



AYP IDENTIFICATION LETTER FOR WINDOVER HIGH SCHOOL

July 5th, 2011

Dear Parent of a Windover Student

Your child is a student at Windover High School. You know that your child is important to us and that we want to provide every opportunity for success.

Each school in Michigan is required to test students every year using the Michigan Merit Exam (MME). The results of these tests, as well as participation on the tests and graduation rate are used to determine whether our school is making adequate yearly progress (AYP).

This year Windover High School did not meet the requirements set in the No Child Left Behind Act of 2001 (NCLB) to make the Annual Yearly Progress targets. According to the a school or school district will reach "identified for improvement after a school did not meet AYP for at least two years in a row, and that school will be identified for restructuring in the planning stage after it has did not meet any of the requirements of AYP for five consecutive years in a row, and in the restructuring implementation stage when AYP is not met for six or more years. Windover High School is identified for restructuring in the implementation stage since we are now in Phase 7 of the sanctions set in NCLB.

Windover has a history of problems making AYP. Back in the 2002-2003 school year we failed to make AYP for the first time. We failed again in the 2003-2004 school year. In the 2004-2005 school year we passed in all area of the NCLB regulations, but we were in Phase 1, or identified for improvement already. In order to move out of that rating a school must make AYP for two years in a row in all areas. In the 2005-2006 school year Windover failed to make AYP once again, and that moved us into the rating of Phase 2. The 2006-2007 school year was not any better, and so we moved into Phase 3. In the fall of 2007 then Principal of Windover, Terry Kaiser, died after a fight with cancer, and the current Interim Principal of Windover, Greg Armstead, was assigned to the job. That year our test scores improved enough to give the school a rating of Making Safe Harbor, which meant that we needed to pass all areas of NCLB

the next year. In the 2008-2009 school year we once again passed AYP in math, but we failed to make AYP (by a slim margin) in English. That meant that math was held at Phase 4, but English moved to Phase 5. Because we were in Phase 5 in English, the entire school was rated at Phase 5. In the 2009-2010 school year the school scored well enough to pass AYP in both English and Math, but we failed to graduate a high enough percentage of our students to meet all of the requirements of the NCLB Act to make AYP. That put us in Phase 6, or in restructuring with implementation of an improvement plan. This year we did meet the requirements to make the State's requirements in English, but we failed to make it in math, and we failed to test 95% or the students eligible to take the test last March. That means we are now in Phase 7 of No Child Left Behind. As you can see, we are improving in the areas of academics, but we still struggle to meet all of the requirements of NCLB and AYP at the same time.

This year we failed in two areas: Math and the number of students we were required to test. According to our MME School Summary Report, only 6.45% of our students passed this year's math exam, but the adjusted score on our State Report Card was 50% in Math. To be able to pass Math we needed to make 67%. We did not improve enough in the Not Proficient (level 4) or Partially Proficient (level 3) ranges in Math to make Safe Harbor. A comparison of our test scores to the State average can be found on the next page.

The second area we failed in, and actually caused the district to fail in all levels, was the fact that we were credited with testing only 84.4% of those students eligible to take the Michigan Merit Exam last March. This is the first time in our history that this has happened. We had one student that reported for testing, but was physically unfit to do so, so that student did not test in the first week of testing. One student did not come to test in the first week because that student was helping his grandfather at home. Another student decided not to take the test at all, and two other students just did not attend school during the first week of the testing. The school is allowed one opportunity to allow students to take the test that missed the opportunity during the first week of testing. Two of the students that did not test in the first week did not show up for testing on the second week. Then we had a problem on the last day of testing. FedEx did not arrive to pick up the final box of text on the Friday when the testing was complete. We did not report this problem until the afternoon of the following Monday. We were informed then that the tests may not be counted due to the fact we did not report the failure of the shipping company to arrive on the Friday before. That was our error. I was the last person to leave on that Friday, I did not know that FedEx did not pick up the materials, and I was unaware the boxes were still in the building until late the next Monday. Because of these instances, our program was credited with only 84.4% of our students being tested. The minimum level of acceptable testing is 95%. Therefore, it would not have mattered if we had passed all of the academic testing, the school would have still failed. Being the test supervisor, it was my responsibility to see the testing materials were shipped; I failed to do that. I also failed to catch that error during the appeals phase of the process. I received the scores for our students, and did not realize that we were being held accountable for not testing 95% of our students until it was too late to appeal. I did appeal a number of the scores students did receive, but I did not appeal the fact that FedEx failed to

collect our testing materials on the day they were required to be shipped. The mistake was mine in this area.

