

Centreville Public Schools

2021-22 District Annual Education Report (AER) Cover Letter

2020-21 School Year

02/15/2022

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 Centreville Public 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 Chad Brady, Interim Superintendent, or Barb Lester, Curriculum Director, 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/395WeyC> , 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 district and school building annual 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.

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 2021-22 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no status label is given. **Due to COVID 19, this requirement was waived for the 2020-21 school year.**

School Name	Status Label	Key Initiative to Accelerate Achievement
Centreville Elementary	No Label Assigned	N/A
Centreville Jr/Sr High School	No Label Assigned	N/A

District Comments:

The 2019-20 school year was significantly impacted by the COVID-19 epidemic and resulting school closures. We are proud of our staff and students who worked hard to complete the school years under very difficult circumstances. The impact continued into the 2020-21 school year as we moved to an alternate-day block schedule for the junior and senior high students. Elementary classes were self-contained in kindergarten through grade 5, and an alternate-day schedule was created at grade 6. In November, we moved to a totally virtual schedule for kindergarten through grade 12. Beginning in February, an additional sixth-grade teacher was hired and students attended school five days a week. Junior high and high school students also returned to 5 days of instruction each week. A completely online program for students in kindergarten through grade 12 was also available.

We are proud of the excellent work of our teachers, students, and parents through this time. While we believe that face-to-face instruction, on a daily basis, is the best for all students, our concern for the health and safety of staff and students is also a primary consideration. Despite the challenges of the 2019-20 and 2020-21 school years, we are proud of the accomplishments of our students during the 2020-21 school year. These accomplishments include the following:

Spring 2021 and M-STEP scores indicated a decrease in the number of students proficient in English Language Arts, Mathematics, and Social Studies. We believe this decline is directly related to the loss of face-to-face instruction during the 2019-20 and 2020-21 school years. Centreville School students did, however, rank second in the county on the SAT Evidence-Based Reading and Writing Test, SAT Mathematics, and on the SAT Total Score. (SAT and M-STEP tests were not administered during the 2019-20 school year.) Spring 2021 results indicated that Centreville students scored first or second in the county on the following MSTEP Tests: English Language Arts, Grades 3, 4, 6, and 7; Mathematics, Grades 4, 6, 7, and 8; Social Studies, Grade 5 and 8.

Our Partnership with MiBLSi/MiMTSS continued during the 2020-21 school year. MiMTSS directs, and provides guidance and support for our academic and behavior support initiatives. School Leadership Teams (SIT) in both the elementary and jr/sr high schools, along with a District Implementation Team (DIT) have been established. In addition, SIT and DIT team members have received training from MiMTSS. MTSS (Multi-Tiered Systems of Support) is a proactive framework that many schools use to provide targeted support to students based on tiered-systems. Tier 1 is universal for all students, while tiers 2 and 3 help support a student's individual needs. The main purpose of MTSS is to address the needs of the "whole child" efficiently and effectively and to help ensure the success of every student.

Our goal is to increase student learning and student achievement during the coming school year. The support of our parents and community is critical to our continued success. We look forward to working together for our students.

Sincerely,

Chad Brady
Interim Superintendent