



# Tekonsha Community Schools

245 S. Elm Street, Tekonsha, MI 49092  
Phone 517-767-4121 Fax 517-767-3465  
[www.tekonshaschools.org](http://www.tekonshaschools.org)

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January 17, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 educational progress for Tekonsha Community Schools. 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 Tekonsha Community Schools Superintendent Mrs. JoEllen O'Keefe for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3jwrDDk> or you may review a copy in the main office at your child's school.

For the 2022-23 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 2022-23. 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 2021-22. 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 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

## **Tekonsha Community Schools has not been given one of these labels.**

Tekonsha Schools continues to work to increase student achievement within our district. Some of the key challenges that we continue to address are the low performance rates for economically disadvantaged students and students with disabilities. Additionally, due to such small student populations, percentages are strongly impacted by just 1 or 2 students. Key initiatives in the past to accelerate student achievement and close persistent gaps include the implementation of more social, emotional, and behavioral support, additional academic intervention support in ELA and math at elementary school, after-school tutoring, and the addition of more Dual Enrollment opportunities for all students. Focused work on written curriculum mapping, identification of essential standards, and K-12 alignment was also in progress.

The 2022-23 school year was a nice return to some "normalcy" for schools, following the upheaval caused by the pandemic. The inconsistency of being in-person or put on remote learning from the 2020-21 school year and the continued schedule disruptions from health-related absences and/or contract tracing in 2021-22 have significantly impacted our students socially and academically. We were pleased to bring back some of the interventions and programming that was making an impact on students prior to COVID, such as small groups, after-school tutoring, summer programming, and more. In the 2022-23 school year, the staff also put some significant time into working on our continuous improvement process, and work was done to become a Title 1 School, as opposed to just a targeted Title 1 program.



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## **State law requires that we also report additional information.**

### 1. Process for Assigning Pupils to the School

Students assigned to Tekonsha Schools either live within the boundaries of the school district or attend under school of choice. Students are assigned to grades in K-8, based on age and prior grade completed. Students are assigned to their respective grades in high school based on total credits earned. Students will typically earn up to 7 credits within a school year. Students need to complete a total of 24 credits in accordance with the Michigan Merit Curriculum in order to graduate. This process has remained consistent for the 2021-22 and 2022-23 school years.

### 2. Status of the 3-5 Year School Improvement Plan

Tekonsha Schools is in the process of re-assessing its 3-5 year School Improvement Plan. COVID impacted some of the district focus, and then the district underwent a complete overhaul of administration at the end of the 2021-22 school year. The district has continued to work toward all students becoming proficient in science, social studies, ELA, and math. This plan included focused professional development, curriculum mapping initiatives, and targeted intervention strategies. In the 2022-23 school year, the school became a Title I building, as opposed to receiving targeted support. There is much work to do on the district's school improvement plan, and this is identified as an area for improvement. Currently, the goals for our district continuous improvement are:

- Ensure a rigorous, well-rounded education for all students.
- Create a safe and healthy learning environment for all students.

### 3. Brief Description of Each Specialized School

Tekonsha Schools offers students all of the required core content classes, as well as electives in choral and instrumental music and physical education. Tekonsha is also a participating district with the Battle Creek Area Math and Science Center, allowing for qualifying students to attend this accelerated STEM program for half of the school day. Junior and senior students may also attend the Calhoun Area Career Center (CACC) for college and career vocational training. Transportation is provided to students that are interested in these programs that best align with their Educational Development Plan. Specialized programs such as Law Enforcement, Culinary Arts, Robotics, and Health Occupations are a few of the programs offered at the CACC. Tekonsha students also have access to online learning options for more diverse elective options, with our primary online provider being Imagine Learning (Edgenuity).

### 4. How to Access a Copy of the Core Curriculum & Description of Implementation

Our core curriculum can be found on the district website at [www.tekonshaschools.org](http://www.tekonshaschools.org) or by contacting the Superintendent, Mrs. JoEllen O'Keefe, at (517) 767-4121. All core curriculum is aligned with Michigan K-12 Standards. Curriculum maps are in the process of being updated by the various departments.

### 5. Aggregate Student Achievement Results for Local Tests or Nationally Normed Tests

At the local level for high school students in grades 9-12, student achievement is assessed by semester and end-of-year course exams. Students are also assessed using the national normed achievement tests of PSAT 8/9, PSAT 10, and the SAT. Eighth grade



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students are also assessed with the PSAT 8/9. All students were tested in 2021-22 and in 2022-23.

Students in grades 3-8 are given the state assessment of the M-Step (Michigan Student Test of Educational Progress) in the spring. Students are tested in ELA and math in grades 3-7, and also tested in science and social studies in 5th and 8th grade. Students in 11th grade also take the M-Step for science and social studies.

In grades K-8, local student achievement and growth are measured by the Star benchmark assessments in reading and math, given three times a year in grades K-8. Students are assessed in September, again in January, and finally in May. These assessments help show student achievement, measured by a percentile ranking. This score determines if students are on track for state testing. Percentile Rank scores range from 1 to 99 and express student ability relative to the scores of other students in the same grade. For a particular student, this score indicates the percentage of students in the norms group who obtained lower scores. For example, if a reading assessment gave a student a Percentile Rank of 85, the student's reading skills are greater than 85% of other children in the same grade. Students that are at a rank of 40% or higher are considered at or above benchmark.

