational classes, such as math and languages. Furthermore, a math interventionist was assigned to push into math classes as well as pull out specific students who needed similar re-teaching of topics. This approach allowed the class to continue to progress but provided "just-in-time" support so that the students who benefitted from the intense tutoring could re-enter the class without needing a full term of remediation, which would increase their overall delay in learning math. This approach allows students to maintain their learning with their cohort/grade.

In English, the department developed a peer mentor Reading Academic Lab, team taught by two English teachers, but also focused on improving students' identities as readers by teaming them other students who could share their experiences and encourage their reading attitudes and

habits. We have also created a similar Writing Academic Lab that promotes and supports writing as a tool to clarify thinking. Researched-based, this program is modeled after some successful writing labs within Michigan that our teachers have investigated and visited with students over the course of the year.

Another resource we have implemented is assigning a faculty member to focus on digging deeply into the data from our students through an examination of standardized test scores, GPAs, AP exams and even final exams. Because of the pandemic, test scores are problematic to quantify and draw conclusions accurately, but nevertheless, some key insights can be made on where to target resources. We recognize that our underserved students have been impacted even more severely and special attention has been placed on seeking ways to understand how the data can improve our ability to serve them better.

Supporting the emotional and social needs of our students during this pandemic has also been a priority here at Seaholm. Our counselors have provided assistance through small group counseling, support groups and opening a new “calm room” for our students needing a few minutes in the day to take some deep breaths. Our full time Crisis and Wellness Counselor continues to support our students daily through her interactions with students and bringing resources to the staff to implement within the classroom and the Student Center.

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

Last year’s message:

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.

Whole staff professional development in the 2020--2021 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. Furthermore, in the year 2021—2022, we are focusing on assessment as a tool to increase learning. This focus involves understanding the value of assessments, both formative and summative, to impact learning. Each department will have completed multiple hours of professional development to fine tune and apply best practice and newest research to assessment.

3. 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.
4. 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.
5. The aggregate student achievement results for the PSAT/NMSQT achievement tests.

PSAT/NMSQT Fall Grade 11	Total Mean Score	Evidence-Based Reading and Writing	Math
Seaholm 2020 (opt in testing, due to pandemic)	1126	568	558

Total Group 2020	1109	566	543
Seaholm 2019	1108	559	549
Total Group 2019	1004	509	494

6. Parent Communication including parent-teacher conferences:
Parent-Teacher Conference data

January 23, 2020

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

October 8, 2020

Grade:	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
# of Parents:	133	111	95	101	440

January 28, 2021

Grade:	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
# of Parents:	107	83	70	68	328

During the 2020-2021 school year, of the 994 households Seaholm experienced 768 recorded parent teacher interactions at conferences which reflects a 77 percent engagement rate. In addition, Seaholm utilized the weekly eNews, website, alternately scheduled parent meetings, Schoology, daily teacher conference times, and saw an increase in two way interactions between students/parents due to the virtual learning environment. Current data gathering practices reflect a shift to an online registration platform. March 2020 Schools closed due to COVID -19. 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. We encourage ongoing communication throughout the school year between parents and teachers via email or phone.

7. Seaholm had 13 students that were dual enrolled status which equates to 1.03% of our population. Seaholm offers 23 AP Classes per year. At Seaholm over the course of three trimester AP Class enrollment was 513. In May 2021, 389 students took 648 AP exams. Of the 389 exams 63% of tests received 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