

DISTRICT LETTERHEAD

**REVISED 2017-18 TEMPLATE
(Letter Sent on District's Letterhead)**

School Annual Education Report (AER) Cover Letter

(USE THE SCHOOL COVER LETTER AND SCHOOL COMBINED REPORT FOR
INDIVIDUAL SCHOOLS WITHIN A LEA/ISD/RESA
AND ANY SINGLE BUILDING SCHOOL DISTRICT OR PSA.)

<DATE>

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the <SCHOOL NAME>. 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 <SCHOOL STAFF NAME> for assistance.

The AER is available for you to review electronically by visiting the following web site **<INSERT LINK TO SCHOOL'S COMBINED REPORT>** (SEE Q.4 AND Q.5 OF THE 2017-18 AER FAQ DOCUMENT FOR DIRECTIONS), or you may review a copy in the main office at your child's school.

For the 2016-17 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. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a <SELECT THE APPROPRIATE LABEL "TARGETED SUPPORT AND IMPROVEMENT", "ADDITIONAL TARGETED SUPPORT", "COMPREHENSIVE SUPPORT AND IMPROVEMENT" SCHOOL OR STATE "HAS NOT BEEN GIVEN ONE OF THESE LABELS">.

< INSERT A PARAGRAPH DESCRIBING THE KEY CHALLENGES FOR THE SCHOOL REFERRING TO DATA IN THE 'COMBINED REPORT' AND DESCRIBING THE KEY INITIATIVES BEING UNDERTAKEN IN THE SCHOOL TO ACCELERATE STUDENT ACHIEVEMENT AND CLOSE PERSISTENT GAPS IN ACHIEVEMENT.>

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
2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN
3. A BRIEF DESCRIPTION OF EACH 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
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS
6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:
 - a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
 - b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
 - c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
 - d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>

<SCHOOL OFFICIAL SHOULD WRITE A CLOSING PARAGRAPH OF CONGRATULATIONS AND/OR ENCOURAGEMENT.>

Sincerely,

<SCHOOL OFFICIAL SIGNATURE>