



School Annual Education Report (AER) Cover Letter

January 25, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Riverside Academy East. 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. You can find this information at <https://bit.ly/3nNQVw2>. If you have any questions about the AER, please contact Layla Shalabi for assistance.

The AER is available for you to review electronically by visiting the following website <https://riversideeast.geeacademies.net/> or you may review a copy in the main office at your child's school.

For the 2021-22 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 subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup 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 or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

One of our key challenges is reading comprehension, which reflects in the English Language Arts data on the combined report. This challenge has contributed to the achievement gap between Riverside students' performance and the state average. Since reading comprehension is also required for math assessments, this contributes to our students' overall performance on state math assessments, as well. To address this achievement gap, our team implements Multi-Tiered Systems of Support (MTSS) for our students that struggle with reading. A block of time has been fit into our schedule daily so that teachers, paraprofessionals, and reading specialists can provide intense interventions to students in reading. Teachers meet on a bi-weekly basis to discuss data, and to identify student needs and set individual goals for improvement. Students in Kindergarten through 3rd grade that score below the 30%ile on reading assessments now each now have an Individual Reading Instruction Plan (IRIP). This plan is implemented by teachers, shared with parents, and monitored by administration. Global Educational Excellence has also provided us with ongoing Professional Development on how to provide the best interventions to accelerate student achievement and help close the achievement gap. Our ELA curriculum, Benchmark Advance provides resources for differentiated instruction and responsive teaching to meet the needs of our struggling readers. We also have supplemental supports such as Lexia Core 5 Reading, which is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, and Reading A-Z, an award winning teaching program that provides comprehensive leveled reading resources for students and teachers.

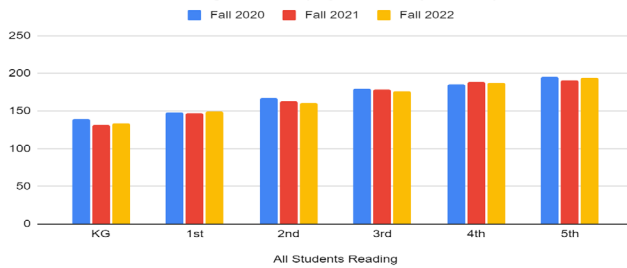
State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:** Riverside Academy East is a Public School of Choice. The Board of Directors allow students who reside in Michigan to enroll in the academy in accordance to limits set by the Board of Directors. Students are assigned to Riverside Academy East in consideration of the following criteria: a. Current enrollment and capacity: Students are enrolled in Riverside elementary school according to space available and maintaining equitable class sizes. b. Siblings: School gives priority to students who currently have siblings enrolled in schools. c. Waiting list: All students that do not receive a space will be placed on a waiting list and notified when space is available.
2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:** Riverside Academy East's School Improvement Plan is a continuous cycle of goals that are updated and monitored yearly to ensure best practices in reading, writing, math, social studies and character education. Staff and parents work together to develop a plan that is meaningful and supports the school and district. Teachers, support staff, and parents were involved in data review and goal development through a systematic process throughout the school year. The plan is adjusted based on demographics, student achievement, school processes and perception data. Our school improvement plan includes research-based strategies and activities. A copy of our school improvement plan is available in the main office. Our current school improvement plan goal is: ALL RIVERSIDE STUDENTS WILL DEMONSTRATE INCREASED PROFICIENCY IN MATH SKILLS AS MEASURED BY LOCAL, STATE, AND STANDARDIZED ASSESSMENTS.
3. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:** We do not have 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:** Riverside Academy East's core curriculum is aligned with WAYNE RESA ISD and the State of Michigan's curriculum, with focus on Common Core Standards for math and reading. The Social Studies, Science, Art, and Physical Education curriculum are aligned with Michigan Department of education benchmarks. The curriculum can be requested by contacting the school. Riverside Academy also offers multiple opportunities for parents to become familiar with the curriculum such as Curriculum Night, Coffee with the Principal, and Parent Teacher Conferences. Our current curriculum is available to teachers via our teacher portal and can be accessed on our website at:
<https://riversideeast.goeacademies.net/curriculum/>.
5. **THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:** Parents and community members may access current school data by accessing:
<https://www.mischooldata.org/dashboard-home/>.

