April 1, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2017-18 educational progress for Clarence Randall 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 Cynthia Meszaros, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site http://bit.ly/2HiSf5r, or you may review a copy in the main office at Clarence Randall Elementary School.

For the 2017-18 school year, schools were identified using new 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 three or more underperforming student subgroups. 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.

Our school has not been given one of those labels.

Although continuous efforts were made in closing the achievement gaps within our subgroups this year, and raising our overall scores, the main challenge that is faced by our schools is the levels of performance on State testing that are below the State proficiency levels. For example, per our AER Data Report it can be noted that for Math, the state proficiency score was 38.72% and Randall scored 27.6%. In ELA, the state proficiency score was 47.33% and Randall scored 26.8%. In Social Studies, the state proficiency score was 32.57% and Randall scored 6.67%.

In the 2018-2019 school year, there are several initiatives that are being implemented to close these achievement gaps. Teachers receive professional development through a Building Improvement Coach that will works formally with four teachers on a Plan-Teach-Debrief rotation each year. Teachers continue to utilize job-embedded professional development to enhance their instruction with the assistance of the Building Improvement Coach. Also, students identified as “at-risk” of not achieving will be offered supplemental
interventions through an in-house Behavior Interventionist, Academic Instructional Interventionist, Positive Climate/Culture Liaison, and an Academic Teaching Assistant. From a technology perspective, i-Pads, computer labs, and Clevertouch boards are being utilized to enhance instruction as well. Students also have a STEAM class to build upon the career-focused foundation the high school is implementing with its academy model. Teachers will continue to participate in Professional Learning Communities and Responsibility-Centered Discipline. Professional Learning Communities will continue to meet to monitor student achievement, discuss and review best practices, and adjust instructional practices as needed.

State law requires that we also report additional information:

Students in the Taylor School District are assigned schools geographically, however parents are permitted to request placement at other schools within the district as space allows. For the 2017-2018 and 2018-2019 school years, the Taylor School District has offered an out-of-district School of Choice program. Students from outside our district boundaries may apply to attend schools in our district. The student counts at each school in a particular grade level at the time of enrollment will dictate which school the student will be assigned.

During the last two school years, the Randall staff has continually reviewed and revised our School Improvement Plan incorporating researched, best practice for improving student achievement indicated by our analysis of the data. The School Improvement Plan promotes growth in achievement for the Randall community.

You may access a copy of the district core curriculum online, our principal’s office, or at our Assistant Superintendent of Curriculum and Instruction office. Core Curriculum is implemented through our School Improvement Team and Assistant Superintendent who provides professional development when changes are made. Taylor core curriculum is in alignment with the Michigan Model. Pacing guides accompany the curriculum and describe the implementation process and timelines. Curriculum is aligned with the Common Core State Standards in the appropriate content areas and taught at the state recommended grade levels.

Randall students performed well on the local i-Ready Reading and Math assessments. Overall, 53% of students met their learning target in math and 59% in reading. Growth was much more evident on the local assessments than the state assessments.

Parents are given multiple opportunities to meet with Randall staff to discuss student progress. In 2018-2019, Randall had 470 (85%) students represented at fall conferences. In 2017-2018, Randall had 494 (88%) students represented at fall conferences from those which were scheduled to attend. Parents, however, are given several opportunities to meet with staff on an ongoing basis to discuss student progress.

Randall Elementary is committed to academic excellence and to providing opportunities for all students to succeed as learners. The commitment from our parents, staff and our community is second to none. I look forward to another successful school year.

Sincerely,

Ms. Cynthia Meszaros
Principal
Randall Elementary School