

February 10, 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 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 three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- 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.

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

Educator 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 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 2021-22. 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 status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Ada Elementary	No Label	Through the school improvement process, we have identified literacy as a targeted area and are implementing a workshop framework consistently school-wide to provide differentiated instruction to meet the diverse needs of all learners. Additionally, we are focused on providing strategic intervention and enrichment opportunities for our students.
Ada Vista Elementary	No Label	Through ongoing professional learning and collaboration with immersion experts, we continue to learn more about effective language immersion practices for Early Total One-Way Immersion. Ada Vista teachers collaborate regularly to identify essential learning standards for content and language. Also, we are able to integrate grammar and language goals into the curriculum to teach the concepts through real-life applications.
Central Woodlands 5/6	No Label	Central Woodlands continues to use the school improvement process to re-evaluate current goals, establish new goals, and collaboratively work together to improve the schools' performance. Our focus on literacy emerged from trend data in ELA/Reading. Our CW School Success Team is leading the work of teacher teams as they engage in cycles of inquiry and seek to grow their collective instructional practice.
Collins Elementary	No Label	Collins 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	Goodwillie continues to place an emphasis on individual student growth through the inquiry cycle. Staff members assess student needs before planning and implementing appropriate instructional strategies and tools to address those needs. Professional Learning Communities continuously monitor student progress and evaluate the efficacy of this work.
Knapp Forest Elementary	No Label	The members of the Knapp Forest staff are committed to the pursuit of our district's mission: Helping All Learners Achieve Individual Potential through collaboration with our grade level Professional Learning Communities. We are actively focusing on strengthening the continuous improvement systems within our district through fully embracing PLC professional learning at all levels.

School Name	Status Label	Key Initiative to Accelerate Achievement
Meadow Brook Elementary	No Label	Through the school improvement process, we have identified literacy as a targeted area and are implementing a workshop framework school-wide to provide differentiated instruction to meet the diverse needs of all learners.
Northern Trails 5/6	No Label	Teachers continue to focus on Tier 1 instruction, but also drawing upon data meetings, teachers are creating informed Tier 2 learning opportunities through W.I.N (“What I Need”) and working for grade level standard mastery for all students.
Orchard View Elementary	No Label	Orchard View continues to leverage the school improvement process to re-evaluate current goals, establish new goals, and collaboratively work together to improve the school’s performance. We will work to close the gap with our students that are not meeting proficiency according to M-STEP standards.
Pine Ridge Elementary	No Label	Over the past three years, Pine Ridge has placed an emphasis on staff collaboration. Teachers collaborate over instructional standards and student growth data. This leads to a student centered, individualized learning environment. This also allows Pine Ridge to focus on closing noted student learning gaps.
Thornapple Elementary	No Label	At Thornapple Elementary we are addressing challenges in four courses of action: 1) establishing cycles of collaborative Data Review, 2) coordinated interventions, 3) goal setting with students, and 4) continued professional learning around use of high level strategies.
Central Middle School	No Label	We made intentional systems and support shifts to create a true intervention block that allowed all students to receive interventions throughout the week. It also addressed many of the executive functioning skills we noticed were lacking. We began supporting students with Tier 2 interventions.
Eastern Middle School	No Label	We are revamping our HRT to HLT (Hawk Reading Time– Hawk Learning Time) advisory period. We are shifting from only focusing on reading time and support to more targeted work to be a true intervention system.
Northern Hills Middle School	No Label	Our key initiatives to support closing gaps is to increase opportunities for tier 2 intervention opportunities, using our MTSS coach for after school tutoring, continued use of personalized software to support additional time within math/reading, and our continued focus on making sure students feel known, valued, and accountable.
Central High School	No Label	To help all students and in particular those who fall below the benchmarks the faculty and staff are collectively committed to the implementation of a Multi-Tiered System of Support (MTSS). In addition, Central High School has adopted a Professional Learning Communities (PLCs) approach to increasing student achievement at all levels.
Eastern High School	No Label	We continue to design and implement interventions to help all students learn. We have developed strategies to ensure all of our learners are provided with targeted support and progress monitoring. We not only focus on academic progress, but we continue to invest in a school wide program that helps students practice college and career readiness skills
Northern High School	No Label	We will continue to work on all six of our identified 21st Century Skills: critical thinking, collaboration, communication, global awareness, innovation and resilience. While we consistently deliver the essential learning standards

School Name	Status Label	Key Initiative to Accelerate Achievement
		and curriculum, we will emphasize these skills and the importance of building these skills for success after high school.

We are grateful for the care and dedication of our teachers and staff members who work hard every day to help all students learn and grow. We are indebted to the parents and families of our students who provide a solid foundation for learning and collaborate with everyone in our schools to see to it that students thrive. We continue to work tirelessly to meet students wherever they are in their learning and create conditions for strong academic achievement, skill development, and the dispositions that will serve students well throughout their lives. Meeting the individual needs of all student is a big and complex job. We welcome the continued involvement of parents, extended family, and our community in this work. If you wish to volunteer or inquire about how you can help, please reach out to your child’s school principal or contact us at 616-493-8800. Thank you for your continued support for Forest Hills Public Schools and all of our students.

Sincerely,

Daniel S. Behm
 Superintendent