



Executive Summary

Brighton Area Schools

Dr. Gregory Gray, Superintendent
125 S. Church Street
Brighton, MI 48116-2403

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Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

I. Description of the School System and our Community:

Brighton Area Schools (BAS) is a K-12 public school system located in Livingston County, in southeastern Michigan. The area is uniquely located 20 miles north of Ann Arbor, 47 miles east of Lansing, and 45 miles west of Detroit on the "corner" of the I-96 and US-23. The district encompasses 56.8 square miles and serves residents of the City of Brighton, Brighton Township, Genoa Township, Green Oak Township, and Hamburg Township. Once a quiet resort area surrounded by lakes and state land, the region is now characterized as a "bedroom" residential community, home to affluent professionals and middle class families.

Brighton Area Schools is comprised of 9 buildings: four K-4 elementary schools, an intermediate school for grades 5 and 6, a middle school for 7th/8th grades, a high school of over 2,000 students, and an alternative high school. The district also has an intergenerational center that houses our pre-school program (Tot Spot) and our Senior Center.

The City of Brighton's Motto is "Where Quality is a Way of Life." Brighton Area Schools honors this motto in our service to the community. All of our school buildings are ranked at the top of Michigan's Top-to-Bottom List, with Brighton High School ranked in the top 10% since the first year the list was released. In addition, Hilton, Hornung, and Spencer Elementary Schools are MDE Reward Schools for high achievement. Our schools are not only ranked high ... they strive for continuous improvement. For example in 2011-12, Scranton Middle School was ranked at the 81st percentile on the Top-to-Bottom list; in 2013-14, it ranked 92.

In the last three years, Brighton Area Schools has undergone what might be best described as a transformation. In 2011, the voters approved a 88.4 million dollar bond (including a 16 million dollar technology bond). Since then our buildings, facilities, and technology have been in a constant state of improvement. Our beautiful new facilities and state of the art technology are shining stars in this community.

Over the last three years, Brighton Area Schools has also reduced (and will eliminate by June 30, 2015) our budget deficit through the hard work and collaborative efforts of the Brighton Area Schools community, wise management practices, and our innovative Shared Services program -- which is now the largest provider of non-core instruction to non-public schools in Michigan.

II. Demographic Information about Students, Staff, and Community:

Brighton Area Schools serves approximately 6,000 students including a growing number of School of Choice (SOC) students from neighboring districts (463 SOC in 11-12 to 603 in 13-14). Overall, enrollment for the past three years has been relatively stable (6,147/ 6,013/ 5,998), with a trend towards smaller [incoming] classes at the elementary level vs. larger classes moving through the high school. The lower numbers at the elementary level are a reflection of our community logistics (i.e. cost of homes in Brighton and population shifts following the 2008 Financial Crisis).

In terms of ethnicity, Brighton is a homogeneous, mostly white school district (94.2% in 13-14). For that same year, 2.13% of our students were Hispanic/Latino, 1.55% Asian, and .78% African American. The current graduation rate at BHS is 95.92%. The majority of our

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graduates go on to post-secondary programs with the percentage increasing from 75.3% in 2010-11 to 82.2% in 2013-14. The percentage of our graduates enrolling in 4-year colleges has also increased from 2010-11 rates (50.9%) to 58.7% in 2013-14.

The number of economically disadvantage (ED) students attending Brighton Area Schools is among the lowest in the state. At the beginning of the 2008 Financial Crisis, the ED student population was only 6.50%. During Michigan's recovery period, our ED population peaked at 13.84% (2011-12). For 2013-14, the ED population was 12.2%. The increase in this subgroup has resulted in an increase of federal (Title I) and state (31A) funds over the past 6 years, allowing BAS to build a strong Multi-Tier System of Support (Rtl) for struggling learners.

The growth of our Rtl model over the past four or five years has provided strong support in literacy and mathematics for all students who need extra assistance. As a result, more and more students are remaining in general education (Special Education for 11-12: 12.61%; 13-14: 11/39%).