At this time the reason we are not making acceptable progress is because of our math scores on the Michigan Merit Exam, and because we were not credited with testing at least 95% of the students that were scheduled to take the test. The school has a plan to tackle both of these issues. First we will deal with the math issue. After discussing the problem with the head of our math department and reviewing student records it is evident that too many of our students were going into the testing without having passed the classes necessary to be prepared to take the test. Students were failing because they had not learned to solve the problems that were going to be on the test. To deal with this in the future our program has decided to change the method we used to determine when a student is ready to take the MME. A student must be in the 11th grade to take the test. Traditionally a student became an 11th grader by just passing enough classes to earn 12 credits. It did not matter what classes the student had passed, it just had to add up to 12 credits. For a student to be able to pass the MME it is certain that an understanding of Geometry is necessary. Next year the school will no longer just count credits, but will also require that a student must have at least complete one credit of Geometry, English 3, two credits of Social Studies, one credit of Biology, and Chemistry 1 in order to be considered an 11th grader ready to take the high stakes tests that are the Michigan Merit Exam. It is our duty to ensure that every student that takes that test is ready to do so. These classes should do that.

I made mistakes when it comes to the testing itself. Next year I will not serve as the testing supervisor. That duty will be assigned to another member of the staff and I will be here to support that person. Being the principal of the school, the special education coordinator, and a teacher takes too much of my attention, and I was distracted at a time when I need to apply more attention to this testing. The answer to that would be to place a new person in that position.

We do need to celebrate where we the fact that we did succeed in other areas required to make AYP. According to our report card we did meet State expectations in English, and we made AYP in graduation rate. This is the first time we were able to pass the graduation rate requirement. The best we have ever done in the past was 2008 when 71.79% of our students graduated in the 6th year of high school. This year, 84.21% of our student graduated on time. This happened because we followed our plan from last year to find more and better ways to help our students recover credits they had lost by failing classes in the past. Last year we instituted more on-line opportunities and testing opportunities. It all paid off with a higher graduation rate. We will continue with that success in the future. Last year graduation rate was the only thing that stopped us from making AYP. Today, that is no longer a problem. In the coming year we will focus on other issues and improve there. We are resolute in our pursuit to improve our program

You can assist our efforts. We ask that you, the parent or guardian, be involved on all levels with you son or daughters educational process. Talk to your child everyday. Ask what they have learned each day. See to it that they get the rest they need each night. Make every effort to get your child to school on time, each school day. And,

volunteer at the school when you can. We are always looking for parents that are willing to be involved in committee work, to help out with issues like school improvement, field trips, and conferences. Get to know more about our programs and how you can be a part of the team that is working so hard to help your child learn the information that is essential to have a successful future and to be a productive and contributing member of our community.

Our school is also currently involved in a number of programs provided by the Michigan Department of Education through the Statewide System of Support for High Priority Title I Schools. This program is designed to help us keep improving our student achievement levels. The state, through its Statewide System of Support for High Priority Title I Schools, provides an instructional coach and a data coach to help us gather, analyze and understand important data that will help us spot weaknesses in our program so we can solve them. We have also conducted an extensive comprehensive needs assessment to help identify areas of weakness so we can coordinate activities to solve those issues. The entire staff has joined forces with the school improvement team to rewrite our school improvement plan to meet the challenges of the coming year. Through our collaborative efforts and the support of the Statewide System of Support for High Priority Title I Schools, Windover has been able to make improvements in our program in order to meet the needs of students, and we are still improving.

Windover High School Transfer Information

At this time it is my understanding that each of the high schools in all of the surrounding districts has made adequate yearly progress and is in full compliance with No Child Left Behind. The full extent of the grades and achievement levels are not yet available for viewing by the public, but will be available soon on the web at <http://www.michigan.gov/mde>. In the center of the page you will find a column labeled "most requested". In that grouping you will find the access to the school report card section of the site. Select that section and enter the name of any of the local schools or districts to view the current information about each school and district concerning NCLB.

