

February 20, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact the Attwood School staff for assistance.

The AER is available for you to review electronically by visiting the following website: [Attwood Annual Education Report](#) or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school was identified for: Comprehensive Support and Improvement

Attwood K-8 serves over 430 students in grades K-8 and faces significant challenges related to academic achievement, particularly in mathematics and English Language Arts proficiency. Our Winter 2025-26 NWEA data indicates that 41% of our students are performing in the lowest quintile in reading and 48% in mathematics, highlighting the need for intensive, targeted interventions. However, we are actively addressing these challenges through comprehensive, data-driven strategies that are already showing promise.

This year, we implemented The Energy Bus cultural initiative as our foundational framework for transformation, systematically integrating positive energy principles with our existing PBIS ROARS behavioral expectations (Respectful, Ownership, Act with Kindness, Ready to Learn, Safety First). This initiative has achieved remarkable results in creating a safer, more positive learning environment. We achieved a 55% reduction in behavioral referrals—from 1,666 to 756—and earned an exceptional 91% PBIS Tiered Fidelity Inventory score, a 30-point improvement that typically takes schools 2-3 years to accomplish. Our staff distributed 3,848 Tiger Awards recognizing positive behaviors, and we established monthly Principal's Circle celebrations to affirm student achievement.

Academically, we are focusing on improving both student growth and proficiency. While our current NWEA proficiency rates remain below our targets (16% in reading, 11% in mathematics), we have made significant progress in student growth, with 55% of students meeting growth in Math during the Winter testing window. We have implemented comprehensive data-tracking systems to monitor student progress across all grade levels, established targeted intervention programs for students performing in the lowest quintiles, and developed professional learning communities focused on data-driven instructional practices. Our leadership team conducts regular classroom walkthroughs using the Danielson Framework to support teacher effectiveness, and we provide ongoing professional development aligned with our strategic priorities.

To address chronic absenteeism and attendance challenges, we have strengthened family engagement through weekly communications, established partnerships with community organizations, and implemented proactive outreach for at-risk students. We recognize that consistent attendance is foundational to academic achievement, and our Energy Bus initiative has helped create a school culture where students want to be present and engaged.

State law requires that we also report additional information:

Aggregate Test Scores:

1. NWEA Winter
 - a. Reading
 - i. 23-24: 13%
 - ii. 24-25: 13%
 - iii. 25-26: 16%
 - b. Math
 - i. 23-24: 9%
 - ii. 24-25: 9%
 - iii. 25-26: 11%

While the path ahead requires continued hard work and dedication, we have much to celebrate on our journey this year. The implementation of our Energy Bus initiative has fundamentally transformed our school culture, creating a positive, supportive environment where students feel loved, cared for and safe. Our significant reduction in behavioral referrals demonstrates that our students are more engaged in learning and making better choices throughout the school day. Despite facing considerable academic challenges, we are seeing encouraging signs of progress—our Winter 2025-26 NWEA data shows improvement in proficiency rates from 13% to 16% in reading and from 9% to 11% in mathematics, representing important forward momentum. Several grade levels have shown particularly strong growth, with Grade 7 reading improving from the 38th to 32nd percentile and Grade 8 reading jumping from the 33rd to 41st percentile.

Most importantly, our staff, students, and families have embraced the Energy Bus philosophy, creating a unified community committed to positive energy, continuous improvement, and supporting every child's success. Our 91% PBIS fidelity score reflects the extraordinary commitment of our teachers and staff to implement evidence-based practices with consistency and care. We are building strong foundations in both academics and character, establishing systems and structures

that will continue to drive improvement in the months and years ahead. Together, we are creating a school where every student can thrive academically, socially, and emotionally. Our path forward is clear, our commitment is unwavering, and our belief in every single Attwood student is absolute.

Educationally yours,
Keichea Shauntee-Wilson
(PhD Candidate)
Principal, Attwood School