

EAST GRAND RAPIDS MIDDLE SCHOOL

2019-2020 Annual Education Report



EAST GRAND RAPIDS PUBLIC SCHOOLS

*Educating and inspiring each
student to navigate successfully
in a global community*

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**2019-2020
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Dear Parents and Community Members:

We are pleased to present our Annual Education Report (AER) which provides key information on the 2018-2019 educational progress for East Grand Rapids Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact me for assistance at jdikhous@egrps.org.

The AER data is available for you to review electronically by visiting the following website [link](#) or you may review a copy in the school's main office. This cover letter is available at egrms.egrps.org.

For the 2018-2019 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 label is given. Our school was not given a label.

PARENT-TEACHER CONFERENCES

We are proud to report for the 2019-2020 school year fall conferences, that 75% of East Grand Rapids Middle School's 679 students were represented by parents. For the 2018-2019 school year, 81% our 691 students were represented by parents at fall conferences. For the 2017-2018 school year, 81% our 664 students were represented by parents.

SCHOOL PLACEMENT

Placement in any of our three elementary buildings is based on attendance area, availability, and class size. At the secondary level, we have one middle school for students in grades 6-8 and one high school for students in grades 9-12.

CORE CURRICULUM

As part of our Strategic Plan, East Grand Rapids Public Schools' teachers, parents, administrators, and community members work together to align all curriculum areas with state and national standards. The Common Core State Standards have been embedded into our K-12 ELA, K-12 mathematics, and 6-12 social studies and science curricula. Our goal is to develop an integrated framework for 21st century student outcomes that encompasses curriculum, instruction, and assessment, which ultimately affect student learning. All curriculum documents are available on our website: www.egrps.org/District/Curriculum/index.html.

Through collaboration at every level, East Grand Rapids stands out as a model of public school success and we have received many state and national accolades, honors, and awards in our long history. We view these achievements as a challenge as we endeavor to continually improve our curriculum and instructional practices to meet the needs of all students.

STUDENT ACHIEVEMENT RESULTS FOR LOCAL AND NATIONALLY NORMED ACHIEVEMENT TESTS

MATHEMATICS 2013-2020

Middle School					
Growth: Math 6+ MI 2010					
MI K-12 Standards Mathematics: 2010					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2019-2020	6	220	222.4	14.1	223
Winter 2018-2019	6	232	227.5	14.8	227
Fall 2018-2019	6	231	221.7	13.8	221
Fall 2019-2020	7	236	232.3	15.7	231
Winter 2018-2019	7	204	236.5	14.3	237
Fall 2018-2019	7	204	231.2	15.2	233

Growth: Math 6+ CCSS 2010 V2					
Common Core State Standards Mathematics: 2010					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2017-2018	6	200	228.0	13.6	229
Fall 2017-2018	6	200	222.3	12.8	223
Winter 2016-2017	6	229	227.6	14.0	227
Fall 2016-2017	6	227	222.4	13.0	222
Winter 2015-2016	6	211	228.4	14.3	228
Fall 2015-2016	6	210	220.6	13.6	220
Winter 2014-2015	6	231	230.2	12.4	231
Fall 2014-2015	6	221	223.3	11.9	225
Spring 2013-2014	6	221	230.7	15.4	231
Winter 2013-2014	6	230	229.3	14.0	229
Fall 2013-2014	6	231	223.0	14.4	224
Winter 2017-2018	7	239	236.2	15.4	237
Fall 2017-2018	7	236	231.3	15.4	231
Winter 2016-2017	7	220	236.7	16.6	238
Fall 2016-2017	7	222	231.5	16.0	231
Winter 2015-2016	7	240	238.2	14.7	240
Fall 2015-2016	7	240	232.4	14.2	232
Winter 2014-2015	7	231	236.5	15.7	237
Fall 2014-2015	7	207	229.8	15.2	230
Spring 2013-2014	7	230	238.5	14.6	239
Winter 2013-2014	7	227	236.7	14.5	238
Fall 2013-2014	7	234	231.2	14.9	230

