

WOODHAVEN-BROWNSTOWN SCHOOL DISTRICT

Learning and Leading for Tomorrow

April 1, 2019

Dear Parents 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 Woodhaven-Brownstown School 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 the WBSD curriculum office for help if you need assistance.

The DISTRICT AER is available for you to review electronically by visiting the following website <http://bit.ly/2VW0sRi> 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 parents 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

Review the table below listing our schools. 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.

School Name	Status Label	Key Initiative to Accelerate Achievement
Bates Elementary	No Label	Professional Learning Communities
Erving Elementary	No Label	Professional Learning Communities
Gudith Elementary	No Label	Professional Learning Communities
Wegienka Elementary	No Label	Professional Learning Communities
Yake Elementary	No Label	Professional Learning Communities
Brownstown Middle School	No Label	Professional Learning Communities
Patrick Henry Middle School	No Label	Professional Learning Communities
Woodhaven High School	TSI	Strategies to address subgroup area
Maple Grove Alternative	No Label	Individualized Learning Plans

At this time only one of our schools has received one of the designated labels. The Woodhaven-Brownstown School District has made positive shifts in developing a more effective learning environment and improving students' reading achievement. To raise achievement and close the gaps in subgroups, our research-based actions include: targeting lower performers through a tiered literacy model; aligning, managing, and monitoring curriculum; effective leadership; building instructional capacity; engaging parents and community; implementation of literacy and mathematics programs that are regular and focused; utilizing data to analyze individual and wholesale gaps to determine the best supports for our students.

Thank you for your ongoing support of the children of the Woodhaven-Brownstown School District. Please feel free to contact me or any of our professional staff to discuss how we may better serve the needs of the community.

Sincerely,
 Mark Greathead
 Superintendent