Student Performance on Local Assessments (NWEA)

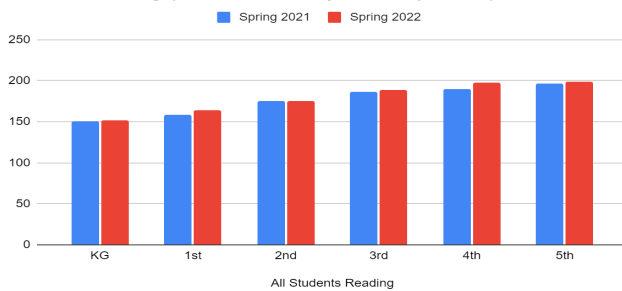
NWEA Reading (All Students)

All Students- Reading NWEA (3 year comparison)



This chart represents the average RIT scores for all students in each grade level over a three year period (fall of each year). This data does not reflect a cohort, but a different group each year. Students performed better in all grade levels in the Fall of 2020 with the exception of 4th grade. It should be noted that the Fall 2020 NWEA test was administered remotely, so we cannot be sure that the data is valid.

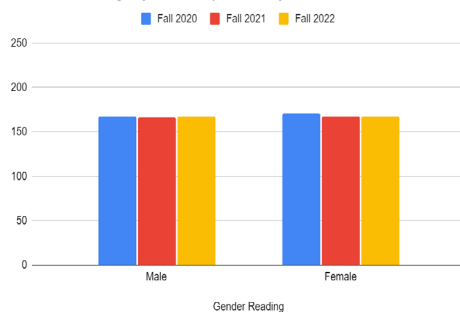
NWEA Reading (All students, 2 year comparison)



This chart represents the average RIT scores for all students from spring 2021 to spring 2022. This data does not reflect a cohort, but a different group each year. Spring data is more valuable, as it provides with us information that reflects a full school year of teaching. In all grade levels, students performed better in Spring 2022 than Spring 2021. It should be noted that the 2020-2021 school year was completely remote, but the students did come to the building to take the NWEA test.

NWEA Reading (Gender Comparison)

NWEA Reading 3 year Comparison by Gender



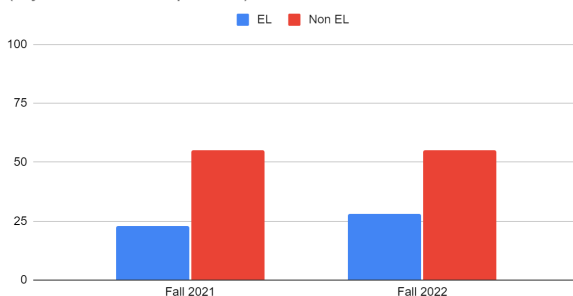
These charts provide a gender comparison in reading NWEA average scores. The chart to the left is a fall to fall comparison over the span of three years, while the chart to the right compares Spring 2021 to Spring 2022. This data does not reflect a cohort, but a different group each year. There is not a significant difference between boys and girls reading performance.

NWEA Reading by Gender (2 year comparison)



NWEA Reading (English Learners)

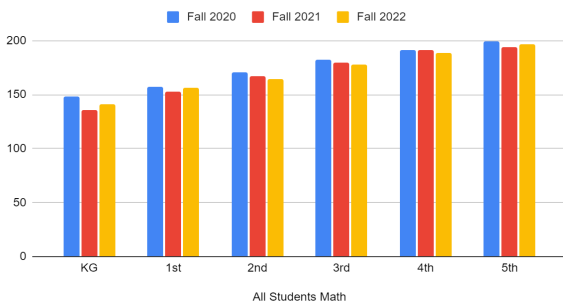
Reading NWEA EL comparison to Non-EL Students (2 year cohort comparison)



This chart provides a comparison between our EL students and Non-EL students' performance in the NWEA reading in Fall 2021 and Fall 2022. The students that are represented in the 2022 data are cohort students that also took the test in the fall. We did not include new students that were added to the Fall 2022 school year in this report. While our native English speaking students outperform our EL students, it should be considered that the EL population represented here includes a range of language proficiency. These levels vary depending on how long the students have been enrolled in school and the support systems they have at home.