Additional Data on Staff, Finance, and Student Achievement:

Organizational Data: REP Report 2011-12

Certified Staff: 343 FTE

Administration: 29 FTE

Paraprofessionals: 77 FTE

Non-Instructional 152 FTE

Total Instructional and non-instructional = 601 FTE

Organizational Data: REP Report 2012-13

Certified Staff: 333 FTE

Administration: 29 FTE

Paraprofessionals: 87 FTE

Non-Instructional 150 FTE

Total Instructional and non-instructional = 598 FTE

Organizational Data: REP Report 2013-14

Certified Staff: 333 FTE

Administration: 32 FTE

Paraprofessionals: 76 FTE

Non-Instructional 124 FTE

Total Instructional and non-instructional = 564 FTE

General Fund Expenditure 2011-2012: \$49,323,145

Revenues:

State sources: 72.3%

Local sources: 20.6%

Intra-District Sources: 4%

Federal Sources: .7%

Transfer Incoming: 2.2% Expenditures: Instruction: 69.41%

Support: 31.4%

Inter-District Transfers: Transfer Out: 1.5%

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Base Foundation Grant, Per Pupil FY2012 -- \$6,995

General Fund Expenditure 2012-2013: \$52,989,907

Revenues:

State sources: 73.4%

Local sources: 22.2%

Intra-District Sources: 2.3%

Federal Sources: .71%

Transfer Incoming: 1.4%

Expenditures: Instruction: 64.71%

Support: 33.41%

Inter-District Transfers: 1%

Transfer Out: .9%

Base Foundation Grant, Per Pupil FY2013 -- \$7,055

General Fund Expenditure 2013-2014: \$52,805,232

Revenues:

State sources: 80%

Local sources: 17%

Intra-District Sources: .02%

Federal Sources: .005%

Transfer Incoming: .005%

Expenditures:

Instruction: 72%

Support: 28%

Inter-District Transfers: 0%

Transfer Out: 0%

Base Foundation Grant, Per Pupil FY2014 -- \$7,055

Student Outcomes for 11-12 (Source: MiSchoolData.org):

Students Proficient in Reading at the End of Third Grade (4th Grade MEAP): 89%

Student Academic Growth 3-8: NA

Students Proficient in Math and Reading 3-8: NA

Students Proficient on MME (in all subjects): NA

ACT Composite Score: 22.3

ACT College Readiness Benchmarks: 34.6%

Student Outcomes for 12-13 (According to MiSchoolData.org):

Students Proficient in Reading at the End of Third Grade (4th Grade MEAP): 89.8%

Student Academic Growth 3-8: 12.3%

Students Proficient in Math and Reading 3-8: 50.6%

Students Proficient on MME (in all subjects): 26.0%

ACT Composite Score: 21.8

ACT College Readiness Benchmarks: 26.8%

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Student Outcomes for 13-14 (according to MISchoolData.org):

Students Proficient in Reading at the End of Third Grade (4th Grade MEAP): 85.9%

Student Academic Growth 3-8: 16.5%

Students Proficient in Math and Reading 3-8: 57.1%

Students Proficient on MME (in all subjects): 35.6%

ACT Composite Score: 22.4

ACT College Readiness Benchmarks: 36.6%

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

I. BAS Vision, Purpose Statement and Guiding Principles:

The vision/motto of Brighton Area Schools is "Learning for Life." This vision statement has provided a unified direction for over 15 years as the district and community work together to achieve exemplary educational outcomes for all children. The Board of Education has affirmed "Learning for Life" as its vision statement annually. In 2009-10, the board added guiding principles/belief statements. In 2011, the Board revised the district's Mission or Purpose Statement:

"Brighton Area Schools, together with our community, will engage every student in a quality learning experience, empowering each student to become a thoughtful, life-long learner in an environment of mutual trust and respect."

Guiding Principles:

- Emphasis on Results
- Emphasis on Learning Rather Than Teaching
- Work Culture Embodies the Organizational Mission
- Decisions and Assessment Based Primarily Upon Quantitative Measurement
- Responsive to Diversity
- Education as a Community Responsibility
- Foster Innovation and Creativity
- Collaborative Decision-Making, Accountability and Responsibility
- Continuous Improvement

Note: This year, the purpose statement, vision/motto, and guiding principles will be reviewed and revised accordingly during the March 28th Board Strategic Planning workshop.

II. Description of how Brighton Area Schools embodies its purpose through its program offerings and expectations for students:

Brighton Area Schools has always been known for providing a world class education and graduating the highest performing students. Our graduates are leaders nationally, internationally, across the state, and here in Brighton. Growing up in a safe, family-oriented community and graduating from one of the best school districts in the state are the keys to their success. While Brighton Area Schools is certainly proud of our remarkable past, we are fully focused on our future. Building on our tradition of academic achievement, BAS is committed to ensuring that our current and future "Bull Dogs" are exceptionally prepared as "Life Long Learners" to provide leadership and stewardship in the 21st century. The district embodies this commitment by maintaining the highest expectations for all BAS students and staff and building a strong standards-based curriculum taught using 21st Century instructional methods. BAS also embodies this purpose by providing staff, students, parents, and community members meaningful opportunities for shared leadership as we continue to design the best school system in the state.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

I. Notable Achievements and Areas of Improvement (last 3 years):

In the last three years, Brighton Area School has made significant improvements in our instructional programs and in our organizational culture. These improvements are evidence of a strong community/home/school partnership. Examples of these improvements include:

1. Passing an 88.4 million dollar bond in the spring of 2011 (resulting in facility improvements and a much needed upgrade to the district's technology infrastructure and equipment inventory).

