



School Annual Education Report (AER) Cover Letter

February 15, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-2021 educational progress for Forest View 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 Emily Brown, Forest View Principal, for assistance.

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

For the 2020-2021 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.

During the 2020-2021 school year, the Lansing School District provided virtual learning all year due to the COVID-19 Pandemic. All students had access to their teacher's virtual classroom and had the opportunity to participate daily in synchronous learning. Assessment was completed virtually, and student growth data was collected three times during the school year for core content areas.

Ongoing analysis of available data from 2020-2021, supports several key ideas:

- Implementation of School Improvement goals to improve English Language Arts and Mathematics instruction may be impacting student achievement in a positive way as we look at formative assessment data.
- Universal screeners indicating positive growth in ELA and Mathematics is not translating to success on the high-stakes M-STEP assessment. Our most current M-STEP data is from 2018-2019, due to statewide cancellation of the M-STEP in 2019-2020, and an opt-in format for 2020-2021, which yielded no significant data.
- In 2018-19, 22% of third grade students demonstrated proficiency on the M-STEP mathematics assessment; 17% below the state average and 9% **above** the district average. In English Language Arts, 23% of third grade students demonstrated proficiency on the M-STEP, 21% below the state average and 3% **above** the district average.
- NWEA: Northwest Evaluation Association Assessment is an on-line adaptive interim assessment given three times per year to measure basic skills, student achievement and

growth. The Spring 2021 indicators for Math and Language Arts are as follows:

- Math: 14% of students at Forest View reached benchmark expectations, which was in line with district level achievement.
- Language Arts: 30% of students at Forest View reached benchmark expectations, which was 8% higher than district level achievement.
- AimswebPLUS formative assessment is used as a universal screener 3 times a year for K-1 students to get baseline data on foundational skills in Reading and Math, and to measure subsequent growth throughout the year.
 - Math: 38% of students at Forest View reached benchmark expectations, which was 1% less than the district average.
 - Language Arts: 27% of students at Forest View reached benchmark expectations, which was 7% higher than the district average.
 - ROI: Rate of Improvement: 20% of students met the ROI figure for expected growth in Math, which was 2% greater than the district average ROI. 24% of students met the ROI in Language arts, which was 4% less than the district average.
- We face additional challenges to academic achievement including:
 - Student mobility rates were below both state and district averages of 5.2 and 6.1 respectively, but 4.2 percent of students at Forest View attended one or more schools during the 2019-2020 school year.
 - Student attendance and participation in daily learning is key to student success. Forest View students fell below the state average for positive attendance, with an average of 90% as compared to 93% at the state level. Forest View attendance rates were 8% higher than the district average of 82%. The 10% of students who did not attend school consistently, 37% were considered chronically absent, which indicates absences of 10% or more of the school year, or 18+ days. The district average for chronically absent students is close to 60%, while the state average remains lower, at 20%. Only 25% of students during the 2019-2020 school year were suspended for one or more days, as opposed to a district average of 34%. Keeping out of school suspensions low allows for a more seamless access to curriculum and instruction.
- Oral Language development and collaboration are two key elements to both student engagement and student growth, especially at the Prek – 3 level. Forest View teachers have **exceeded** district averages for percentage of teaching time devoted to both Oral Language development and student collaboration, by 2.6% and 2.2% respectively.
- Forest View has increased in enrollment over the past 5 years, adding 27% more students within the Kindergarten through 3rd grade configuration. The gender gap has shrunk from a high of 21% four years ago, to roughly 11% today, which in turn creates more balanced learning environments for students and teachers.

We continue to strengthen and financially support our plan for incorporating outdoor learning through a natural playground plan, as well as receiving training in Project Based Learning to increase student engagement and achievement. We also employ a full-time Student Support

Specialist and are evaluating potential socioemotional learning programs to address these challenges. We appreciate the continued support of parents, staff and our community in our efforts for improvement.

Students are assigned to schools based on neighborhood boundaries, but families may also choose Forest View Elementary School as their child's home school by following the "Schools of Choice" process managed through the Lansing School District and district-wide bussing is available for those students as well. As a result of our school-wide focus of Environmental Science and Outdoor Education, our student population increased by 27%, based on a four year span.

Parent-Teacher conferences are an integral part of student learning and growth, and participation is key to each individual student's success. Between 2014 and 2018, 85% of parents met with their child's teacher as a means of facilitating student growth. Forest View families continue to support their children in many ways, including daily communication with staff, participation in IEP (individual educational plan) meetings, and communication through secure social media sites to ensure support in all aspects of school.

To assure that students make continued improvement in the area of mathematics and reading, the Forest View School Improvement Team has created a plan to improve student achievement. The plan includes:

- Data analysis of the current SIP shows that the implementation of Multi-tiered Systems of Support (MTSS) in the area of reading has supported significant student growth. Students struggling in the area of reading and mathematics are identified and have opportunities for additional support and instruction in their identified area of need within and across grade level intervention block.
- We put significant and continued effort into a model intervention program at the kindergarten and first grade levels and have seen measurable response. Despite the limitations imposed by the change to a newer version of the universal screener administered, we can identify evidence of effectiveness when looking at our 2019-20 fall and winter data. Looking at student achievement from fall to winter, we can infer that *although they are not meeting benchmark yet, there is a rate of improvement high enough that movement toward benchmark is being observed and the probability of not reaching benchmark is lower.* We will look to replicate this progress next year and extend tiered support in mathematics in a similar manner.
- Data and data collection was impacted during the 2020-2021 school year because of virtual learning, so the data collected during the 2021-2022 school year will re-establish a baseline for all students, but also transitioning Kindergarten and First grade students. Formative assessment data during the 2021-2022 school year will inform classroom instruction and intervention frequency in order to best serve our student population.

At Forest View, the School Improvement Plan has been implemented with fidelity. Part of each staff meeting is spent reviewing goals for individual self-assessment, and that implementation is monitored by the administrator through classroom walk-throughs and evaluation of teacher performance. In addition, staff participates in Instructional Learning Cycles (ILCs) with the support of an Instructional Coach to learn strategies to improve instruction. Such activities include book studies, lesson study, modeling, and data analysis. These ILCs have shown success in improving instructional implementation of increasing student voice as demonstrated by our Edusnap data. Our ILCs are monthly to ensure ongoing, sustained professional development and the successful improvement of instructional practices. Adjustments to the plan

are made as a result of ongoing data analysis which resulted in an additional focus on mathematics instruction.

Teachers participate in ongoing profession development on the Common Core Curriculum which can be accessed at <http://www.michiganccr.org/>. Staff also utilize district level Pacing Guides for core content areas to inform planning and collaboration at each grade level which can be accessed at www.lansingschools.net. The core curriculum and content standards are implemented with fidelity by the teaching staff at Forest View Elementary School through the use of best practices for teaching and learning.

Congratulations to the Forest View staff, students and their families for their ongoing academic progress. We look forward to working with you and your child this school year. In you have any questions, please contact me at (517) 755-1330.

Sincerely,

Emily Brown, Principal

Forest View Elementary School