



February 1, 2022

Dear Way Elementary School Families and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Way 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 Lester Sharon, Way Elementary Principal at Isharon@bloomfield.org for assistance.

The AER is available for you to review electronically by visiting the following website <http://bit.ly/2u7aP95>, or you may review a copy in the main office at your child's school.

For the 2020-21 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.

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 scores between 2020 and 2021 is likely the result of this change in assessments in the fall of 2021.

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

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
M-STEP 5-Year Avg.	69%	78%	65%	67%	73%	45	34%	33%
NWEA 2019 Avg.	82%	85%	64%	100%	85%	Not Av	64%	73%
Fountas & Pinnell 2019 Avg	86%	87.7%	79%	87.5%	88.5%	Not Av.	50%	52%
Fountas & Pinnell Fall 2020	76.6%	82.6%	81.8%	75%	77.3%	Not Av.	60.9%	53.3%
Fountas & Pinnell Spring 2021	89%	94%	90%	90%	89%	Not Av.	78%	65%
Fountas & Pinnell Fall 2021	83%	94%	65%	89%	84%	Not. Av	60%	50%
FastBridge Avg. Fall 2020	86.8%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Spring 2021	84%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Fall 2021	86%	91%	77%	85%	84%	63%	75%	50%
FastBridge Avg. Winter 2022	79%	87%	76%	85%	78%	47%	63%	41%
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.	78%	93%	65%	67%	77%	56%	36%	47%
NWEA 2019 Avg.	85%	94%	64%	100%	89%	Not Av.	71%	70%
FastBridge Avg. Fall 2020	88.4%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
FastBridge Avg. Spring 2021	85%	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.	Not Av.
Fastridge Avg. Fall 2021	84%	95%	69%	69%	84%	61%	76%	68%
FastBridge Avg. Winter 2022	83%	96%	69%	62%	83%	53%	67%	61%
Aspirational Goal Target	On-Track*							

Although proud of assessment results, the staff at Way does not rest on their laurels. As we deepen our understanding of what a true culture of thinking can be as a staff, the students reap the benefits in the classroom. When student thinking is made visible in the classroom it enables teachers to more accurately assess students' understanding. Making thinking visible in the classroom also gives voice to those who previously believed they lacked one.

Our primary challenge remains meeting the needs of our diverse population of thinkers. Steps taken to accomplish differentiated instruction include the workshop model in reading, writing, and mathematics coupled with a myriad of interventions in fostering the development of the whole child.

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 a space-available open enrollment transfer process for in-district students who wish to attend schools other than their assigned school.

- Way's School Improvement Plan is an ongoing effort to align our instructional efforts with student needs. Our goals for the next 3-5 years revolve around reading, writing, and mathematics instruction as well as developing culturally competent classrooms. The use of Thinking Routines is our primary strategy for addressing our goals. Progress toward the goals is monitored and 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 the teacher they are assigned. Vertical articulation addresses the transition between one grade or subject level to the next.
- Parent-Teacher conferences are well attended at Way. In 2020-21 98% of our 396 students were represented by parents during our fall and spring conferences. In 2019-20 97% of our 408 students were represented by parents during our fall and winter parent-teacher conferences.

Just as there's a difference between a house and a home, there's a difference between a school and a community. The difference is the people in the building, and that is ultimately the answer to the original question. Why Way? Because of its dedicated and caring staff of educators, front-office personnel, and custodians, to a supportive PTO and a collection of volunteers. That's Why Way!

Come experience Way for yourself. This is where your child's story begins.

Sincerely,

Dr. Les Sharon
Principal Way Elementary