



April 10, 2019

Dear Bloomfield Hills Middle School Families and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Bloomfield Hills 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 Randy English, Bloomfield Hills Middle School Principal, at [renchild@bloomfield.org](mailto:renchild@bloomfield.org) for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/09kzxF>, or you may review a copy in the main office at your child's school.

For the 2017-18 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 three or more underperforming student subgroups. 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.

\* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

The Bloomfield Hills Middle School staff continually works to meet the needs of all individual learners. Ongoing interventions include general education, special education, counseling, social work, and English as a second language support

services. Within the classrooms our teachers utilize formative assessments to determine individual student learning needs and determine the most effective, differentiated instructional strategies. The workshop model is utilized during math, reading, and writing instruction to allow teachers to best address the wide variety of learning styles and challenges within a classroom. Bloomfield Hills Middle School teachers plan their instruction collaboratively, sharing and reflecting on best practices as we continually seek the highest levels of instructional excellence for our students.

1. Bloomfield Hills Schools assigns students to specific schools according to geographic boundaries and student residence. The district also has a space-available open enrollment/ transfer process for in-district students who wish to attend schools other than their assigned school.
2. The Bloomfield Hills Middle School Improvement Plan is an ongoing effort to align our instructional efforts with the needs of students. Our goals for the upcoming school year include academic and school climate goals with a focus on approaches to teaching and learning that are aimed at decreasing achievement gap trends where they exist, and continued support of the International Baccalaureate Middle Years Programme. Progress toward the school improvement goals is monitored and goals are adjusted yearly. During the 2016 -2017 school year, the staff at Bloomfield Hills Middle School used the Michigan Department of Education School Improvement Plan Program Evaluation Tool, and determined it appropriate to implement a new reading intervention program
3. With its international focus, the International Baccalaureate Primary Years, Middle Years and Diploma Programmes help students develop academically, socially, emotionally and culturally as they grow to become citizens of the world. Bloomfield Hills Schools is proud to become the first school district in Michigan to offer fully-authorized IB programmes from preschool through 12th grade. The International Baccalaureate Organization and Bloomfield Hills Middle School promote the sharing of best practices to introduce a multicultural understanding and international credibility to its curriculum. The IBO requires consistency in staff development and programme assessment at all of its international schools throughout the world.

Bloomfield Hills Middle School is a fully-authorized Middle Years Programme school of the world-recognized IBO. The MYP is available to all students in grades 6-10 and provides a comprehensive interdisciplinary curriculum framework. The curriculum is designed around eight subject groups: language and literature, language acquisition, individuals and societies, design, mathematics, arts, science, and physical education and health. The units of study begin with a guiding question, through which students can

connect their learning to the world outside the classroom. The Programme requires students to participate actively and responsibly in preparation for their life in an ever-changing world.

4. 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.

5. In 2012-13, the District adopted the NWEA Math (K-9 and Reading (K-9) assessment. Below are Spring 2018 and Spring 2017 mean RIT (Rasch unIT) scores compared to 2017 national norm RIT scores:

<b>NWEA Math</b>	5th Grade	6th Grade	7th Grade	8th Grade
BHMS Spring 2018 Mean	229.0	231.9	238.9	244.8
BHMS Spring 2017 Mean	229.9	230.5	238.2	245.2
National Spring Mean	221.4	225.3	228.6	230.9
<b>NWEA Reading</b>	5th Grade	6th Grade	7th Grade	8th Grade
BHMS Spring 2018 Mean	216.8	224.1	223.5	227.8
BHMS Spring 2017 Mean	218	221.9	223.9	228.7
National Spring Mean	211.8	215.8	218.2	220.1
<b>NWEA Language Usage</b>	5th Grade	6th Grade	7th Grade	8th Grade
BHMS Spring 2018 Mean	217.7	223.1	223.4	226.3
BHMS Spring 2017 Mean	218.2	221.5	223.7	227.3
National Spring Mean	211.5	215.3	217.6	219

- In 2016-2017, 91% of our students were represented by parents during our parent-teacher conferences.
- In 2017-2018, 93% of our students were represented by parents during our parent-teacher conferences.

Bloomfield Hills Middle School is committed to providing a challenging and rigorous curriculum that helps each student progress at a developmentally appropriate rate and provides a safe environment for all students. Maintaining each child's self-esteem and building a secure foundation for future growth is our biggest priority. We feel that through the efforts of our students, families, staff, and broader school community we are providing an atmosphere of concentrated and rigorous academic study, coupled with rich experiences in the arts, athletics, and other co-curricular endeavors. Thank you for your support.

Sincerely,

Randy English, Principal  
Bloomfield Hills Middle School