



School Annual Education Report (AER) Cover Letter

(USE THE SCHOOL COVER LETTER AND SCHOOL COMBINED REPORT FOR
INDIVIDUAL SCHOOLS WITHIN A LEA/ISD/RESA
AND ANY SINGLE BUILDING SCHOOL DISTRICT OR PSA.)

February 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Reo 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 Jekeia Murphy, principal for assistance.

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

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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 has not been identified with any of the aforementioned labels.

Currently our challenges at Reo School continue to include increasing our parental involvement, removing barriers for consistent student attendance, and continue to increase both our math and literacy achievement scores. In the area of Language Arts, in 2018-2019 we scored at 26% partially proficient (up from 23% in 2017-2018), 21% proficient (up from 16% in 2017-2018) and 6% scored as advanced in language arts. In 2018-2019 proficiency rates in math also showed increase; 34% of students scored partially proficient (up from 25% 2017-18 MSTEP), 19% of students are

proficient (14% in 2017-2018) and 9% are advanced. 2019-2020 school year data from ELA and math has shown growth as well.

Math and literacy achievement data as reported for the 2019-2020 only reflects data from students' performance during the fall and winter AimsWeb assessments due to national school closures resulting from the national CoVid-19 pandemic. Due to school closures, Michigan third grade students did not complete M-Step examinations which would normally occur during the spring semester. At Reo, 21% of students tested in the fall met or exceeded benchmark in math concepts and applications with 33% of students tested meeting benchmark during winter testing. This is down 1% of the 34% of students reported to have met or exceeded math benchmark in the Spring of 2019. This data point includes a reported 41% of third graders who met or exceeded benchmark for winter testing in math concepts and applications for the 2019-2020 school year. Reo School achieved 29% of early learners met benchmark for early literacy and 47% of students tested for reading comprehension met or exceeded state benchmark expectations. This data includes 57% of third grade students meeting or exceeding benchmark for reading comprehension and 48% for oral reading fluency on the AimsWebPlus assessment in winter 2019-2020.

Reo has taken initiative to study our achievement data closely in relation to state average as well as how students have performed within individual ethnic groups. Both are being addressed by our school wide initiatives of learning targets, our school wide coaching model, and a focus on increased parental involvement and student attendance.

Our coaching model is a design which has helped us systemize and address learning gaps with a team approach. Each teacher is experiencing increasing competency through individualization toward their own needs as supported by a coach. We have created a schematic of coaching where each teacher, current and future at Reo, will proceed through. By working together to organize our work into a schematic and sequence, we now have a common direction that is helping to shift mindsets toward increased collective efficacy to meet the needs of all students. Our coaches assist teachers in all diagnostic work and data review, identifying assets and areas of improvement for individual students, instructional goal setting, planning, and developing strategies for home connections. Along the way coach and teacher meet regularly so that coach can scaffold instructional decisions and help to make identifications for intervention supports.

The second major initiative Reo is supporting is the use of learning targets as instructional objectives for both teachers and students to guide their instruction and learning by. Last year, we used the pacing guide as developed by the district from the Common Core State Standards, broken down into a continuum of skills that every child must master within their grade level. This has helped us to provide a more equitable experience for all students regardless of the classroom they are assigned. Both initiatives will support us in the continuing growth in our literacy scores, as well as closing the gap between our literacy and math scores.

During the 2018-2019 & and the start of the 2019-2020 school years Reo worked with families and LSD to greatly reduce our percentage of chronically absent students which is reported as 23% of students missing 10 or more days of school. Reo had shown significant success last school year from the previous years with an improvement of just over three quarters of our students showing consistency in average daily attendance. However, the effects of the national pandemic has created many barriers in the areas of parental involvement and student attendance. Thus, we have committed to working on this within our School Improvement Team planning and through the collaboration with the new Reo School Parent Collective & PTO.

We know that parental involvement is the greatest impact to student learning and success. As such, Parent-teacher conferences are a very important time for teachers and parents to come together, face to-face, and discuss the academic progress of their child(ren). Although this conversation begins prior to the November and March conference dates, the connections start the first event of the year, the Meet the Teacher Night held prior to the first day of school. During the 2019-2020 school year, Reo scheduled one on one parent-teacher conferences at the availability of the students' families. This made our fall parent participation rate 100% for the 2019-2020 school year.

Communication is key, and the staff of Reo work diligently to ensure that parents know how their children are progressing. Reo is devoted to providing an outstanding learning community, positive climate and supportive culture for each child and family. We appreciate the continued support of parents, staff and community in this effort. The Reo Elementary School staff look forward to working with all students, and their families this coming school year. We welcome your questions, and encourage your presence in order to provide the best possible learning experience for everyone.

Sincerely,