READING 2014-2020

Growth: Reading 6+ MI 2010					
MI K-12 Standards Language Arts: 2010					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2019-2020	6	219	221.1	12.2	221
Winter 2018-2019	6	232	220.2	13.8	221
Fall 2018-2019	6	231	218.3	13.3	219
Fall 2019-2020	7	236	222.7	13.5	223
Winter 2018-2019	7	204	226.3	11.2	227
Fall 2018-2019	7	198	222.2	12.9	224

Growth: Reading 6+ CCSS 2010 V3					
Common Core State Standards English Language Arts/Literacy: 2010					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2017-2018	6	200	218.7	13.6	221
Fall 2017-2018	6	200	217.3	12.2	219
Winter 2017-2018	7	239	224.8	11.8	225
Fall 2017-2018	7	236	222.5	12.5	223

Growth: Reading 6+ CCSS 2010 V2					
Common Core State Standards English Language Arts/Literacy: 2010					
Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2016-2017	6	229	220.7	12.7	222
Fall 2016-2017	6	226	219.2	13.2	221
Winter 2015-2016	6	211	220.3	12.2	221
Fall 2015-2016	6	210	216.6	13.3	217
Winter 2014-2015	6	231	221.9	12.4	224
Fall 2014-2015	6	225	217.7	12.2	219
Winter 2016-2017	7	220	224.0	13.1	225
Fall 2016-2017	7	222	221.3	13.2	222
Winter 2015-2016	7	238	225.7	11.5	226
Fall 2015-2016	7	239	223.6	11.7	224
Winter 2014-2015	7	229	224.5	12.6	225
Fall 2014-2015	7	234	221.5	13.2	223

PSAT Grade 8 PSAT

East Grand Rapids Middle School						
	Mean Total Score	% Meeting Both Benchmarks	Mean ERW Score	% Meeting ERW Benchmark	Mean Math Score	% Meeting Math Benchmark
Spring 2019	977	74%	501	93.4%	476	75%
Spring 2018	968	75%	485	88%	482	77%
Spring 2017	966	72%	482	86%	484	74%
Spring 2016	977	78%	486	92%	490	79%



SCHOOL IMPROVEMENT

The overall objective of the School Improvement Team is to increase student achievement in the core curriculum areas. Each core academic department analyzes M-STEP and other data to determine the gaps in our curriculum, and critically assesses effective methods of teaching to improve student achievement.

We believe student academic achievement, as well as the development of the whole student, are equally important goals. Our faculty and staff are dedicated to ensuring a safe and inclusive environment that honors and embraces diversity in every form to secure and enhance the social and emotional well-being of our students.

SCHOOL CLIMATE

East Grand Rapids Middle School is committed to ensuring a positive and healthy learning environment for all students. During the 2017-2018 school year, a special School Day Study Team researched organizational structures supportive of the development of the middle school child. The Board of Education approved the committee's recommendation to implement new restorative practice structures on a weekly basis through the self-developed BRIDGES program. The mission of BRIDGES is to bring specific learning and leadership opportunities to students that foster positive student relationships, develop and support empathy for others, provide a regular means for every student voice to be heard, and teach positive, pro-social behavior. BRIDGES is an acronym that stands for: Building Relationships, Inclusion, Diversity, Group Experiences, and Self-Actualization. During the 2018-2019 school year, a committee of faculty known as the BRIDGES Implementation Team met regularly to develop and roll out the first year of the BRIDGES curriculum. Throughout the second year of BRIDGES, the BRIDGES Implementation Team continues to seek feedback from various stakeholder groups to further enhance the program.

KEY SCHOOL IMPROVEMENT CHALLENGES

At the end of the 2016-2017 school year, the East Grand Rapids faculty developed a new 3-year School Improvement Plan focused on the four core academic areas. The standards for targeted focus and improvement were determined by each department after careful analysis of data sources to ensure close alignment with student achievement and areas for growth. Each department collaboratively develops and refines instructional methods, monitors student progress, and reports on goals through progress notes.

