



**ROCHESTER**  
COMMUNITY SCHOOLS

PRIDE IN EXCELLENCE

## **Reuther Middle School**

# **2022-2023 Annual Education Report**

February 1, 2023

**Wendy L. Darga, Principal**

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 Reuther Middle 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 Wendy Darga (wdarga@rochester.k12.mi.us) for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.rochester.k12.mi.us/academics/curriculum> or you may review a copy in the main office at Reuther Middle 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.

Based upon the data, Reuther Middle School outperformed schools of similar demographics and the state of Michigan average in all areas. Although Reuther has experienced great success as a school based on multiple measures, there are still some key challenges. The global pandemic has led to challenges in meeting the needs of students who come to school with many complex issues, keeping up with changes in curriculum alignment, adjusting to new resources, rapidly evolving

technologies and best practices, and difficulties in finding adequate time for collaboration. These areas are being addressed through such initiatives as co-taught courses and the addition of Instructional Interventionists in the areas of Math and Reading. These are available through the general education curriculum. Additionally, weekly social-emotional wellness check-ins and tutoring for students eligible under Title 31A and 11T have offered supplemental student supports. The school improvement process (SIP) addresses these areas as well through initiatives such as New Pedagogies for Deep Learning (NPDL), Visible Thinking, MI Class Reading Comprehension strategies and Writing Across the Curriculum.

State law requires that we also share the following information.

### **Process for Assigning Pupils to the School**

Students continue to be assigned to schools by grade level according to the district attendance boundaries. Students residing in the district may request open enrollment in a school other than the one to which they are assigned during the Open Enrollment period. Open enrollment is approved on the basis of staffing and capacity in the building. Struggling high school students are identified and assigned to the Alternative Center for Education (ACE) through the District's intervention model.

### **Core Curriculum**

Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on, and aligns with, the Michigan Department of Education's Michigan Curriculum Framework.

The curriculum department continues to focus on developing a Multi-Tiered System of Support to meet the needs of all students, providing alternative educational experiences for students and more flexible time for student learning beyond the traditional school day.

Additional information about the District's Core curriculum can be found at the following website: <https://www.rochester.k12.mi.us/academics/curriculum>.

### **Status of the 3-5 Year School Improvement Plan**

Our school improvement plan continues to focus on building a culture of thinking and implementing strategies to address our goals. Professional development time was used to implement best practice instructional strategies focus on student engagement and New Pedagogies for Deep Learning. Professional development time was also used to gather data to ensure learning for all students and for staff to work collaboratively within our building and the district. Common assessments in the four core academic areas along with pacing guides continued to help teachers devise instructional strategies based on best practices. Using data gathered from iReady assessments, common assessments, state assessments, classroom rests and observations, Reuther developed goals for the 2021-22 school year the areas of

reading, writing, mathematics and student wellness. Goals are monitored by review and analysis of data gathered from student surveys and assessment data.

All students will be proficient in math: Students will be on track for college readiness in math as assessed by state and local assessments. Math teachers will use comprehensive, and engaging instructional strategies in addition to participating in ongoing PD, viewing student work, and effective formative assessments.

All students will be proficient writers: Students will demonstrate that they are proficient in writing. Students use the CERC model to develop well-written responses in all curricular areas. Students will have ample opportunities to write within every class including opportunities for consistent feedback and revision.

All stakeholders will contribute to creating an environment that is conducive to building self-esteem in all students: Staff and students will work collaboratively to build the self-esteem of all students. Staff members continue to build lesson plans that build self-esteem and address social emotional needs. Additionally, students are presented with opportunities such as: Kindness Club, Peer Mentoring, Mindfulness Club, and many others that contribute to building self-esteem and contribute to overall wellness.

### **Summative Achievement results for local assessments**

iReady Aggregate Achievement results 2021-22

#### Mathematics:

On grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
6	69	70	35	42	25	89	9	38	66
7	54	63	64	27	12	91	45	60	50
8	55	65	38	41	18	82	26	55	57

Below grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
6	31	30	65	58	75	11	91	62	34
7	46	37	36	73	88	9	55	40	50
8	45	35	62	59	82	18	74	45	43

Reading:

On grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
6	64	59	12	42	17	69	18	53	62
7	59	55	20	35	6	81	45	50	51
8	57	57	13	40	6	67	35	45	57

Below grade level percentages

Grade	Female	Male	EL	ED	SPED	Asian	Black	Hispanic	White
6	36	41	88	58	83	31	82	47	37
7	41	45	80	65	94	19	54	50	49
8	43	43	87	60	94	33	65	55	43

**Parent-Teacher Conferences**

<b>Parent Attendance at Conferences</b>	<b>Number of Parents</b>	<b>Percent of Students represented at Parent-Teacher Conferences</b>
2020-21	226	45
2021-22	274	41

Congratulations Reuther Crusader Nation for all of your hard work, flexibility and dedication in the 2021-22 school year. You continue to amaze us all with your efforts in and out of the classroom. We look forward to seeing our school's continued growth. Go Crusaders!

Sincerely,

Wendy Darga  
Principal