



School Annual Education Report (AER) Cover Letter

February 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for the Dwight Rich School of the Arts. 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 Susan Basso, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [Dwight Rich Combined AER](#) or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. 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.

Key challenges for Dwight Rich School of the Arts in 2020-21 were attendance, suspension rates and academic achievement. Dwight Rich staff continues to seek out ways to improve student attendance and behavior, including the implementation of our CRPBIS program based on the BEARS expectations and a recognition program. We also work with the Restorative Justice staff to assist with discipline issues. Title I and 31a monies are being invested to fund a literacy and math specialist to address low achievement in those content areas. Dwight Rich School of the Arts Magnet is beginning to collect the data and look at the needs of our current student configuration with the addition of 8th grade in 20-21. State law requires that we also report additional information.

The Lansing School District has over 10,000 students and 25 schools, including several Magnets, STEAM, STEM, Foreign Language Immersion, Biotechnical, Montessori, Visual and Performing Arts, and International Baccalaureate programs. All students are allowed to apply to the school of their choice within the district depending on their individual area of interest. Dwight Rich School of the Arts Magnet, a K – 8th grade school began in 2018-19, parents can apply on line and then go through a lottery process in order to be enrolled in the magnet program.

The status of the school improvement plan for the 2020-2021 was continuing improvement with a focus in reading, math and school culture with the addition of teaching integrated curriculum through Artful Learning, Leonard Bernstein Model. Dwight Rich School of the Arts Magnet is a K – 8th grade elementary school that specializes in Artful Learning with an art integration focus. Teachers are trained the Leonard Bernstein Model of Artful Learning and Kennedy Center Art Integration. Students learn about the curriculum through student centered, real-world problem solving challenge. Students work collaboratively and gain 21st Century skills in order to ready themselves for careers and/or college.

A copy of the core curriculum, in addition to the Common Core State Standards (CCSS), can be accessed through the Lansing School District web page at www.lansingschools.net The core curriculum and content standards are implemented by the teaching staff at Dwight Rich School of the Arts Magnet through the above mentioned ways along with best practices for teaching and learning. Dwight Rich School of the Arts used AimsWeb Plus (K-1st) and the Measures of Academic Progress (MAP) for grades 2-8 from the Northwest Evaluation Association (NWEA) three times a year in order to show student growth.

One of the challenges for Dwight Rich School of the Arts is increasing student achievement in reading and in mathematics. The school has implemented several instructional strategies and interventions, for example Read 180, System 44, and Rocket Math, to increase reading skills and math content knowledge at each grade level. Our records indicated that the average early literacy and reading composite scores showed gains from fall to spring; even though our student achievement was not at the gains observed in the national norms. For math-skill growth rates, a significant number of our students approached the projected average growth rate. Due to the challenges that the current COVID-19 Pandemic has posed for Michigan Public Schools, Dwight Rich School of the Arts Gardner has not yet reached our optimal goals, but we are proud of the fact that we are making great strides and student achievement is consistently increasing. Direct vocabulary instruction is being presented to improve student reading comprehension and fluency across all subject areas and grade levels. The instructional staff has also emphasized interventions from the GoMath and Collections/Journeys Curriculum.

During 2020-21, our attendance and participation rates for Parent Teacher Conferences increased from years before this school year. We offered different nights for virtual conferences and scheduled them before school, during lunch or during asynchronous times.

Dwight Rich School of the Arts Magnet opened its doors in August of 2018 with a ribbon tying ceremony. We are continuously using data to drive our instruction in order to improve student achievement. We look forward to working with our district, community and families when implementing our magnet program.

Sincerely,

Susan Basso

Principal, Dwight Rich School of the Arts