



School Annual Education Report (AER) Cover Letter

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 Vivian Riddle Elementary School. 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 Nicole Beard for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/HLZE5z>, or you may review a copy in the main office at your child's school.

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 label is given.

* Note TSI and ATS definitions were changed for the 2018-19 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 has not been given one of these labels.

The data in Riddle's Annual Education Report indicates that we are making improvements in the areas of both reading and mathematics. We will continue to address these challenges in several key ways for the upcoming school year. We

have hired a full-time early childhood interventionist, a full-time intervention specialist to help students in English Language Arts and Reading and a part-time interventionist to support students with mathematics. We have purchased Go Math as a core mathematics program, My Sidewalks as a reading intervention program and technology and software to implement Renaissance Learning, Reading Eggs and Read Naturally Live.

These programs will allow teachers to focus on core reading and math instruction and to intervene with struggling students. The intervention programs have several key components, such as the ability to quickly identify and intervene with students in either math or reading, increase both math and reading practice, and tailor curriculum delivery to specific student needs. They will also allow us to share very specific, up to date information with parents about their student's progress in both math and reading. State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

This process is taken care of at the district level. Students are assigned a home school according to location. Also, students are given a choice if there is an interest in one of our many Magnet Schools.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

Riddle Elementary School is making strong progress on the current School Transformation Plan. We have implemented several new key programs to support student achievement as outlined above.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

Riddle Elementary School is not currently a specialized school.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL:

You can access all of the most current information about the Common Core Curriculum at the following website: <http://www.corestandards.org>. At Riddle Elementary School we follow the Core Curriculum as written, and do not vary from the State Model. We believe that it is imperative that all students learn the Common Core.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

Our aggregate student achievement data can be found in the AER report at the MDE's Mi-School data website: <http://www.mischooldata.org>

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:

Fall 2016 – (187) 90%

Fall 2017 – (226) 69.91%

As we begin the new school year we face real challenges, but we also have much to celebrate. We are no longer on priority status. Our entire regular staff is back for this school year. Our enrollment is growing, as is our parental involvement, along with our reading and math scores. We have very high expectations for student and community success in the 2017-2018 school year. We believe that with your continued support we can become one of the top elementary schools in the state.

Sincerely,

Nicole Beard
Principal