

# Northville Public Schools

## 2018-19 Annual Education Report

April 8, 2019

Dear School Families and Community Members:



Following the recent release of data from the Michigan Department of Education (MDE), we are pleased to present you with the [Annual Education Report \(AER\)](#) which provides key information on the 2017-18 educational progress for Northville Public Schools as a district, and at each of our schools. The AER addresses the complex reporting information required by federal and some requirements of state law.

You are invited to review the entire report on the MI School Data website, by clicking [Northville Public Schools Annual Education Report](#). Copies of the district and individual school reports are also available in the Office of Instruction at the Board of Education Offices at Old Village School (405 West Main Street, two blocks west of Center Street in downtown Northville) and at each of the individual school offices. For more information, or if you have questions about the report, our staff is available to help you. Please contact the Office of Instruction at 248-344-3520.

These reports contain the following information:

### **Student Assessment Data**

- Includes data from the following three assessments: Michigan Student Test of Educational Progress (M-STEP); Michigan's Alternative Assessment Program (MI-Access) for student's with disabilities, and the College Board SAT.
- This data includes assessment information for English language arts (ELA) and mathematics for grades 3-8, and grade 11, along with science data for grades 4, 7, and 11, compared to state averages for all students, as well as subgroups of students.
- The report helps users understand achievement performance within grades and schools, and to make comparisons to district, state and national achievement benchmarks.

### **Teacher Qualification Data**

- Professional Qualifications are defined by the State and includes information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelor's Degrees or Masters Degrees) or the percentage of fully certified teachers.
- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders, and 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. *Results are reported only at the state level, rather than by individual districts.*

## **Civil Rights Data**

- Provides information on school quality, climate and safety.

*This information, derived from the 2015-16 U.S. Department of Education Civil Rights Data Collection (CRDC) is available as a downloadable file on the “Annual Education Report Home” tab under “Additional Resources”.*

## **Accountability Scorecard – 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.

Review the table below listing our schools. For the 2017-18 school year, schools were identified using new 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.

*Each of our K-12 Northville schools achieved a proficiency index value, as well as an overall accountability index value above 90 on the 100 point scale. Our Cooke Center Special Education Program, serving students from across Wayne County who have significant special needs, received a proficiency index value of 78.52, and an overall accountability index value of 33.99. Our Cooke program is focused on forging pathways to promote individual growth, as well as to provide systematic, aligned curriculum, which assures that all student are making progress toward their academic, social, and functional goals.*

*None of our schools have been identified for targeted or comprehensive support, and therefore do not have a “status label.” The following table lists each of our schools, the MDE Proficiency Index, Overall Accountability Index Value, and a brief statement of key initiative(s) focused on achievement. For more specific information, please refer to the District Improvement Plan and/or each building’s School Improvement Plan, which are available by September 1<sup>st</sup> of each year on the district website at [Annual Reports](#).*

<b>School Name</b>	<b>MDE Proficiency Index Value (0-100)</b>	<b>Overall Index Value (0-100)</b>	<b>Status Label</b>	<b>Key Initiative to Accelerate Achievement</b>
Amerman Elementary	100.00	99.34	No Label	Amerman is focused on continual improvement in all content areas. Our data continues to show improvement as we individualize instruction to meet the diverse learning needs of our students. As our school improvement plan is a multi-year plan that goes through 2020, our school improvement efforts this coming year will continue to focus on reading, writing, math, and science and includes continued implementation of <i>The Leader in Me</i> framework. In order to meet the needs of all students Amerman Elementary School has a Multi-Tiered Systems of Support (MTSS) to provide intervention and support services for students who would benefit based on their current performance data. Intentional goal setting and student data use is consistently applied as a lead measure in all classes at Amerman to identify and capture areas of potential need and growth. Along with goal setting and use of formative assessments, we continue to utilize visible thinking strategies to increase student engagement and achievement.

