



ROCHESTER
COMMUNITY SCHOOLS

PRIDE IN EXCELLENCE

Reuther Middle School

2021-2022 Annual Education Report

February 1, 2022

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 2020-21 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://bit.ly/378dJhG> or you may review a copy in the main office at Reuther Middle School.

For the 2020-21 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was not given one of these labels. State law requires that we also report additional information.

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. A key challenge that we have faced is the global pandemic, during which the district had to close and then reopen in a virtual setting for part of

the school year. 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 a pilot initiative Leaders course. These are available through the general education curriculum. Additionally, weekly social-emotional wellness check-ins and tutoring for students eligible under Title 31A have offered supplemental student supports. The school improvement process (SIP) addresses these areas as well through initiatives such as MI Class Reading Comprehension strategies, Visible Thinking routines, New Pedagogies for Deep Learning (NPDL) and Writing Across the Curriculum.

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.

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 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 2020-21 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.

Parent-Teacher Conferences

Parent Attendance at Conferences	Number of Parents	Percent of Students represented at Parent-Teacher Conferences
2019-20	423	63
2020-21	226	45

Congratulations Reuther Crusader Nation for all of your hard work, flexibility and dedication in the 2020-21 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