2. Expansion of the BAS Shared Services program through partnership with School Financial Solutions, Inc. (www.schoolfinancialsolutions.com) that now services approximately 8,500 private school students in a 8 county radius, equating to approximately 1,500 FTEs. In total, this program has generated over \$11 million in revenue and has been key in helping the district eliminate its legacy budget deficit).

3. Providing a Guaranteed & Viable Curriculum and Best Practice Instruction: Since 2012, our K-12 Math Curriculum and English Language Arts Curriculum have been aligned with state adopted Common Core Standards. Grade Level Content Expectations in Science, Social Studies, Fine Arts, World Language and Health have also been reviewed. Over the past three years, the district has also invested professional development resources and training to ensure that all of our teachers are skilled in research based instruction and growth-oriented assessment practices that focus on student thinking and self monitoring of learning.

4. Strategic Use of Resources:

Instructional Coaches:

Over the past three years, BAS has built a powerful instructional coaching model that has ensured strong instructional support and effective implementation of new curriculum and assessment practices. BAS has a full-time English Language Arts Coach, Math Coach, and a Science Coach. These 3 coaches are BAS classroom teachers. Their areas of specialization include: Reading/Writing Workshop, Reading Apprenticeship, Studying Math Learning, and most recently in Assessment Literacy. Each of them has also received state and national training in coaching (Coaching 101, Critical Friends, Design Thinking, Cognitive Coaching, Teachers College, etc.). The coaches conduct grade level curriculum meetings and labs, assist with RtI meetings, support curriculum reviews/adoptions, coach individual teachers, model best practice instruction, and assist on district level committees (School Improvement, Math Committee, Report Card Committee, etc.), as well as represent the district on a number of ISD level steering committees.

Data Coaches:

In 2013-14, BAS received grant funding for Data Coaches in each of our schools. The coaches spent the year receiving training in building a balanced assessment system, collecting/storing/interpreting data, and learning how to lead staff discussions around data. They have worked to create a BAS Data clearinghouse of the past 5 years of MEAP and MME data. This data was organized into powerpoints by subject area and by school buildings and is available for public review and use for building/district level school improvement work.

II. Areas for Improvement for the next 3 years:

Continued Development of the BAS Continuous Improvement Model:

In addition to their work building a balanced assessment system, the BAS Data Coaches (in 13-14) worked through all of the AdvancED Standards of Quality Systems, deconstructing the standards and indicators to clarify what each standard means and what BAS needs to do to meet the standard. They also reviewed and adopted key portions of Macomb ISD's School Improvement timelines to guide our district and building level work. This year long process culminated in the creation of our current district improvement system/model, called "SILC" which stands for School Improvement Leadership Collaborative. SILC is comprised of School Improvement teams, Data Coaches, Instructional Coaches, Rtl staff, Health Advisory Committee Members, Building & Central Office Administrators, Support Staff, School Board Members, and parents who oversee the Continuous Improvement work.

While SILC has had a very successful first year, the team will continue over the next three years to design strong internal processes for program evaluation and continuous improvement, including embedding data discussions and root cause analysis at every level, fully implementing our new Student Data Management System (Illuminate), and documenting processes for our school improvement work. We would also like to develop procedures/plans for conducting our own Internal Quality Review with the goal of full implementation in next three years. Brighton has strong leadership in SILC with all of the tools we need to finish the work of designing an exemplary School Improvement model. Now we just need to focus our efforts on getting it done!

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

In the last few years, Brighton Area Schools has gone from a district that was cutting programs because of a budget deficit to a district that is building strong and exciting programs to enhance our students' learning. Bond projects in athletics, fine arts, technology, and academics have changed more than our landscape. They have helped to change our organizational culture. Parent/community satisfaction with these changes has been evident in our annual surveys and in their participation/attendance at conferences and events. Our achievement scores and student growth continue to be impressive, and will strengthen as we design even more student focused opportunities. From our updated facilities and exemplary academics to our outstanding fine arts and state champion athletic programs, BAS has truly become a destination district.