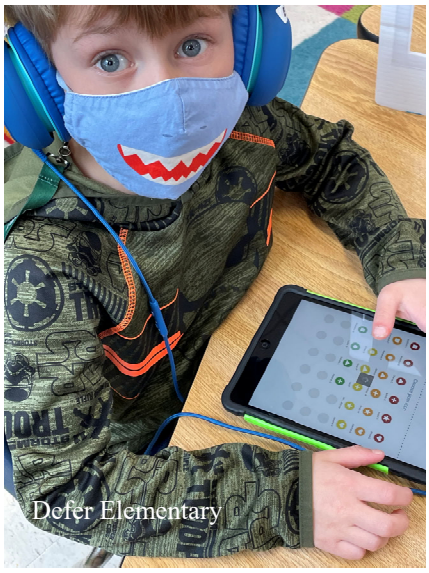
GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

District 2020-21 Annual Report

Introduction


Defer Elementary

The Grosse Pointe Public School System is a premier public school district celebrating 100 years of educational excellence. Working with the community we again advanced initiatives in each quadrant of our Strategic Plan. That plan guides our continuous efforts to improve in: 1) Curriculum, Instruction & Assessment, 2) Embedded Professional Development, 3) Community Connections, and 4) Infrastructure and Technology. Despite COVID, our students and staff continued to learn and work together. Utilizing remote, hybrid and face to face instruction we kept our focus on what is right for kids. This fall we begin the Strategic Planning process with over 50 community members, setting goals to guide our work in the next 3-5 years.

Strategic planning is only one way our community has demonstrated its commitment to our children. It has also supported bond and sinking fund initiatives to provide a learning environment that is safe, warm, dry and connected. Work continued during the 2020-21 school year utilizing the $111 million bond for critical facility needs. Each building will be impacted by that investment, with summer 2021 projects focused at North and South high schools, Brownell Middle School, and Maire and Richard elementary schools. Parents also continued to demonstrate involvement through participation in parent teacher conferences, school events and Town Halls even as many of those moved back and forth between face to face and online platforms due to COVID. That support is felt and greatly appreciated.

I want to thank our community for focusing on relationships as together we weather the challenges of a global pandemic. Our teachers—the top teachers in the State—have dedicated countless hours to learning how to practice their craft in an online environment while maintaining connections with students and families. Everyone agrees face to face instruction is best, and our students and staff have been resilient throughout this challenge. We will need to continue to work together to provide a safe learning environment where students continue to learn and thrive.

If you have any questions, call me. As the wonderful participation in our community listening sessions this past summer demonstrated, I am actively seeking the insight you graciously offer. And I will continue to gather ideas from different perspectives, and share the wonderful things happening in our schools. The health of our public schools directly impacts every homeowner. Help us continue to improve and share what is right. Many examples are included in this annual report, in our weekly e-newsletter, on our website www.gpschools.org, and at the start of every televised and livestreamed board meeting.

- Dr. M. Jon Dean, Superintendent

Vision Statement
One GP — where *everyone* learns, *every* day

Dual Enrollment:
11th & 12th graders enrolled concurrently in H.S. & post-secondary classes
2020-21: 60 students
2019-20: 60 students
2018-19: 38 students

Completion/ Graduation Rate: High school students who graduate in 4 years
Class of 2021: 94%*
Class of 2020: 95%
Class of 2019: 95%

Dropout Rate:
Percentage of students who do not complete GPPS H.S. program
Class of 2020 (15) 2%
Class of 2019 (15) 2%

Retention Rate: District average (100% of high school enrollment minus high school dropout rate)
98% (same as 2018, 2019)

Earned Credit by Test-Out of a Course:
2020-21—23 students
2019-20—60 students
2018-19—59 students

Percentage of Parents Participating in Parent-Teacher Conferences:
2020-21
93% (6,332 Students)
2019-20
93% (7,360 Students)
2018-19
92% (6,948 Students)

Student Average Attendance: 98%

389 St.Clair · Grosse Pointe, MI 48230 · Phone: 313-432-3003 · deanm@gpschools.org

Assignment of Studies

The Board has determined attendance areas and students shall be expected to attend school within that area. A parent may request a transfer or appeal a placement decision on behalf of their student. The principal shall be responsible for assigning students to classes. In the elementary schools, the principal, in determining the grade level for any new student, may take into consideration the previous schooling of the student but may assign the student to a lower grade level or higher grade level, if in the principal's judgment such an assignment would be in the best interest of the student. In middle school and high school students will be assigned to counselors, classes and instructors by the building principal. The district also has in place policies and guidelines which guide promotion and retention.