Every core course has at least two clearly identified standards that encompass the most important learning objectives that have been identified for improvement. Each year these goals are monitored and adjusted based on available student data.

MATHEMATICS GOAL

All students at East Grand Rapids Middle School will be proficient in Math. While there are 30 standards identified in our School Improvement Plan, a major emphasis is on solving multi-step, real-life math problems using a variety of strategies and methods.

SCIENCE GOAL

All students at East Grand Rapids Middle School will be proficient in Science. While there are 6 standards identified in our School Improvement Plan, a major emphasis is on the Next Generation Science Standards and methods of instruction that deepen students' analytical skills and science reasoning abilities.

SOCIAL STUDIES GOAL

All students at East Grand Rapids Middle School will be proficient in Social Studies. While there are 6 standards identified in our School Improvement Plan, a major emphasis is on reading and comprehending historical passages and specific historical factors that have shaped society today.

ENGLISH LANGUAGE ARTS GOAL

All students at East Grand Rapids Middle School will be proficient in English Language Arts. While there are 10 standards identified in our School Improvement Plan, a major emphasis is on citing text to support analysis and comprehension as well as engaging students in the writing process. The department is working to implement the Teachers College Units of Study in Reading and Writing as one method to strengthen student performance overall.

SPECIAL EDUCATION

Our district provides educational interventions, opportunities, and support for students with special needs. Special Education services include early childhood, self-contained, resource programs, with occupational therapy, physical therapy, psychological, school social work, speech and language, and teacher consultant services. The Individualized Education Program (IEP) Team, including administrators, parents/guardians, teachers, and students when appropriate, meets at least once per year to decide what is required for each eligible student to make educational progress.

Services are provided for our preschool age students, ages three to five, through a variety of options. We evaluate our preschool age children at our Early Childhood Assessment Center. A continuum of services are provided, based on student need, including Early Childhood Home and Community, Early Childhood Special Education Classroom, and related itinerant services.

Resource program support is provided in each of our elementary school buildings. East Grand Rapids Middle and High Schools also provide their sixteenth birthday, all East Grand Rapids special education students plan transition activities to reach their post-secondary vision.

Our district also offers self-contained classrooms for students with moderate cognitive impairments at the middle school and high school buildings. Additionally, through cooperative agreements with other school districts, East Grand Rapids Public Schools provide programs and services for our youngest students, from birth to age three, and for our students who require more specialized programs.

For additional information, please contact the Special Education Department located in the James E. Morse Administration Center at Woodcliff, or refer to the Special Education section on our website: www.egrps.org/District/Special-Education/index.html



The staff at East Grand Rapids Middle School is committed to providing a welcoming learning environment focused on the whole child. Responsibility, respect, and personal best are core traits embodied by our entire school community that guide our students' personal and academic development.

Though we as a staff pride ourselves on providing a rigorous academic curriculum and a variety of exploratory options, we equally pride ourselves on fostering the whole child through classes and activities aimed at developing emotional intelligence and social awareness skills. Our teaching staff utilizes a multi-disciplinary approach to teaching and learning in the classroom and meets the needs of each individual student through differentiated learning strategies. Our BRIDGES program (Building Relationships through Inclusion, Diversity, Group Experiences, and Self-actualization) provides a framework to ensure that every child is provided the social and emotional support needed as they navigate the middle school years. The BRIDGES program focuses on opening students' minds and hearts through intentional moments that foster inclusive relationships, celebrate diverse identities, and develop social and emotional awareness.

With the support of our parents and school community, our staff will continue to provide an environment that is focused on nurturing the whole child through both academic and social experiences. We are proud of the East Grand Rapids Middle School community and our continued tradition of excellence in educating and inspiring each student to navigate successfully in a global community.

Sincerely,

Jeff Dykhouse
Principal

