

Dear Bloomfield Hills Schools Families,

The [BHS Portrait of a Learner](#) guides our work with students and communities on a daily basis. These guiding principles have shaped our response to the COVID crisis with an emphasis on grappling with the complexities of remote learning with empathy, courage, and resiliency. Another principle is *“to understand multiple perspectives. A learner who understands multiple perspectives interacts with others whose paths differ greatly from their own, honoring the value of our shared human dignity. They recognize and resist stereotypes and understand multiple cultural contexts.”* As a district, this concept was reflected in our recent ranking by U.S. News and World Report. This annual review of the top high schools ranked Bloomfield Hills High School number 39 of the 1,147 high schools examined state-wide.

We believe there is room to grow in the ranking areas and district efforts - even in the time of COVID remote learning - focus on supporting and celebrating every learner in their post-secondary education and career goals. In Bloomfield Hills Schools, we are deeply focused on our core mission of meeting the needs of all of our students and providing a rigorous, rich, and rewarding experience for all learners.

What is sometimes hidden behind these comparative rankings is that we, as a Bloomfield Hills community, include ALL of our students in our statistics. For this reason, we feel that this ranking provides a great perspective on all of our programs:

- Bloomfield Hills High School
- Bowers Academy
- Wing Lake
- PREP adult transition program

The margin between the top 50 high schools is narrow. Many districts in the state remove non-diploma granting programs such as the amazing Wing Lake, transformative PREP, and life-altering Bowers Academy programs from their high school statistics and therefore rank higher than BHHS. This is a move that we are considering as we also look to meet the multiple needs of our students and celebrate the variety of paths they take as they transition to post-secondary life.

A few notes regarding this ranking bears mentioning:

- Data used to rank schools is from 2017-2018, therefore it is a tool to use to capture a snapshot of the district's history.
- Due to state regulations, Bloomfield Hills Students attending the International Academy were not included in this ranking. IA students will be included in the 2019-2020 school year.
- U.S. News and World Report still reports BHHS as a 6-12 school, despite our correspondence asking for a correction. We do not have a clear indication from U.S.

News regarding what impact this may have on our ranking, despite our best efforts to speak with their analysis team.

For those curious to learn how they rank schools, the following is the ranking methodology from the U.S. News website:

1. **College Readiness 30%**
The proportions of 12th graders who took and passed at least one AP or IB exam. Passing is worth three times more than just taking.
2. **Math and Reading Proficiency 20%**
Aggregated scores on state assessments that students may be required to pass for graduation.
3. **Math and Reading Performance 20%**
How aggregated scores on state assessments compare to U.S. News's expectations given the proportions of students who are black, Hispanic and from low-income households.
4. **Underserved Student Performance 10%**
Scores on state assessments aggregated just among students who are black, Hispanic and from low-income households. These scores are compared to what is typical in the state for non-underserved students, with parity or higher being the goal.
5. **College Curriculum Breadth 10%**
The proportions of 12th graders who took and passed AP and IB exams in multiple areas. More exams are valued more than fewer exams up to a maximum of four. Passing an exam is worth three times more than taking.
6. **Graduation Rate 10%**
The proportion of entering 9th graders who graduated four academic years later.

Our school improvement efforts remain focused on raising student success in Math and Reading. In Math, we have implemented a new math curriculum and interventions including a support class in Algebra II. This year, the building and district initiated examining the equity gap which exists in student math performance. This data will drive future improvement efforts. The ultimate goal is for all students to achieve maximum success in Math.

We are also redesigning our Reading support programs for students reading below grade level. This is a multidisciplinary tiered approach utilizing both stand-alone and integrated reading models. This will include additional supports for our ELL population.

Central to our improvement efforts is the use of student data and professional development with our teachers. This year, we opened the Innovation Hub, a professional learning lab developed with Michigan State University for teachers to collaborate and develop high leverage

teaching practices. We continue to develop data through formative assessments to more rapidly identify and support struggling students in these areas.