Key Calendar Dates

- **September 8** Tuesday First Day of School
- **September 13** Late Start Mondays begin for Staff PLC, 7 p.m. Board Mtg
- **October 6 -** Count Day
- **October 20-21** - Middle School Conferences
- **November 2** - Vote, Full Day of PD—no school
- **November 6 -** Middle/ High end of quarter
- **November 24-28** Thanksgiving Break
- **December 23-January 2** Winter break. Classes resume Monday 1/3
- **January 6** - Rising Freshman Parent Info Night at North & South
- **January 11** - Middle School Info Night
- **January 13** - Young 5 & Kindergarten Info Night
- **February 21-25** - Midwinter Break
- **March 28-April 1** - Spring Break
- **June 8** North Graduation
- **June 9** South Graduation
- **June 17** Last Day of School

Core Curriculum

To meet our community's expectation for educational excellence, GPPSS engages in a system of continuous improvement that focuses on collaboration and continuity across the district. Thoughtful and carefully aligned district practices insure that the district's curriculum, instructional approaches, and system of assessments are designed to maximize student learning. An innovative, evolving, and articulated curriculum that is responsive to the rapidly changing world; broad-based to meet the needs of students at all levels; and designed to challenge every student to realize their true potential is essential.

Differentiated instructional approaches based on established best practices and research; high expectations for student and staff performance; and flexibility, innovation, and individual teaching styles are the basis for quality learning experiences in every class, every day. Modifications to the curriculum and/or instructional approaches are driven by data obtained from a system of assessments implemented by the district.

The GPPSS core curriculum is developed under the auspices of the Educational Programs Leadership Council (EPLC), a group of teachers, parents, students, and administrators who meet monthly. The curriculum is based upon state standards in all subjects and extends beyond those by incorporating exemplary local and national standards. Reports of the curriculum committees, which are submitted first to the EPLC, then to the Board of Education, include recommendations regarding assessment, professional development, integration of technology, and differentiated instruction to accommodate academic diversity as well as the curriculum itself. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program. Based on our district curriculum studies timeline, curriculum reviews occur in the following phases:

- Phase I: Curriculum Review
- Phase II: Construction and/or Pilot (World Languages, Performing Arts, K-5 and 9-12 ELA, HS Science)
- Phase III: EPLC/BOE approval and/or Implementation (6-12 Math, 6-8 English, Drama, Family Consumer Science, PE/Health, Inter-Departmental/Technology Education)
- Phase IV: Maintenance (Adolescent Health, Art, Business, Counseling, Library Media, K -5 Math, Social Studies, TV Production)

District-wide professional development is part of a comprehensive plan that uses teacher choice as well as mandatory training in areas identified by our district professional development team.

Professional Qualifications of GPPSS Teachers 2020-21

- GPPSS Teaching Staff FTE for the 2020-21 school year Total: 512.9 FTE
- GPPSS Teaching Staff for the 2020-21 school year Total: 530
- Percentage of Teaching Staff with emergency or special credentials: 4 Teachers = 0.0075%
- Percentage of core classes taught by highly qualified teachers: 100%

NOTE: The Grosse Pointe Public School System always seeks the highest quality staff (majors in the content area they teach) for placement in teaching assignments.

STUDENT ACHIEVEMENT – High School

NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN ONE OR MORE AP COURSES								
YEAR	GRADE 9 # and % of Students		GRADE 10 # and % of Students		GRADE 11 # and % of Students		GRADE 12 # and % of Students	
2020-21	3	0.5%	292	46.2%	428	66.2%	393	60.6%
2019-20	2	0.3%	266	40.1%	399	59.5%	446	60.5%
2018-19	2	0.3%	274	40.3%	494	66.8%	444	61.7%

RESULTS OF ADVANCED PLACEMENT (AP) TESTS *			
Year	# of Tests Taken	# of Tests Passed	Percentage of Tests Passed
2020-21	1,859	1,024	55%
2019-20	1,717	1,146	67%
2018-19	1,982	1,380	70%

* Passing an Advanced Placement Test means becoming eligible for early college credit before high school graduation.

