



FOREST HILLS PUBLIC SCHOOLS

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Daniel S. Behm, Superintendent

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We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Forest Hills Public Schools and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Scott Haid, Assistant Superintendent for Instruction, at 616-493-8800 or shaid@fhps.net for help if you need assistance.

The DISTRICT AER is available for you to review electronically by following this [link](#), or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This report section presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety

Review the table below listing our schools. 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 status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Ada Elementary	No Label	Grade level teams are collaborating to determine priority standards, reflect on their practices to meet the individual needs of all students, develop formative assessments to gauge progress, integrate conferring and small group instruction to meet the needs of all learners, and agree on what proficiency looks like for each grade level. With the implementation of the Units of Study, we strive to ensure that students can write clearly and skillfully and read flexibly and joyfully.
Ada Vista Elementary	No Label	Ada Vista's Immersion Programming is designed intentionally, providing learners with time and intensity in a target language to encourage bilingualism and bi-literacy. Students experience daily core content instruction in Spanish as the target language. As part of this content instruction, students acquire skills unique to Spanish, with the overarching goal of developing student performance and proficiency over time.
Central Woodlands 5/6	No Label	Key initiatives occurring at Central Woodlands (CW) to raise and accelerate achievement for all students are teachers' learning and work in the areas of Balanced Literacy as well as making our students' thinking visible. CW's school-wide focus on developing a culture of thinking opened up the doors of equity for learners at all levels to understand, engage, and learn at CW.
Collins Elementary	No Label	Staff are working as professional learning communities (PLCs) within an inquiry cycle to help identify essentials in reading, writing, and math. These teams also address what they will use for common formative assessments, interventions, and enrichment for all our students.
Goodwillie Environmental 5/6	No Label	To support our students' learning, we have continued to implement district level resources serving the state standards in reading, math, social studies, and science. The school has also put an increased emphasis on the social-emotional well-being of our students, implementing additional resources and instruction to support the mental health and development of our fifth- and sixth-graders.
Knapp Forest Elementary	No Label	In an effort to support our learning around achievement gaps, Knapp Forest staff has taken an intentional approach to identifying essential learning standards. Through the use of ongoing assessments, PLC conversations that focus on student mastery of the essential standards and professional learning about balanced literacy in the classroom, our teachers are equipped to accurately identify which students are in need of support on any specific grade level skill.
Meadow Brook Elementary	No Label	Our teachers are focused on improving the achievement levels of all students in English Language Arts (ELA). We have implemented a Reading and Writing Workshop Model (K-4) and Phonics Workshop (K-2) in each ELA classroom. Teams of our ELA teachers had opportunities for intensive

		four day Workshop training over the last two summers while all ELA teachers have engaged in high levels of training designed to implement workshops with fidelity.
Northern Trails 5/6	No Label	Northern Trails 5/6 is working to collectively implement an aligned system of curriculum, instruction, and assessment that not only meets the state standards but also addresses a commitment to diversity, belonging, inclusion, and equity, thus promoting achievement for ALL students.
Orchard View Elementary	No Label	Orchard View teachers continue to develop a culture of thinking and reflecting in all subject areas. We continue our commitment to help every student achieve at high levels. As we review our data, we use the school improvement process to analyze the gaps in achievement and support growth in all areas. We assure that our Professional Learning Communities meet regularly and function in accordance with our school improvement plan.
Pine Ridge Elementary	No Label	We are still engaged in the ongoing process of learning how to implement Professional Learning Communities to improve our academic achievement. This year's work went deep into reflecting on our team culture by grade level and as a school. This work is critical to creating a professional learning environment that is steeped in collaboration; therefore, a powerful collective efficacy can be built so students and teachers grow.
Thornapple Elementary	No Label	At Thornapple, we are addressing challenges in three courses of action: continued professional learning around the Reading Units of Study, coordinated interventions, and long-range planning through the school leadership team.
Central Middle School	No Label	Teachers at Central Middle School will continue to meet consistently by department in Professional Learning Communities. Their work is clear and profound: What is it we want our students to learn? How will we know if they have learned it? What will we do for students who have not learned? What will we do for students who already know the standard?
Eastern Middle School	No Label	We continue to accelerate achievement and close persistent gaps through intentionally-planned daily lessons in every subject, and in every classroom. As a school, we continue to encourage reading with a choice reading block of time every day. In addition, we are supporting our struggling mathematicians with a specific math enhancement course that parallels daily math instruction.
Northern Hills Middle School	No Label	We continue to focus on attendance and achievement of our economically disadvantaged (ED) students. In previous years, attendance rates of ED students compared to all students was much lower. Our focus has been on making sure all students feel connected to our school as a way to promote positive attendance. Our work with Social-Emotional Learning and CREW permeates our school to close this attendance gap.
Central High School	No Label	To continue to grow and as a part of our School Improvement Plan, the faculty and staff at Central High School continue to focus on improving the proficiency levels of students who fall below the benchmark in each subject area tested. Central High School has adopted a

		Professional Learning Communities (PLC) approach to increasing student achievement at all levels. This approach has helped teachers work especially well with students who are struggling and has increased academic proficiency levels across the board.
Eastern High School	No Label	We continue to work toward the goal of ensuring that all of our learners are proficient. Our SAT data shows that we can better prepare some students who are part of underrepresented groups, such as economically disadvantaged and students with disabilities, and we will continue to design and implement interventions to help these learners succeed. We have developed strategies to ensure all of our learners are provided with targeted support, though specific practice and developmental programs. We not only focus on academic interventions, but we continue to provide social and emotional interventions, as we believe it is vital to support the whole child.
Northern High School	No Label	Using our combined report data, we are determined to focus on embedding the skills needed for success with the learning opportunities for all students. We have identified six skills that we will work on throughout the school year: problem-solving, communication, global awareness, resilience, innovation, and collaboration. We will continue to assess students for any learning gaps and provide interventions to narrow and close those gaps for students to become successful.

We are committed to serving our nearly 10,000 students by providing a world-class education across our 18-school district. Our instructional model is highly aligned with evidence-based best practices to ensure excellence in teaching and learning in every classroom. Specialized programs are offered in language immersion, STEM, gifted and talented, as well as environmental education.

Forest Hills Public Schools is ranked among the top public school districts in our state and country. We are widely recognized for excellence in a variety of published rankings. We enjoy tremendous support from our community, including the passage of a bond election in 2018 to “Invest, Secure, and Inspire” improvements that will result in the creation of safe, dynamic, and state-of-the-art learning environments in each of our schools over the next several years. Additionally, various volunteer organizations across our school district, including PTOs, the FHPS Foundation, and booster organizations make a difference for our students every day. To learn how to get involved, you are encouraged to contact your neighborhood school principal.

Sincerely,

Daniel S. Behm
Superintendent