Moraine Elementary	100.00	99.40	No Label	Continual improvement in all areas remains a consistent focus of Moraine's school improvement plan. Our data shows improvement as we strive to meet the diverse learning needs of our students. While Moraine students' average performance on NWEA exceeds the national average in the Fall and the Spring at all grades in every subject, disaggregation of the data reveals students who fall below the mean and require intervention and support. Additionally, the large number of students performing well above the national mean at each grade level need more challenge and enrichment in the classroom in order to continue to grow. Our school improvement work is focused on teachers using student assessment data to provide differentiated learning opportunities to support all students, whether they require additional support or challenge. Moraine continues to teach character, organization, goal setting, and school agency skills through implementation of <i>The Leader in Me</i> framework and Positive Behavior Intervention and Supports.
Ridge Wood Elementary	99.86	98.77	No Label	School Improvement work at Ridge Wood is focused on Best Practice instruction, Professional Learning Communities, and Intervention/Enrichment. Our teachers are consistently improving their craft by implementing Best Practice strategies like Reader's, Writer's, and Math Workshop, formative assessments, learning targets, success criteria, and student talk. Grade level teams meet weekly to assess data and make instructional decisions based on the needs of our students. Our Multi-Tiered Systems of Support, or MTSS Team, also meets weekly to identify students in need of academic and/or social interventions. We continue to be a <i>Leader in Me</i> School, where we cultivate leadership skills, problem solving, interpersonal skills, and organizational skills in all of our students.
Silver Springs Elementary	95.82	95.73	No Label	School Improvement work is focused on best practice instruction, professional learning communities, and intervention and enrichment. Key challenges being addressed at Silver Springs through our school improvement process includes closing gaps between all students and economically disadvantaged students, as well as closing the gap between all students and the bottom 30% of students. Our highly-qualified staff continues to use a Multi-Tiered Systems of Support (MTSS) to provide targeted interventions to the most at-risk students based on eligibility criteria. In addition, staff are committed to helping all students whether they require support or challenge through differentiation in the classroom. Student data is analyzed continuously in order to make instructional decisions at the Tier I, Tier II, and Tier III levels. Intentional goal setting is applied as a lead measure in all classes at Silver Springs. Students are able to take ownership of their learning by setting goals, creating an action plan for meeting their goals and reflecting on their achievements.
Thornton Creek Elementary	100.00	99.31	No Label	Thornton Creek Elementary School is focused on continual improvement in all content areas. We strive to create a collaborative culture through professional learning communities engaging in collaborative data analysis at the classroom, grade, and school level. Our professional staff studies best practices in teaching and learning and aligns these practices with the District School Improvement Plan, <i>5 Dimensions (5D+) of Teaching and Learning Instructional Framework</i> , and <i>The Leader in Me</i> to meet student needs. Our school improvement plan is focused on increasing proficiency in reading, writing, mathematics and science. The strategies identified to increase proficiency include: formative assessment, differentiated instruction, direct instruction, student goal setting and data tracking.
Winchester Elementary	100.00	99.34	No Label	Winchester is committed to implementing researched-based instructional strategies aligned with district goals and the <i>5 Dimensions (5D+) of Teaching and Learning Instructional Framework</i> . Our schoolwide improvement plan is focused on increasing proficiency in reading, writing, mathematics, and

