

February 9, 2024

Dear FHPS Families 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 Forest Hills Public Schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. If you have any questions or need assistance regarding the information included in this report, please contact Scott Haid, Assistant Superintendent for Instruction, at 616-493-8800 or [shaid@fhps.net](mailto:shaid@fhps.net).

The DISTRICT's 2022-23 AER is available for you to review electronically by following this [link](#), or you may review a copy in the main office at your student's school. Each school will communicate its individual building's AER to families.

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
- 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

The table below lists the individual school buildings for your review. For the 2023-24 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 had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school 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	To accelerate student achievement, grade-level teams collaborate 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	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, which are crucial for all students to know for each grade level by the end of the school year. Through this important work, 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	Key initiatives occurring at 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 the doors of equity for learners at all levels to understand, engage, and learn at CW.
Collins Elementary	No Label	Collins staff are working as Professional Learning Communities (PLCs) within an inquiry cycle to help identify reading, writing, and math essentials. These teams also address what they will use for common formative assessments, interventions, and enrichment for all of our students.
Goodwillie Environmental 5/6	No Label	To support <i>all</i> students across the learning continuum, Goodwillie staff members utilize resources to provide differentiated instruction. In addition, Goodwillie staff members will continue working with colleagues throughout Forest Hills to identify strategies that will promote growth individually and as a collective group.
Knapp Forest Elementary	No Label	In an effort to support our learning around achievement gaps and Multi-Tiered Systems of Support (MTSS), we have intentionally identified essential learning standards. Through the use of ongoing assessments, Professional

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		Learning Community (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 skills.
Meadow Brook Elementary	No Label	We are focusing on the key areas of reading, writing and math. The practice of frequently reviewing both state and local student performance data through structured data discussions helps us identify student needs. We align research and evidence-based strategies and interventions that will increase student learning.
Northern Trails 5/6	No Label	Northern Trails 5/6 is collectively working to 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. Our staff has worked to onboard a powerful and results-driven professional learning community based on the work of Douglas Fisher called PLC+ focused on collaborative work between and amongst our teachers beginning with our Instructional Leadership Team (ILT).
Orchard View Elementary	No Label	To accelerate student achievement, grade-level teams collaborate bi-weekly to refine priority standards, reflect on their practices to meet the individual needs of all students, focus on rigorous tiered instruction, and develop formative assessments to gauge progress. We also are developing school leaders through an in-depth study of PLC+. Staff have committed to learning walks and carve out time to spend with one another in classrooms, exploring common challenges.
Pine Ridge Elementary	No Label	Pine Ridge Elementary is a high achieving school, we believe that education goes beyond academics. It encompasses the physical, emotional, and social development of each student. Our teachers collaborate using PLCs to focus on students' individual needs. Pine Ridge's high scores are directly connected to the Pine Ridge staff, which has created a nurturing environment with high expectations to meet students' needs.
Thornapple Elementary	No Label	Our key initiatives this year are to implement our district-wide Positive Behavioral Interventions of Support (PBIS), Professional Learning Communities, and continue to focus on our social-emotional learning in all our classrooms. Thornapple strives to create a sense of belonging in all of our classrooms and is dedicated to creating a classroom community that is welcoming, inclusive, and safe for all students.
Central Middle School	No Label	We found larger gaps in attendance, engagements, and achievement than in previous years. The data we reviewed guided us to change some of the systems we have in place to support all learners. We made intentional systems and support shifts to create a true intervention block during A.C.E. period that allowed all students to receive interventions throughout the week. The next intentional shift was around supporting students with Tier 2 interventions by creating a systematic approach.
Eastern Middle School	No Label	We continue to provide opportunities and support both academically and socially for our students. Our HLT (Hawk Learning Time) advisory period which all students have for 25 minutes a day, focuses on reading time and targeted skill work based on individual student MAP scores. On Mondays, we

School Name	Status Label	Key Initiative to Accelerate Achievement
		work on executive functioning skills (Canvas checks, grade book checks, planning, chunking tasks and assignments, and EDP work/college and career planning through Naviance). Tuesdays and Thursdays are academically focused using IXL and individualized small group teacher support for both ELA and math.
Northern Hills Middle School	No Label	Our staff has worked to onboard a powerful and results-driven professional learning community based on the work of Douglas Fisher called PLC+ focused on collaborative work between and amongst our teachers beginning with our Instructional Leadership Team (ILT). We continue to focus on our students' math progress, particularly at the 5th-grade level, and bolster our students' age-appropriate social-emotional development through our work with Positive Behavioral Interventions and Supports.
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 evaluate practices and work to provide support and intervention to students who struggle. This includes tutoring, support classes, differentiated instruction, and Tier 1 instruction evaluation. Our staff is working diligently to ensure our students have access to a rigorous curriculum, comprehensive interventions, and support to ensure all learners achieve high levels.
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 and curriculum, we will emphasize these skills and the importance of building these skills for success after high school.

Sincerely,

Sara Magaña Shubel  
Interim Superintendent