Since the school is identified for restructuring, the district must offer you the opportunity to transfer your child to another school in this district or another neighboring school. Since Windover is a charter school, and we only have one school within our district, what this really means is you have the choice of either allowing your child to remain here at Windover or you may transfer your son or daughter back to the home district or any of the other local schools districts that are willing to accept your child. I have contacted the school districts within our ISD (Midland, Meridian, Bullock Creek and Coleman) and have the transfer information available. Please contact me at Windover High School if you would like to transfer your child to one of the schools in these districts. Windover High School is a one school district, so there is no option to transfer your son or daughter to another school within our district. Each of the home districts have been making adequate yearly progress based on NCLB regulations, so each district is an alternative under the No Child Left Behind Act. Each of the districts already provides free transportation to and from school and all are willing to enroll

your child. If transportation is a problem this district is responsible for providing that transportation. If this district receives more applications than can be accommodated, priority will be given to the lowest-achieving children from low-income families. You will be notified by mail of your child's transfer status.

To help you with your decision I have enclosed a chart that compares the Windover MME test results and our State Report Card results along with last year's results from the other local schools and the State averages. Based on this information, you may choose a school using the enclosed transfer form. Transportation to this school will be provided. You must complete this form by Sept. 8th and return it to Windover High School for consideration.

If you decide not to transfer your child and your child is eligible for free or reduced price meals, free tutoring may be available to your child. You will receive a separate letter about free tutoring.

If you wish to transfer your child to another school, please complete the attached Transfer Request Form or contact Greg Armstead at 989-832-0852 for more information.

To discuss this decision further, please call me, Interim Principal Greg Armstead, at 989-832-0852 and I will be happy to help you.

Sincerely,

Greg Armstead

Enclosures: **Academic Achievement Comparison for Identified Areas
Transfer Information
Public School Choice/Transfer Request**

Windover High School Academic Achievement Comparison for Identified Areas

This chart compares Windover's academic achievement, according to our State Report Card, in the subject and grade identified for improvement in 2011 to the State average as posted in the spring of 2010.

	Percent of All Students Proficient in Reading	Percent of Students in a Specific Subgroup Proficient in Mathematics	Percent of Students Proficient in Science
Windover's State Report Card Adjusted Scores for 2011	54.7%	50%	43%
State Average MME Test Scores for 2010	65%	50%	58%
Meridian High School's Report Card Scores	80.2%	69.9%	78.4%
Bullock Creek High School's Report Card Scores	89.9%	70.6%	80%
Coleman High School's Report Card Scores	80.1%	75%	78%
Midland High School's Report Card Scores	90.4%	88.4%	94,7%
Required Proficiency Levels to Make AYP	79%	67%	%

Windover High School No Child Left Behind (NCLB) Public School Choice/Transfer Request

Please print all requested information accurately and clearly

Please complete one application per child. Check ONLY Option 1 or Option 2 below.
Return this request form on or before <date> to:

*Windover High School
Greg Armstead, Interim Principal
32 S. Homer
Midland, MI 48640
Phone: 989-832-0852
Fax: 989-839-7699*

Please complete the following student information:

Student Name: _____ Student ID#: _____

Student's Grade: _____ Student's Date of Birth: _____

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Name of School Student Currently Attends: _____

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Parent/Guardian Name: _____

Address: _____

Home Phone: (_____) _____ - _____ Alternate or Cell: (_____) _____ - _____

Is this student currently enrolled in special education? Yes No

Parent/Guardian Statement:

I have received and understand the notification sent informing me that <school name> did not make adequate yearly progress (AYP) and has been identified for improvement. I also understand that I have the option to transfer my child to another school that has not been identified for improvement and is making AYP. Based on this information, I choose:

OPTION 1: Transfer to another school

First choice of school I wish to transfer my child to:

Second choice of school I wish to transfer my child to:

OPTION 2: Remain at Windover High School

Parent/Guardian Signature

Date