- There were 24 AP courses offered within the Grosse Pointe Public School System in 2020-21. COVID impacted testing.

2019-20 ACT RESULTS 12th GRADE COHORT STUDENTS (2018-19 in parenthesis)						
	Number Tested	English Mean Score	Math Mean Score	Reading Mean Score	Science Mean Score	Composite Mean Score
GP District	393 (53% tested) [439 (61% tested)]	25.8 (25.8)	25.6 (24.6)	26.1 (25.3)	25.3 (24.8)	25.8 (25.2)
Michigan	16,757 (13%) [19,727 (16%)]	24.6 (24.5)	24.1 (24.0)	25.0 (24.8)	24.1 (24.0)	24.6 (24.4)
Nation	1,670,497 (44%) [1,782,820 (47%)]	19.9 (20.1)	20.2 (20.4)	21.2 (21.2)	20.6 (20.6)	20.6 (20.7)

2020-21 SAT RESULTS 12TH GRADE COHORT STUDENTS (2019-20 for comparison)			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
GP District	512 (79% tested) (723 or 98% tested)	562 (561)	550 (559)
Michigan	71,935 (58%) (106,863 or 85%)	523 (503)	508 (495)
Nation	1,509,133 (39%) (2,198,460 or 57%)	533 (528)	528 (523)

2020-21 SAT MME RESULTS 11TH GRADE STUDENTS			
	Number Tested	Evidence-Based Reading and Writing Mean Score	Math Mean Score
GP District	547	568	551
Michigan	80,752	503	493

M-STEP MME SCIENCE			
Year	All	Female	Male
2020-21	38% (16%)	38%	38%
2018-19	N/A Pilot	N/A Pilot	N/A Pilot

M-STEP MME SOCIAL STUDIES			
Year	All	Female	Male
2020-21	80% (44%)	82%	78%
2018-19	70% (47%)	66%	75%

Due to COVID-19, M-STEP tests were not administered in the spring of 2020, so to meet Public Act 25 requirements the previous year data is shared here. State of Michigan M-STEP results have been shown above in parenthesis for comparison.

STUDENT ACHIEVEMENT—Middle Schools
MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

M-STEP ENGLISH LANGUAGE ARTS TEST											
Grade 5 Percentage Achieving SATISFACTORY				Grade 6 Percentage Achieving SATISFACTORY				Grade 7 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
20-21	61% (44%)	63%	60%	20-21	54% (39%)	57%	52%	20-21	65% (41%)	72%	57%
18-19	64% (46%)	71%	56%	18-19	53% (42%)	53%	52%	18-19	54% (43%)	60%	48%

M-STEP MATHEMATICS TEST											
Grade 5 Percentage Achieving SATISFACTORY				Grade 6 Percentage Achieving SATISFACTORY				Grade 7 Percentage Achieving SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
20-21	52% (30%)	47%	56%	20-21	46% (29%)	43%	49%	20-21	54% (32%)	53%	55%
18-19	55% (35%)	54%	55%	18-19	46% (35%)	38%	53%	18-19	48% (36%)	46%	49%

M-STEP SCIENCE Percentage Scoring SATISFACTORY						
	Grade 5			Grade 8		
Year	All	Female	Male	All	Female	Male
20-21	39% (29%)	35%	42%	35% (23%)	32%	38%
18-19	N/A	N/A	N/A	N/A	N/A	N/A

M-STEP SOCIAL STUDIES Percentage Scoring SATISFACTORY						
	Grade 5			Grade 8		
Year	All	Female	Male	All	Female	Male
20-21	28% (16%)	22%	34%	46% (26%)	40%	52%
18-19	29% (17%)	27%	30%	43% (28%)	43%	44%

2020-21 M-STEP Percentage of Students Tested								
Grade	ENGLISH	MATH	SCIENCE	Social Studies	Total English with Other Tests	Total Math with Other Tests	Total Science with Other Tests	Total Social Studies with Other Tests
5	73%	73%	73%	73%	75%	75%	N/A	74%
6	73%	73%	Not Tested	Not Tested	76%	76%	Not Tested	Not Tested
7	63%	64%	Not Tested	Not Tested	64%	65%	Not Tested	Not Tested
8	75%	75%	68%	69%	78%	77%	N/A	72%

NOTE: Total with Other Tests refers to the percentage tested with either M-STEP or MI-ACCESS (alternative state test) in each area.

