

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 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 accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Dwight Rich School of the Arts for assistance.

The AER is available for you to review electronically by visiting the following website: [Dwight Rich 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 as an: Additional Targeted Support School

Data analysis has identified several challenges impacting Dwight Rich's academic achievement in both English Language Arts (ELA) and Mathematics. During the 2024-2025 school year, students in grades 3 through 7 achieved an overall proficiency rate of 25.80% in Mathematics and 12.77% in ELA, as measured by the M-STEP assessments. The 8th grade cohort showed a proficiency rate of <10% in Mathematics and 43.7% in ELA on the PSAT.

To address these challenges and improve proficiency for the 2025-2026 school year, Dwight Rich has implemented weekly tutoring for students. Grades 3-5 receive targeted support through 95%, an intervention program. The 95% intervention program, focuses on improving literacy skills for struggling readers through evidence-based strategies and structured instruction. For Math we are utilizing the intervention tool STAMS which focuses on providing explicit instruction to address grade-level math skills, using highly visual and scaffolded lessons to engage students. Dwight Rich also collaborates with the United Mentoring Program (UMP) to provide additional support for both students and staff. The school's Multi-Tiered Systems of Support (MTSS) team meets monthly to review data and determine actionable next steps for classroom instruction. Grade-level teams also convene

monthly to analyze data and plan for Tier 1 instruction, as well as Tier 2 and 3 interventions.

State law requires that we also report additional information:

Dwight Rich School of the Arts offers unique learning experiences for K-8 students utilizing technology, art labs, along with dance and music studio spaces that began in the 2018-19 school year. Curriculum is delivered in the framework of Bernstein Artful Learning thematic units with an emphasis on the workshop model and Gradual Release of Responsibility instructional practices. Arts integration is a teaching approach where students construct and demonstrate their learning through an art form. Students engage in a creative process which connects an art form to their subject(s) of study to enhance their understanding. This involves visual, performing, music, media, and communication arts. Since the 2021-22 school year, parents can register their student(s) through our online registration link on the district website and indicate that Dwight Rich School of the Arts is their school of choice within Lansing School District. Parents can also fill out an in-district request form to transfer to Dwight Rich.

Key challenges for Dwight Rich School of the Arts in 2021-22 were attendance, suspension rates/behavioral concerns, and academic achievement in the classroom.

Dwight Rich has streamlined the attendance reporting process to include teachers, parents, and office staff to make sure we can improve attendance for all students and reduce barriers that prevent consistent attendance. We are building relationships with families so we have better communication regarding absences, therefore having students report back to school sooner. We recognize and award good attendance through our CRPBIS program.

The Dwight Rich staff have implemented new programs that will support students exhibiting behavioral difficulties, including a building-wide MTSS discipline program aligned to our BEAR expectations and CRPBIS program. We have used our Title 1 and 31a funds to hire new members of our behavioral response team to reduce behavioral issues as we continue to work with Restorative Justice staff to mitigate student conflict. We have implemented an "In School Success" formally known as in-school suspension program with our behavioral specialist team to reduce out of school suspensions for our 3rd – 8th grade students.

To accelerate student achievement and close the achievement gap, we have new programs to support teachers in instructional best practices utilizing the workshop model and Gradual Release of Responsibility framework to make sure students are learning. As a school and district, we are focused on our Common Core State Standards to increase academic rigor. A copy of the core curriculum, in addition to the Common Core State Standards (CCSS), can be accessed on the [Lansing School District website](#). The core curriculum and content standards are implemented by the teaching staff through best practices for teaching and learning. We also utilized 95% which is a data-based reading intervention program for k-5 to improve student reading scores and teachers have built in intervention time in their daily schedules. We currently have instructional coaches in Reading and Math to work with teachers to improve our math and reading instruction so they will be better equipped to help students close the learning gap. Our teachers are using district approved UFLI/Heggerty for early literacy skills, CKELA and Reveal Math that are necessary to

be able to do on grade-level work. Our middle school teachers have implemented a new assessment practice program in the second semester to better prepare our students for high stakes testing. Lastly, we utilizing monthly benchmark assessments in Reading and McGraw Hill Plus to prepare students on standard-based aligned instruction.

The status of the school improvement plan is to continue with our three big goals- improve attendance and increase enrollment, improve instruction through the workshop model and GRR identifying and improving teacher best practices, and improve student achievement scores. We will continue to scaffold the support given to students in reading and math instruction. Our resource room teachers are working with special populations on developing missed skills through programs like Grokkoli and Rewards Intervention programs.

Our efforts from spring to spring testing indicate scores showed gains in each grade level. Our aggregate Test Scores for this year are:

NWEA Spring 2025 Assessment Data:

- NWEA Math Proficiency:
  - Winter 2023-2024 – 6%
  - Winter 2024-2025 – 20%
- NWEA Reading Proficiency:
  - Winter 2023-2024 – 10%
  - Winter 2024-2025 – 39%

Last school year, Dwight Rich had a participation of approximately over 75% (elementary and middle school) for Parent-Teacher Conferences in the Fall. At Dwight Rich, we strongly encourage all families strive for 100% participation for Parent-Teacher Conferences. This ensures a strong partnership with your student's teacher and their academic progress.

The entire staff at Dwight Rich is grateful for the support as we strive to make Dwight Rich a positive learning environment. We look forward to continuing to collaborate with the community to offer a supportive learning environment for all of our students.

Sincerely,

*Shannon Harris*

Principal, Dwight Rich School of the Arts