



## **2025-2026 Annual Education Report (AER)**

February 9, 2026

Dear Parents and Community Members:

We are pleased to present you with the 2025-26 Annual Education Report (AER), which provides key information on the 2024-2025 educational progress for Cedar Springs Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information on student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal Courtney MacDonald for assistance.

The AER is available for you to review electronically by visiting the [Cedar Springs Middle School Annual Education Report](#) or you may review a copy in the main office.

For the 2025-2026 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 2022-2023. 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 2021-2022. 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% or failed to exit CSI status in 2024-25 or failed to exit ATS status in 2021. 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.**

In the annual education report, M-STEP Reading/Math (grades 3-7) & PSAT/SAT Evidence-Based Reading & Writing/Math (grades 8-11), our scores fluctuate each year, making it challenging to identify a pattern. Our i-Ready data is positive, showing an upward trend in math and reading over the past three years. This is primarily attributed to our highly skilled teachers using their curriculum resources with fidelity. Students in grades 6-8 have access to personalized intervention, and we strongly encourage them to take advantage of this opportunity to catch up on foundational skills.

- One concern is the standardized testing format and the exposure our students receive to it. State tests across content require critical thinking, close reading comprehension, identifying key details, understanding context, recognizing question structure, applying prior knowledge, and carefully analyzing answer choices. Our team spends time during professional development reviewing and discussing practice standardized testing sample items to prepare students. Our team wants our testing

data to be as accurate as possible so we can use the information to plan interventions and extensions and meet each learner where they are. We have compared our data to state results and seen comparable trends.

- Another area of concern worth noting is student motivation and accountability. We find that students don't know how to be students more frequently. This can impact their learning and our building data. Hawk Time was created to help address these issues. Students learn digital citizenship, social-emotional skills, growth mindset, health and wellness, team building, organization, etc. In 7th grade, students take a semester-long Future Focus course, building on skills learned in Student Focus. Digital citizenship, study skills and success strategies, and teen leadership are important components of Future Focus while adding a more in-depth look at future planning, interest inventories, career pathways, and development of their state-required Educational Development Plan (EDP).

State law requires that we also report this additional information:

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### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Residents are assigned to school buildings by grade level. Kent County residents can attend Cedar Springs Public Schools through Schools of Choice, and residents outside of Kent County can attend Cedar Springs Public Schools under 105c Schools of Choice.

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### **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

The Michigan Department of Education accredits Cedar Springs Middle School. The target area for our continuous improvement plan is for students to meet or exceed assessment scores on local assessments, iReady, and M-Step. The Continuous Improvement Team - MTSS team monitors progress to maintain PK-12 alignment with the District's goals and vision. Assessment data and results from various math, writing, and reading testing measures for grades K through 12 are analyzed to determine student's needs, and regular progress monitoring for literacy and math drives our intervention system. Our intense focus at the PK-5 grade span is literacy and improving student literacy outcomes. Our intense focus areas at the middle level are improved math outcomes, improved literacy outcomes, and a positive culture where every student is known. To this end, we analyze classroom instruction, core curricular resources, and our outcome data to decide how to improve student results in each area. Our math data shows a positive trend in year 3 of implementing a core curricular resource. Still, one gap in that area is the upper elementary grades, where students did not have a quality, evidence-based resource for instruction in their foundational math years. Our intervention system is in year 3 of development, with evidence-based resources and teachers being trained in them, but we know that intervention alone is not the solution. Focusing our attention on our literacy and math instruction in core curriculum time will allow for the most significant impact on student outcomes. We are working to develop our interventions at the middle level more thoroughly. In addition, our team reviews behavior data and early warning indicators regularly to respond appropriately to student needs. The plan, strategies, and activities are reviewed tri-annually to ensure student achievement.

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### **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

Cedar Springs Public Schools is committed to providing quality educational programs and services at the local district level to ensure all students with disabilities are educated in their own community. We are committed to ensuring all students reach their maximum potential in the most appropriate, least restrictive environment.

Most students receive their instruction within the Cedar Springs Public Schools system. To meet the needs of all students, we have cooperative agreements for specific special education programs for students with significant disabilities. These include programming for students with emotional impairments, autism spectrum disorder, moderate cognitive impairments, severe cognitive impairments, severely multiply impaired, and transitional programming.

Cedar Springs Public Schools also provides academic support to students seeking English Language Proficiency.

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### **CORE CURRICULUM**

A copy of the core curriculum may be obtained from the curriculum office at Cedar Springs Public Schools District Office. At the elementary level, this includes Amplify CKLA for literacy, Bridges and Number Corner for math, Mystery Science, and Oakland social studies units. At the middle level, this includes Amplify ELA for literacy, Illustrative Math, TCI for social studies, and IQWST for science. The core curriculum is fully implemented in grades K-12. There are no variances from the state’s model. In addition to curriculum a concerted effort has been made to ensure certified staff are leading each of our course offerings.

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### **AGGREGATE STUDENT ACHIEVEMENT RESULTS from ASSESSMENTS**

To view the most current aggregate student achievement report, please use the link provided earlier in this letter.

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### **PERCENTAGE OF STUDENTS REPRESENTED BY PARENTS AT CONFERENCES**

Parent-teachers conferences are only one method of representing parent engagement. When considering all methods of modern communication between parents and educators, we find that nearly all parents are able to communicate regularly with teachers through email, PowerSchool, and phone calls.

Building	Year	Number Attended	Percent Attended
Middle School	2022-2023 (7-8)	116	24%
Middle School	2023-2024 (6-7)	158	36%
Middle School	2024-2025 (6-8)	166	25%

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Cedar Springs Public Schools is proud of its commitment to helping students thrive. Our district goals focus on the implementation of Multi-Tiered Systems of Support (MTSS) in culture, climate, behavior, and academics. This will lead us to a positive school climate where all students experience success. Because we have been focusing on these systems, our students and staff will continue to grow.

We are building our teachers' capacity to deliver high-quality instruction by differentiating our professional development and engaging in Professional Learning Communities, and MTSS work for at least 42 hours throughout the school year, during which we examine data to improve student outcomes. Our commitment to continuous improvement is strong, and we are excited to see our student achievement improve as a result of this work. If you’d like to be involved in the work we are doing, please reach out! Thank you for your partnership with us. We can. We will. We are. Together!

Sincerely,  
Courtney MacDonald  
Principal