

Chippewa Hills

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School District

Dr. Grover, Superintendent
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District Website: www.chsd.us

District Annual Education Report (AER) Cover Letter

December 22, 2022

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 the Chippewa Hills School District and our individual 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 Dr. Michael Bob Grover, Superintendent, for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site, [MI School Data](http://MI.School.Data), or at the district website, www.chsd.us, 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 |
|------------------------------------|-----------------|--|
| Barryton Elementary | No label school | MTSS and PBIS |
| Mecosta Elementary | No label school | MTSS and PBIS |
| Weidman Elementary | No label school | MTSS and PBIS |
| Chippewa Hills Intermediate School | No label school | MTSS and PBIS |

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|----------------------------|-----------------|---------------|
| Chippewa Hills High School | No label school | MTSS and PBIS |
| Mosaic (alternative) | No label school | MTSS and PBIS |

Our district uses The Michigan Integrated Continuous Improvement Process (MICIP) process to inform the way we work on a daily basis rather than being an annual event and a way to meet compliance requirements. Our District Improvement Team strives to create equitable opportunities, environments, and interventions resulting in students that are healthy, safe, engaged, challenged, and supported. Our district goals that are centered around all 3 Tiers of Reading and Behavior focus on achievement and growth in a way that is integrated rather than isolated. This process allows Chippewa Hills School District to craft collaborative improvement plans that target systems that support the high-quality implementation of actions and high levels of student outcomes. The District Improvement Team completes data reviews after universal benchmark assessment windows. This collaborative process drives our school improvement planning.

Chippewa Hills takes great pride in the accomplishments of our schools in their efforts to meet the academic needs of our students. Each of our elementary schools have been recognized by the state and/or other organizations as outstanding institutions for learning as they continue to grow academically. The Intermediate School continues to improve as they demonstrate growth in multiple areas. The High School was again recognized as one of America’s Best High Schools in *US News and World Report*. This has been a difficult recovery as we continue to address learning gaps produced from the pandemic. Chippewa Hills is committed to go above and beyond to fill identified learning gaps in all areas of learning as we foster our core values: **WARRIORS - We Are Ready to be Respectful, Interdependent, Organized, Responsible Students and Staff.**

We take great pride in our schools and know that our community supports these efforts as demonstrated by passage of a bond issue and our current sinking fund millage. Our staff will continue to work diligently with our communities to keep Chippewa Hills a great place to learn, work and live.

Respectfully submitted,



Dr. Michael Bob Grover, Jr., Ed.D., Superintendent