STUDENT ACHIEVEMENT - Middle Schools

GROSSE POINTE WRITING

Percentage of Students Achieving a SATISFACTORY Score												
Year	Grade 5			Grade 6			Grade 7			Grade 8		
	All	F	M	All	F	M	All	F	M	All	F	M
20-21	67%	78%	56%	76%	86%	66%	80%	87%	72%	83%	87%	79%
18-19	73%	86%	60%	76%	82%	69%	81%	89%	73%	86%	93%	81%
17-18	74%	82%	68%	80%	88%	74%	85%	93%	78%	86%	93%	79%

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by District Students (on National Norms)

		Percentile READING Spring*			Percentile MATH Spring*		
Grade	Year	All	Female	Male	All	Female	Male
5	20-21	61	62	59	61	56	65
	19-20	62	66	59	59	60	58
	18-19	65	69	60	60	60	60
6	20-21	62	70	54	56	60	53
	19-20	65	70	59	56	55	56
	18-19	64	64	64	57	52	63
7	20-21	68	72	63	59	60	58
	19-20	68	69	67	61	56	67
	18-19	65	67	63	61	59	63
8	20-21	65	67	64	61	58	64
	19-20	66	69	62	66	64	69
	18-19	66	73	58	65	66	64

NOTE: The Grosse Pointe Writing Assessment was not administered during the spring 2020 closure. Due to COVID-19, 2019-20 NWEA data is from the fall test as the spring test was not administered during the statewide school closure. A percentile is the percentage of students in a national norms group who scored at or below a particular score.

Parcells Middle School

Brownell Middle School

Pierce Middle School

Nondiscrimination Statement

The District shall not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category in its programs and activities, including employment opportunities.

The Superintendent shall designate not less than two compliance officers who are responsible for coordinating the District's compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members. The Superintendent shall develop and implement administrative guidelines to enforce this policy.

For further information on nondiscrimination, visit: www.gpschools.org under School Board - Policy or http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the office that serves your area, or call 1-800-421-3481.

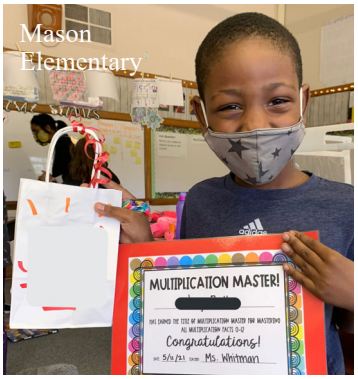
FERPA Notice

The Grosse Pointe Public School System may, upon request, release the following directory information: student name, grade level, graduation date, height and weight if an athlete, participation in school activities, honors and awards, photographs and videos of students in school activities, and student name, addresses and telephone numbers when requested by military recruiters. GPPSS also publishes student information via school sponsored or school-related media, including activities of the Grosse Pointe Foundation for Public Education. Parents or students, 18 years or older, who do not wish this information made public should click the FERPA directory information button during K-12 online registration.

STUDENT ACHIEVEMENT—Middle Schools
PSAT and M-STEP

PSAT Grade 8 Percentage Achieving SATISFACTORY			
Year	All	Female	Male
20-21 English	79% (64%)	82%	76%
18-19* English	82% (62%)	87%	78%
20-21 Math	57% (36%)	53%	61%
18-19* Math	63% (41%)	64%	62%

Ferry Elementary



GRADE 5 Percentage Achieving SATISFACTORY (2020-21)		
GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	32%	23%
Economically Disadvantaged	32%	21%

GRADE 6 Percentage Achieving SATISFACTORY (2020-21)		
GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	18%	11%
Economically Disadvantaged	29%	21%

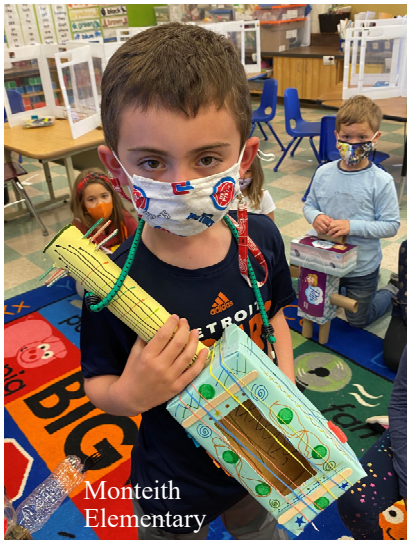
GRADE 7 Percentage Achieving SATISFACTORY (2020-21)		
GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	44%	25%
Economically Disadvantaged	48%	29%

M-STEP Data is not reported by other Racial/Ethnic or special education minority groups because no groups are significantly large enough to report results without revealing the identity of individual students.