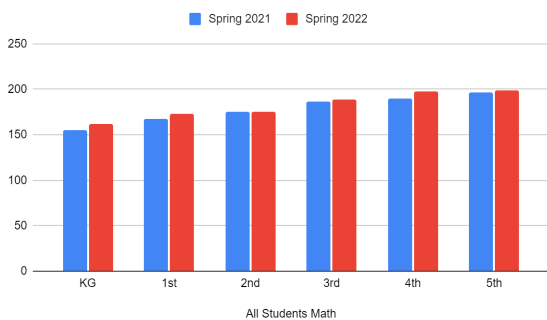
NWEA Math (All Students)

All Students- Math NWEA



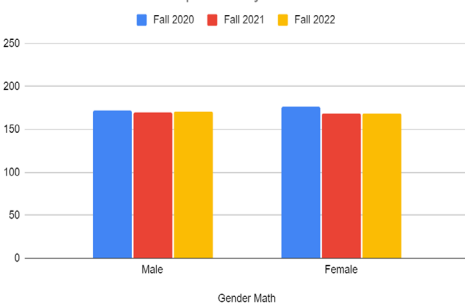
The graph to the left represents the data for Fall NWEA in 2020, 2021 and 2022. This data does not reflect a cohort, but a different group every year. It should be noted that the Fall 2020 test was taken remotely from home, and this could have had an impact on the data. Students performed better in Fall 2020 in all grade levels in math. Since the test was taken at home, we do not believe this data is accurate for all students. Students in KG, 1st grade, and 5th grade performed better in Fall 2022 than they did in 2021. Students in 2nd grade, 3rd grade and 4th grade performed better in Fall 2021 than they did in Fall 2022.

All Students- Math



This chart represents the average RIT scores for all students from spring 2021 to spring 2022. This data does not reflect a cohort, but a different group each year. Spring data is more valuable, as it provides with us information that reflects a full school year of teaching. In all grade levels, students performed better in Spring 2022 than Spring 2021. It should be noted that the 2020-2021 school year was completely remote, but the students did come to the building to take the NWEA test.

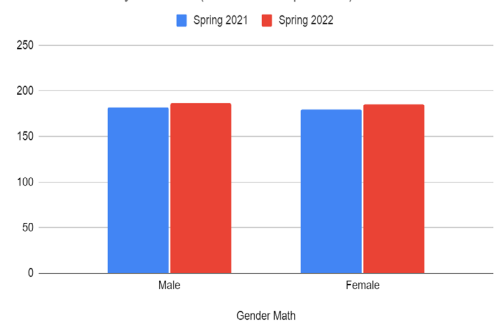
NWEA Math 3 Year Comparison by Gender



NWEA Math (Gender Comparison)

These charts provide a gender comparison in reading NWEA average scores. The chart to the left is a fall to fall comparison over the span of three years, while the chart to the right compares Spring 2021 to Spring 2022. This data does not reflect a cohort, but a different group each

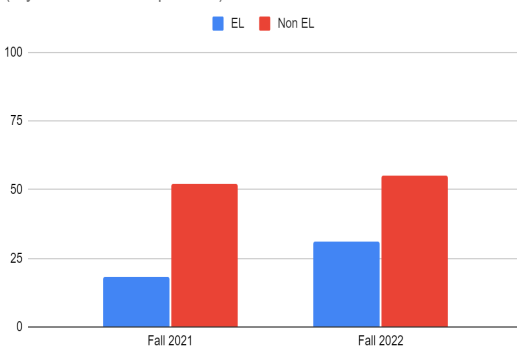
NWEA Math by Gender (2 Year Comparison)



year. There is not a significant difference between boys and girls math performance.

NWEA Math (English Learners)

Math NWEA EL comparison to Non-EL Students (2 year cohort comparison)



This chart provides a comparison between our EL students and Non-EL students' performance in the NWEA math in Fall 2021 and Fall 2022. The students that are represented in the 2022 data are cohort students that also took the test in the fall. We did not include new students that were added to the Fall 2022 school year in this report. While our native English speaking students outperform our EL students, it should be considered that the EL population represented here includes a range of language proficiency. These levels vary depending on how long the students have been enrolled in school and the support systems they have at home. It should also be noted that the proficiency gap was significantly less after a fully year of instruction. EL students also perform better in math assessments than in reading, as the math assessment is read to them or translated in their native language, per NWEA assessment guidelines

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED

BY PARENTS AT PARENT-TEACHER CONFERENCES:

Month/Year	Number of Students whose parents attended conferences	%age of students whose parents attended conferences
November 2021 (on Zoom)	340	82%
November 2022	305	78%

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

- a. Not applicable

I would like to congratulate all of those involved with Riverside Academy East and all Global Educational Schools for their continuous growth towards academic excellence. To assure that academic success continues, Riverside Academy's highly trained and experienced staff and administrative team will continue to implement and create a positive learning environment.

Sincerely,

Layla Shalabi