				science. The best practice instructional strategies we focus on include Reader's, Writer's, and Math Workshop, learning targets, formative assessment, feedback, and student goal setting and tracking. All students use leadership notebooks to set and track academic goals. Common Intervention and enrichment sessions provide targeted instruction to students that meet grade level specific criteria, through a Multi-Tiered Systems of Support. Professional Learning Communities (PLCs) meet weekly to review and analyze student data to make informed decisions regarding instruction and support.
Hillside Middle School	92.66	91.93	No Label	Hillside Middle School is committed to creating a supportive, welcoming environment by building and sustaining positive relationships among students, teachers, and the parent community. We are committed to realizing district and building improvement goals through a relentless focus on teaching and learning, specifically by aligning instructional and assessment practices to the <i>5 Dimensions (5D+) of Teaching and Learning Instructional Framework</i> and the International Baccalaureate Middle Years Program (IB/MYP) framework. We have focused on strengthening our school community, emphasizing our connections with and between students. We continue our work toward a guaranteed and viable curriculum as we refine common units, develop common assessments, and create a shared understanding of authentic student learning. We remain committed to learning, leading, and taking risks together.
Meads Mill Middle School	93.48	93.38	No Label	Meads Mill is continuing work on all IB/MYP units with a focus on developing common assessments, to ensure that all students have access to guaranteed and viable curriculum. The Meads Mill staff continues to use the <i>5 Dimensions of Teaching and Learning</i> framework to successfully implement high quality instructional practices that result in student growth. Teachers use the 5D framework/rubric to self-assess and set goals that impact student growth/achievement. Meads Mill continues to refine our MTSS practices to provide high quality instruction and interventions that match student needs and monitor progress to make decisions in instruction that meet the needs of all students.
Northville High School	97.31	95.99	No Label	Northville High School is focused on instruction using the <i>5 Dimensions of Teaching and Learning Instructional Framework</i> along with a concentration on curriculum and assessment in alignment with state standards through the lens of the International Baccalaureate framework to improve math, English, science, and social studies literacy. Specific instructional strategy focus areas by teachers include: lesson purpose/learning targets, formative assessment and feedback, student talk, student ownership, instructional technology, and student goal setting. This work will be done in Professional/ Department Learning Communities, teacher teams, and through peer classroom observations. We are committed to meeting the needs of all students utilizing Multi-Tiered Systems of Support, including Positive Behavior Interventions and Supports with a focus on providing a safe learning environment by building positive relationships and recognizing the need to support students' social/emotional well-being.
Cooke School	78.52	33.99	No Label	Cooke is focused on instruction utilizing the <i>5 Dimensions of Teaching and Learning Instructional Framework</i> and concentration on curriculum and assessment in alignment with the state standards. Our team uses the Four Blocks Literacy Model, with implementation and alignment of Essential Elements resources, and reliable data points to inform our instruction to increase student independence and measure student growth. The Cooke Common Assessment Tool measures for engagement, decreasing of prompts, student response, and combined skills in the areas of ELA and Math; in addition to growth in social-emotional /behavioral areas.

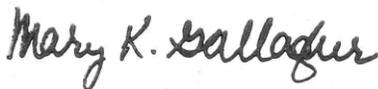
Northville Public Schools remains committed to raising achievement for all students, and continues to dedicate resources toward Multi-Tiered Systems of Support (also referred to as tiers of intervention) to support all learners. Additionally, each of our schools has established goals and identified strategies for improvement in their School Improvement Plans, based on school and subgroup achievement data. The same process takes place at the district level to set goals and identify strategies in the District Improvement Plan.

Northville Public Schools also takes part in robust accreditation processes at each level that align with the District's vision, purpose and goals. These processes include an external review component that provides feedback critical to our continued growth as a learning organization. Our Early Childhood Program is accredited through the rigorous National Association for the Education of Young Children. Each of our six elementary schools have adopted *The Leader in Me* framework which addresses the teaching of leadership principles, creating a leadership culture, and aligning academics through a robust goal-setting process, student agency and empowering instruction. Our secondary schools are fully authorized as International Baccalaureate World Schools, including the Middle Years Program (MYP), grades 6-10 and the esteemed Diploma Program in Grades 11-12. Additionally, Northville High School is accredited through the AdvancED / North Central Association Commission on Accreditation and School Improvement (NCA CASI), as is our Cooke Center Program, serving students with special needs from pre-K up through graduation from across Wayne County. Each of these processes support Northville's ongoing, overarching goal for student learning and provides a nationally-recognized mark of quality for our district and all the schools within our district. Our students and families are the ultimate beneficiaries of this rigorous processes. When an entire school community is aligned and focused on a shared vision for learning, students thrive.

On an ongoing basis, we focus our school improvement efforts on the achievement of *all* students and to improve future readiness without losing sight of the value of our comprehensive programming and balanced curriculum. We use all of this student data information, together with other measures of student performance, to improve our curriculum and instructional practices, and to enhance student intervention and support programs to further enable success for *all* students – across the spectrum of learners and in an increasingly global context. We are committed to an ongoing process of identifying learner profiles that lead to globally-ready graduates; reimagining curriculum and instruction that is relevant, responsive and aligned; and to developing strong school cultures that inspire intellectual curiosity and a love of learning. We invite you to join in this work as we continue to advance our *Tradition of Excellence* and open a *World of Possibilities* for our students.

We are encouraged by the success of our students and staff as reflected in these measures along with those that go beyond standardized assessments, and remain mindful that a strong partnership of our teachers working together with students and families will allow our students to experience even greater success and opportunity.

Sincerely,



Mary K. Gallagher  
Superintendent