M-STEP Percentage Achieving SATISFACTORY — (2020-21)				
GROUP	5th Grade SCIENCE	8th Grade SCIENCE	5th Grade SOCIAL STUDIES	8th Grade SOCIAL STUDIES
Black, not of Hispanic Origin	13%	9%	7%	17%
Economically Disadvantaged	13%	18%	13%	24%

GPPSS Early Childhood Center

Richard Elementary


Monteith Elementary

STUDENT ACHIEVEMENT—Elementary Schools
MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

Third Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
20-21	63% (43%)	68%	59%	80%	20-21	61% (42%)	57%	64%	81%
18-19	61% (45%)	65%	58%	96% (99% with other tests)	18-19	64% (47%)	62%	66%	96% (99% with other tests)

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
20-21	61% (44%)	63%	59%	78%	20-21	65% (37%)	65%	65%	78%
18-19	57% (46%)	63%	51%	96% (99% with other tests)	18-19	60% (42%)	58%	62%	97% (99% with other tests)

NOTE: Due to COVID-19, M-STEP tests were not administered in spring of 2020, so to meet Public Act 25 reporting requirements the most recent previous year's data is shared here. M-STEP Data is not reported by Racial/Ethnic minority group, Special Education, or Economically Disadvantaged because no group is significantly large enough to report results without revealing the identity of individual students. State of Michigan M-STEP results have been shown above in parentheses for comparison to school results. The percentage tested is with either M-STEP or MI-ACCESS (alternative state test) in each area.

Grade 3 Percentage Achieving SATISFACTORY — (2020-21)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	32%	17%
Economically Disadvantaged	35%	31%
Special Education	50%	46%

Grade 4 Percentage Achieving SATISFACTORY — (2020-21)		
SUB GROUP	M-STEP ENGLISH	M-STEP MATH
Black, not of Hispanic Origin	30%	29%
Economically Disadvantaged	40%	38%
Special Education	24%	24%

Kerby students above demonstrate the 7 Habits from the Leader in Me character education program generously supported by the Grosse Pointe Foundation for Public Education in all GPPSS elementary schools.

Maire 4th grade promotion ceremony

STUDENT ACHIEVEMENT—Elementary Schools

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY												
Year	Grade 1			Grade 2			Grade 3			Grade 4		
	All	F	M	All	F	M	All	F	M	All	F	M
20-21	71	71	70	86	91	82	82	89	77	73	80	67
18-19	79	85	74	92	93	91	85	89	82	65	80	53
17-18	67	72	63	95	98	93	75	85	66	58	71	45

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by District Students (on National Norms)

	Percentile READING Spring				Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
0	20-21	74	77	70	74	74	74
	19-20	60	58	63	63	59	67
	18-19	65	68	63	67	66	68
1	20-21	71	70	71	69	66	74
	19-20	67	70	64	65	63	66
	18-19	71	74	66	71	70	72
2	20-21	68	72	63	68	66	69
	19-20	68	71	65	71	70	71
	18-19	69	72	67	74	72	76
3	20-21	68	73	64	61	58	63
	19-20	65	68	61	63	59	66
	18-19	66	68	65	64	59	68
4	20-21	67	70	64	64	61	67
	19-20	64	65	64	66	62	70
	18-19	62	67	58	61	61	62

NOTE: The Grosse Pointe Writing Assessment was not administered during the spring 2020 closure. Due to COVID-19, 2019-20 NWEA data is from the winter test as the spring test was not administered during the statewide school closure. A percentile is the percentage of students in a national norms group who scored at or below a particular score.

Every school will be impacted by the bond our community generously supported to keep students Safe, Warm, Dry and Connected. Here is an elementary classroom that demonstrates work to bring 21st Century tools and energy efficiency into our beautiful buildings, many of which are nationally designated historic sites. Did you know GPPSS is celebrating its 100th anniversary this year?