



Grandville Public Schools

Administration Building
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January 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for the Grandville Public School District 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 Merkel, Asst. Superintendent for Curriculum, Instruction and Assessment, for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site: <https://bit.ly/2MfLSok>, 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:

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
Central Elementary School	No Label	MTSS Reading and Behavior Support
Century Park Learning Center	No Label	MTSS Reading and Behavior Support

Cummings Elementary School	No Label	MTSS Reading and Behavior Support
East Elementary School	No Label	MTSS Reading and Behavior Support
Grand View Elementary School	No Label	MTSS Reading and Behavior Support
South Elementary School	No Label	MTSS Reading and Behavior Support
West Elementary School	No Label	MTSS Reading and Behavior Support
Grandville Middle School	No Label	Positive School Climate, Academic Teaming
Grandville High School	Targeted Support and Improvement (TSI)	Positive School Climate, Individualized support planning through Early Warning Systems Monitoring

Although the Annual Education Report provides a limited picture of our district, it does offer insight into the passion and commitment of our staff and students. Due to the COVID -19 pandemic, this AER does not fully show the academic performance of the last year. We are incredibly proud of the educational programming and social-emotional support we provided to our students throughout the last year. We have offered both in-person and fully remote educational options, mirroring one another, to provide a high-quality Grandville education experience for all students.

With both a District Implementation Team and Building Implementation Teams, we have a cadre of professionals who are dedicated to implementing a Multi-Tier System of Supports with fidelity. We continue to be committed to maintaining our systems of screening assessments and data review discussions to strive for success for every student. Using data to drive our decisions, we monitor student progress and provide differentiated supports as needed. Our teachers participate in professional development opportunities throughout the year to ensure their current capacity for effective practices.

We continue to unveil innovative programs throughout the district. At the elementary level, we implemented Unlocking the Reading Code, a unique reading program based on brain research. At the middle school level, we continue STEM classes this year that allow for outdoor projects and real-world problem solving with student-designed robots and electronic prototypes. At the high school level, our Seal of Biliteracy program encourages students to obtain proficiency in two languages.

We could not do our work without your support. We look forward to providing high levels of learning every day in our schools for years to come.

Sincerely,

Roger Bearup
Superintendent