



April 9, 2019

Dear Bloomfield Hills Schools 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 Bloomfield Hills Schools as a district, and our 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 Wendy Osterman at wosterman@bloomfield.org for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following web site <http://bit.ly/2W022S4>, 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 families directly.

These 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. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher 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

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 status label is given. **None of our schools have been given one of these labels.***

* 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.

As a district we closely analyze the data included in this report in tandem with other student assessment measures and indicators of student success. These measures are used to help identify areas of focus on an annual basis. As a district we strategically employ interventions that support student achievement in each of these focus areas. These interventions are coupled with targeted instructional practices that provide support for students across the district in general education and specialized programs.

Our teachers and support staff continue to receive professional development on research-based best practices that work toward reducing the achievement gap that exists between groups of our students. In addition to instructional strategies, our district maintains its commitment to developing high levels of competency around global education, equity, and inclusion by partnering with our parents, students,

teachers, administrators, staff and community members in training, reflecting, and developing a more inclusive and collaborative environment.

The Annual Education Report provides a snapshot of our academic progress; although limited in scope, this report confirms that we are performing at high levels. I congratulate our students and applaud the passion and enthusiasm they bring to the classroom.

As we all know, great performances are made possible by a large and diverse team who work incredibly hard to bring about success. In the case of Bloomfield Hills, we have a team without equal — our families, community, instructional staff, support staff and administration. Thank you for all that you do to support our students on a daily basis. I look forward to many more years of working together to help our students reach even greater heights.

Sincerely,

A handwritten signature in black ink that reads "Dr. Robert J. Glass". The signature is written in a cursive, flowing style with a large initial "D" and "G".

Dr. Robert J. Glass
Superintendent of Schools