

February 15th, 2023

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 Crossroads Alternative 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 the Principal, Mr. Ian Gibson for assistance.

The AER is available for you to review electronically by visiting the link [here](#). You may also search for our school's AER at [www.mischool.data](http://www.mischool.data) or review a copy in the main office at your student'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 was identified as a Comprehensive Support and Improvement School due to our graduation rate and other factors.

We recognize that students who attend Crossroads Alternative High School are students who are recovering credits or have had some form of attendance concerns in a traditional secondary educational setting. We have multiple supports in place to ensure Crossroads students are successful and complete the requirements for graduation. All students receive targeted, intentional interventions when they are identified as truant or not passing four or more classes. As the data shows, many of our students are not proficient in certain subjects. To accelerate student achievement and close persistent gaps in achievement, in addition to the intentional interventions, we are in the beginning stages of implementing Project Based Learning. Our intent is to increase student engagement with meaningful and relevant learning experiences. Students will be exposed to this throughout the semester, and during this, we will incorporate career interests. This design will increase student engagement, decrease chronic absenteeism, increase course completions, and close gaps in achievement.

State law requires that we also report additional information.

### **ASSIGNING PUPILS TO THE SCHOOL**

Students in Kentwood Public School District are assigned to individual school buildings based on the grade level they attend and the geographic area in which they live. School boundaries were developed with community involvement and can be viewed at the Kentwood Public Schools Administration Building at 5820 Eastern Ave. S.E.

### **SCHOOL IMPROVEMENT PLAN**

Crossroads Alternative High School has an approved School Improvement Plan submitted to the State in which stakeholders have outlined goals and objectives that address student academic needs. Looking at a variety of data that measure student academic progress, we identified areas for improvement and research-based strategies to address these needs.

### **CORE CURRICULUM**

Process: Kentwood Public Schools has aligned curriculum in all content areas with the Michigan Curriculum Framework and the Michigan Merit Curriculum. Benchmarks can be found on the Michigan Department of Education website: <http://www.michigan.gov/mde>. Our assessments and report cards are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is monitored constantly by building principals and academic support personnel.

Alignment: Each grade level on the elementary level and each content area at the secondary levels meet regularly to study curriculum issues and to ensure that all students have common, equitable curricular experiences. A gap analysis is conducted annually with the M-STEP testing information and the curriculum is examined for areas of strength and weakness. After this audit, necessary adjustments are made.

Equity: "Excellence and Equity for All" is the motto of Kentwood Public Schools. Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common standards-based report card help us work toward our goal of equity. In addition, principals and other evaluators have common instructional expectations that are used to guide teacher evaluation. Professional development, study groups, and constant communication between regular education, special education, and gifted programs also facilitate this process. We are committed to ALL of our students having multiple opportunities to learn and be successful in the core curriculum.

### **AGGREGATE STUDENT ACHIEVEMENT RESULTS**

The following are Michigan 11th Grade SAT scores for Crossroads Alternative High School. Evidence-Based Reading and Writing (EBRW) is a combined score consisting of a separate Reading and Writing and Language test. Results are given in percentages and show students that were proficient. For more information about the SAT please consult the College Board's [SAT Resource Page](#).

School Year	EBRW (English)	Math
2020-21	≤20%	≤20%
2021-22	≤20%	≤20%

#### Parent-Teacher Conference Attendance

Year	Fall parent attendance (n)	Fall parent attendance (%)	Spring parent attendance (n)	Spring parent attendance (%)
2020-21	175	100%	59	34%
2021-22	69	38%	65	36%

Crossroads Alternative High School continues to provide a collaborative and supportive educational environment while considering the “whole child.” Focusing on meeting all of our students' needs allows us to give them the optimal opportunity to graduate and ultimately become productive citizens. Our staff is focusing on increasing student engagement by creating meaningful and relevant learning experiences. We have dedicated time for Professional Development throughout the remainder of the school year to incorporate Project Based Learning with a career focus. This is a result of continuously looking for ways to improve instruction and student learning. As a community of professionals, we are a school where educators work together and are invested in helping all students achieve their goals. We are confident the following school year will bring many student and academic successes. If you have any questions or concerns regarding any part of the educational experience at Crossroads Alternative High School, please do not hesitate to contact me.

Sincerely,

Ian Gibson  
Principal, Crossroads Alternative High School  
Kentwood Public Schools