



## School Annual Education Report (AER) Cover Letter

February 3, 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 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 Dr. Nicole R. Beard, Principal of Vivian Riddle Elementary School for assistance.

The AER is available for you to review electronically by visiting the following web site [Riddle 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.

\* 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.

The data in Riddle's Annual Education Report indicates that we are making improvements in the areas of both reading and mathematics. However, we will continue to address any challenges in several key ways for the upcoming school year. We have hired a full-time intervention specialist to help students in English Language Arts and Reading and a part-time instructional mentor to support teachers as they examine their current approaches to instruction.

Riddle continues to implement specific strategies and activities to include small group instruction for Reading and Math, increased instructional time in the core academic areas, scaffolding, systematic and explicit instruction, and research based practices, tiered systems of support for academics and behavior, use of supplemental services, and access to technology for all students. Riddle has also planned job-embedded professional development and Professional Learning Communities that focus on the improving instructional practice in the identified challenging areas.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to Riddle Elementary School by parent's schools of choice request. This process is taken care of at the district level.

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

Riddle's School Improvement Plan was approved by the staff and Michigan Department of Education and was submitted through AdvancED. Our School Improvement Plan goals, objectives, strategies and activities are measurable, will address achievement gaps and address professional development fiscal support through the Department of Accountability and School Improvement.

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:

<https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>

The core curriculum can be accessed at [www.lansingschools.net](http://www.lansingschools.net). Curriculum is accessed through the Assistant Superintendent of Instruction's web page. <https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>. Our aggregate student achievement data can be found in the AER report at the MDE's Mi-School data website: <http://www.mischooldata.org>

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

**Math composite for 18/19  
school year  
Students Scoring at or above  
grade level:**

K  
Fall 31%  
Winter 35%

1st  
Fall 14%  
Winter 34%

2nd  
Fall 29%  
Winter 32%

3rd  
Fall 25%  
Winter 39%

**Math composite for 19/20  
school year  
Students Scoring at or above  
grade level:**

K  
Fall 10/37 27%  
Winter 15/37 36%

1st  
Fall 5/32 16%  
Winter 10/32 29%

2nd  
Fall 7/38 18%  
Winter 11/38 29%

3rd  
Fall 8/27 30%  
Winter 12/27 44%

**Reading/Literacy Composite  
Scores 18/19 school year  
Students Scoring at or above  
grade level:**

K  
Fall 39%  
Winter 49%

1st  
Fall 21%  
Winter 24%

2nd  
Fall 19%  
Winter 44%

3rd  
Fall 40%  
Winter 41%

**Reading/Literacy Composite  
Scores 19/20 school year  
Students Scoring at or above  
grade level:**

K  
Fall 9/370 24%  
Winter 21/37 50%

1st  
Fall 17/33 52%  
Winter 19/33 58%

2nd  
Fall 6/38 16%  
Winter 21/38 54%

3rd  
Fall 10/27 37%  
Winter 14/27 52%

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

Fall 2019 – (219) 55%

Fall 2020 – (219) 63%

Fall 2018 – (214) 47%

Fall 2019 – (214) 63%

As we begin the new school year we face real challenges, but we also have much to celebrate. We have very high expectations for student and community success in the 2020-2021 school year. Your input is important and we invite you to be an active participant in our school culture.

Sincerely,

Nicole Beard, Ph.D.

Principal