### ***3rd - 8th & 11th Grade M-Step Testing***

	<b><u>% of Students Proficient on ELA M-Step</u></b>		<b><u>% of Students Proficient on Math M-Step</u></b>		<b><u>% of Students Proficient on Science M-Step</u></b>		<b><u>% of Students Proficient on Social Studies M-Step</u></b>	
	<b>2021-22</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2022-23</b>
<b>Spring Assessment</b>								
3rd Grade	10%	30%	20%	20%	N/T	N/T	N/T	N/T
4th Grade	12%	25%	6%	25%	N/T	N/T	N/T	N/T
5th Grade	29%	33%	14%	22%	21%	44%	7%	0%
6th Grade	39%	31%	15%	15%	N/T	N/T	N/T	N/T
7th Grade	7%	33%	7%	27%	N/T	N/T	N/T	N/T
8th Grade	See chart below.				13%	7%	6%	7%
11th Grade	See chart below.				63%	35%	56%	30%



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## 8th Grade and HS PSAT/SAT Testing

	<u>District Mean</u>		<u>% of Students Meeting EBRW Benchmark</u>		<u>% of Students Meeting Math Benchmark</u>		<u>% of Students Meeting BOTH Benchmarks</u>	
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
<b>Spring Assessment</b>								
PSAT 8/9 - 8th Grade	759	764	38%	33%	25%	33%	19%	27%
PSAT 8/9 - 9th Grade	849	791	55%	35%	30%	24%	20%	24%
PSAT 10 - 10th Grade	866	865	52%	45%	11%	23%	11%	18%
SAT - 11th grade	966	878	50%	30%	25%	10%	25%	10%

## K-8 STAR Testing % At or Above Benchmark for Percentile Ranking

<b>Grade Assessed</b>	<u>Reading</u>		<u>Math</u>	
	Winter 2021-22	Winter 2022-23	Winter 2021-22	Winter 2022-23
Kindergarten	33%	45%	No data	55%
1st Grade	73%	43%	64%	79%
2nd Grade	25%	50%	50%	75%
3rd Grade	14%	44%	29%	56%
4th Grade	53%	25%	27%	38%
5th Grade	27%	35%	55%	53%
6th Grade	No data	50%	60%	50%
7th Grade	No data	27%	33%	47%
8th Grade	No data	21%	No data	14%

### 6. Students Represented by Parents at Conferences

Parent teacher conferences are an excellent opportunity for parents to have dialogue with their child's teachers. Conferences are held twice a year, once in the fall and again in the spring. Unfortunately, due to a change in administration, there is no data available to report on conferences prior to the fall of 2022. Anecdotally, teachers reported that they felt like there was a drop in conferences attended by parents. In the fall of 2022, we had 171 total conferences, with approximately 55% of students district-wide represented. The highest representation was in the elementary, with 85% of students having a conference.



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The MS had 46% representation and the HS had 32% of students with a conference. All conferences were primarily held in person, but parents were given the option to schedule a virtual conference if it was more convenient. 96.5% of all conferences were held in person.

## 7. Other High School Info – Advanced Opportunities

In the 2021-22 school year, we had 7 total students that took a dual enrollment course. Students were enrolled in a total of 13 classes. In the 2022-23 school year, we had 8 total students participate in dual enrollment, with a total of 18 classes. Additional dual enrollment opportunities were offered to students through their Calhoun Area Career Center programs. These were not tracked through Tekonsha High School. All classes were taken at Kellogg Community College. All credits earned can be transferred to an accepting college or university.

Tekonsha Schools does not currently offer any College Board Advanced Placement (AP) courses. Students wishing to participate in an AP course do have the option of taking an online AP course through the Michigan Virtual Online Course Catalog. There were no students that chose to take AP courses in the 2021-22 or in the 2022-23 school years.

We are so proud of our students, staff, school and community. We continue our commitment to providing instructional programs and experiences that enable our students to become college and career ready and to maximize their potential. We appreciate the continued support of all of our stakeholders. The last few years have been unlike any other in education, that have challenged us in new and unexpected ways. No one could have predicted the impact that the COVID-19 pandemic would have on education. It has forced us to address more intentionally not just the academic needs of our students, but the social, emotional, physical, and accessibility needs of our students. It forced us to put into practice much of what we have spoken about in the past, but maybe have been too comfortable with “how we’ve always done it” to try something new. New ways to deliver content, communicate with students, and assess comprehension and understanding are all successes that we have experienced in these trying times. As we come out of that and return to a more “normal” schedule, we are challenged to not fall into old habits but to continue to strive to keep our district moving forward. For a small district, Tekonsha works to provide the best experiences to all of our students. More than ever, we strongly encourage our parents to be active participants in the education of their students. Working together, we can make a difference.

Sincerely,

JoEllen O’Keefe  
Superintendent / K-12 Principal  
Tekonsha Community Schools