



February 1, 2023

Dear Eastover Elementary School Families 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 Eastover Elementary. 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 Harleen Singh, Eastover Elementary Principal at hsingh@bloomfield.org for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/V9WoXY>, or you may review a copy in the main office.

For the 2021-22 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 has not been given one of these labels.

Eastover is a Title I Targeted Assistance School that receives federal funds based on the percentage of free and reduced lunch students. The Targeted Assistance Plan is designed to complement our School Improvement Plan and the Title I needs assessment is a key component. Goals for meeting the needs of eligible students who would benefit from academic support are written specifically with strategies and procedures that are followed to ensure that these students are given the assistance needed to succeed in the classroom.

All students participate in formative and summative assessments that are used to guide instruction. Students are assessed throughout the year to monitor student progress and to evaluate the effectiveness of school interventions.

Eastover Elementary is highly recognized as a 2015 National Blue Ribbon Exemplary School. The National Blue Ribbons Schools Award is a highly recognized symbol of commendable teaching and learning. Schools are honored at a ceremony in Washington, D.C. with a plaque affirming the hard work of students, educators, families and communities, and presented with a special flag to grace the school building.

State law requires that we also report additional information.

- Bloomfield Hills Schools assigns students to specific schools according to geographic boundaries and student residence. The district also has an open enrollment/transfer process for in-district students who wish to attend schools other than their assigned school on a space-available basis.
- Eastover has maintained school improvement goals in the areas of english language arts, science, social studies, global competence, and math. Progress toward these goals are monitored. Goals are adjusted yearly.
- All BHS schools follow the Common Core State Standards as adopted by the Michigan Department of Education, available for viewing at <http://www.michigan.gov/mde>. District instructional administrators coordinate the efforts of K-12 subject area curriculum committees to review, evaluate, develop and write curriculum and assessments. This ongoing process includes research, analysis of current practice, selection of appropriate resources, and implementation. These same curriculum committees also meet to assure that there is alignment both across the grade levels and between the grade levels. This is called horizontal and vertical articulation. Horizontal alignment assures that all students have access to the same curriculum regardless of which Bloomfield Hills' school they attend or teacher they are assigned. Vertical articulation addresses the transition between one grade or subject level to the next.
- In 2020-21, the District shifted from utilizing NWEA assessments and adopted FastBridge Math (1-8) and FastBridge Reading (1-8) assessments. The data represented in the graphs below show the percent of students proficient by group, from the fall of 2020 to the fall of 2021. The dip in first grade scores between 2020 and 2021 is likely the result of this change in assessments in the fall of 2021.

The data in the tables is composed of multiple sources of available data used to triangulate and assess students' needs during the global pandemic, during which instruction and assessment took various forms.

FastBridge Avg. Fall 2021	74%	85%	56%	58%	74%	Not Av.	41%	53%
FastBridge Avg. Winter 2022	62%	74%	47%	62%	63%	Not Av.	30%	53%
FastBridge Avg. Spring 2022	80%	88%	58%	n/a	84%	n/a	53%	53%
FastBridge Avg. Fall 2022	75%	87%	43%	77%	77%	n/a	50%	56%
Aspirational Goal Target	On-Track *							

M-STEP With Additional Data Sources by Building Average (Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	71.16%	n/a	50%	n/a	69.74%	45.73%	42.90%	52.78%
NWEA 2019 Avg.	74.50%	n/a	44.30%	n/a	78.25%	47%	51%	58%
FastBridge Avg. Fall 2020	87%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Spring 2021	83%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Fall 2021	82%	91%	50%	65%	86%	Not Av.	66%	63%
FastBridge Avg. Winter 2022	75%	81%	48%	75%	78%	Not Av.	39%	59%

FastBridge Avg. Spring 2022	77%	87%	46%	70%	80%	Not Av	43%	62%
FastBridge Avg. Fall 2022	83%	91%	53%	81%	85%	n/a	74%	66%
Aspirational Goal Target	On-Track							

- Parent-Teacher conferences are well attended at Eastover. In 2021-22 93% of our 455 students were represented.
- To Access our M-Step data please click here: mischooldata.org

We continue to be proud of the student’s success. It is a result of the commitment of all Eastover stakeholders.

Sincerely,

Harleen Singh
Principal, Eastover Elementary