






# Barth Elementary

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 (734) 532-1250

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 [www.romulusk12.org](http://www.romulusk12.org)

David N. Thompson - Principal

February 11, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 educational progress for Barth 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 David N. Thompson or Gerilynn Baty for assistance at (734) 532- 1253.

The AER is available for you to review electronically by visiting the following website [www.romulusk12.org](http://www.romulusk12.org), or you may review a copy in the main office at your child's school.

For the 2019-2020 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 label is given. Our school was not identified as a school in one of the required labels because our overall index score is still very high.

\*Note that TSI and ATS definitions were changed in the 2018-2019 school year per federal requirements. The new definitions are:

TSI - The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS - The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Some schools are not identified with any of these labels. In these cases, no label is given. Our school was not identified as a school in one of the required label categories.

State law requires that we also report on the following information:

## PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

In accordance with the Romulus Community School's Board of Education Policy, attendance areas may be established for each attendance center in the district to assist in designating pupil assignments to schools. Once assigned to a school, the building principal shall be responsible for assigning students to specific classrooms within the school, taking into consideration available space, class sizes, and scheduling requirements.



Realigned. Reshaped. Reimagined.

## CURRICULUM

Each school offers its students a comprehensive and articulated curriculum with clearly aligned assessments. K-12 grade level outcomes have been correlated with the State core curriculum and aligned to the State grade level standards for career and college readiness. Teaching and learning are monitored and are supported by scientifically research-based best practices. The process of developing the K-12 core curriculum and other related resources can be found at [www.romulus.net](http://www.romulus.net). Please contact the office of the Director of Curriculum & Grants with any questions.

## PARENT TEACHER CONFERENCES

Barth Elementary currently has 75% of parents attending Parent-Teacher Conferences. The number of parents attending Parent-Teacher Conferences is the same as the previous year.

## The Status of the 3-5 Year School Improvement Plan

The Barth School Improvement Team developed a school improvement plan which is examined and adjusted based on data and the Comprehensive Needs Assessment. The plan includes academic goals and strategies aimed to strengthen student achievement and proficiency, especially in the areas of math and reading skills.

Our students take the NWEA assessment three times per year to track individual student growth and expected achievement progress. Using these reports, teachers establish individualized goals and instructional plans for our students.

The NWEA Measure of Academic Progress was not able to be taken at the end of the 2019-2020 academic year because of school closures due to COVID-19.

According to the NWEA Measure of Academic Progress, 72.5% of Barth students met their adequate yearly growth in the area of math and 27.5% did not in the 2018-2019 school year. In the previous 2017-2018 school year, 68% of students met their adequate yearly growth target in math while 32% did not.

According to the NWEA Measure of Academic Progress, 57.5% of Barth students met their adequate yearly growth in the area of reading and 42.5% did not in the 2018-2019 school year. In the previous 2017-2018 school year, 56% of students met their adequate yearly growth target in reading and 44% did not.

According to our data, our key challenges are closing the achievement gap in all subject areas between our top 30% of our highest achieving students and our bottom 30% of our lowest-achieving students. Our science assessment scores have improved but still show that more time will need to be spent on the teaching of critical science concepts. Providing more support to our students with disabilities to close the achievement gap is another challenge according to our reading assessment scores. Additional support will need to be provided to our students with disabilities in the area of reading.

To focus on continuously improving student achievement and close persistent gaps in achievement, Barth has been using key initiatives school-wide. Across the curriculum, we are using brain-based strategies such as Marzano's non-linguistic representation strategy through the use of Thinking Maps. Thinking Maps are visual tools that relate to the eight thinking processes we all have.

Thinking Maps help students process information and organize their thoughts and ideas. They can be differentiated and used with all students and all abilities. Additional initiatives at each grade level include the teaching of academic vocabulary, number of the day, data binders, and The Leader In Me process. We are also



continuing our engaging and focused professional development in the PLC process and research-based best practices in instruction.

Small group support is also taking place through the LLI program and afterschool tutoring. We are also in the fourth year of having a Reading Interventionist to support struggling students at the early grades.

The staff at Barth continued with collaborating on several district-wide initiatives such as the MI EXCEL Blueprint design and Cultural Proficiency in 2019-2020. In addition to the previously listed district-wide initiatives, Barth also continued to participate in district professional development for mathematics and Guided Reading in 2019-2020.

Barth was awarded accreditation status through the North Central Association Commission on Accreditation and School Improvement (NCA CASI). This status was achieved by adhering to the AdvancED Accreditation Standards and Policies and by implementing a continuous improvement process that focuses on improving student learning and organizational effectiveness.

Additionally, our school participates in internal and external Quality Assurance Reviews. The Quality Assurance Review Team commended Barth Elementary and Romulus Community Schools for having a strong sense of community within the district and for using assessment data to drive instruction within the schools and the classroom. An additional external audit for Barth Elementary School, in conjunction with the District's audit, was successfully conducted in March of 2016, earning us the AdvancED Accreditation. Barth Elementary is currently still an accredited school.

In conclusion, Barth Elementary staff and administration have been making progress towards school improvement goals but understand that there is still much work to do. The Barth Elementary staff will continue to work towards making sure all students are successful in the years ahead.

Sincerely,

David N. Thompson, Principal  
Barth Elementary School



## Annual Education Report Barth Elementary School (06679)

## High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

## Annual Education Report Barth Elementary School (06679)

### Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Barth Elementary School (06679)	0	6	15	0

*Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers*

#### Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Barth Elementary School (06679)	18.42	3.00	16.3%	N/A	N/A	N/A	N/A

#### Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Barth Elementary School (06679)	1.00	0.00	0.0%	N/A	N/A	N/A	N/A

#### Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Barth Elementary School (06679)	18.42	0.00	0.0%	N/A	N/A	N/A	N/A

#### Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Barth Elementary School (06679)	18.42	0.27	1.5%	N/A	N/A	N/A	N/A

## Annual Education Report Barth Elementary School (06679)

## NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility					
Eligible	51	36	44	18	2
Not Eligible	49	12	37	40	11
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	&#8225	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability					
SD	11	60	29	10	1
Not SD	89	19	42	31	7
Student is an English Language Learner					
ELL	10	37	46	14	2
Not ELL	90	22	40	31	7

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

**Regardless of location selected, data are displayed at the state level only.**

**Annual Education Report Barth Elementary School (06679)**
**NAEP Grade 8 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

**Regardless of location selected, data are displayed at the state level only.**

## Annual Education Report Barth Elementary School (06679)

## NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility					
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	89	33	67	34	8

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

**Regardless of location selected, data are displayed at the state level only.**



**Annual Education Report Barth Elementary School (06679)**
**NAEP Grade 8 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
Two or More Races	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

**Regardless of location selected, data are displayed at the state level only.**

## Annual Education Report Barth Elementary School (06679)

## NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

*The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.*

## Annual Education Report Barth Elementary School (06679)

## Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display