



**A Tradition of
Educational Excellence**

EDWARDSBURG PUBLIC SCHOOLS

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JAMES A. KNOLL, SUPERINTENDENT

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-2018 educational progress for the Edwardsburg 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 Mrs. Rebecca Crocker, principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2Hfl7vB>, or you may review a copy in the main office at your child's school.

For the 2017-2018 school year, schools were identified using new definitions and labels as required in 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 or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. *Note TSI and ATS definitions were changed for the 2018-2019 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Edwardsburg Middle School HAS NOT BEEN GIVEN ONE OF THESE LABELS.

At EMS, we believe in continuous improvement and have begun to re-define and implement a district-wide multi-tiered system of support to address any student achievement that falls in the bottom 30% and achievement gaps of our students with disabilities. We are using NWEA to provide evidence-based interventions to accelerate these gaps in achievement. We will continue to focus on excellent initial instruction and provide additional levels of support (Tier II and Tier III instruction) for students not meeting the standards before, during, and after-school.

State law requires that we also report additional information:

1. Assigning Pupils to the School: Edwardsburg Middle School houses the district's sixth, seventh, and eighth grade students. These students are assigned to this building when they enroll in the district. Edwardsburg Public Schools also offers School of Choice options.

2. The School Improvement Plan – Edwardsburg Middle School is currently implementing strategies/activities from their school improvement plan to meet the students' educational needs. The following school improvement goals have been developed as determined by data analysis:

- All students will be proficient in reading.
- All students will be proficient in writing.
- All students will be proficient in mathematics.
- All students will be proficient in social studies.
- All students will increase their scientific literacy.

Edwardsburg Middle School staff will continue to analyze M-STEP, iReady, and formative and summative classroom assessment data to monitor whether instructional strategies are effective in improving student growth. Modifications will be made on an annual basis to our school improvement plan, based on data analysis of student performance. Teachers are implementing evidence-based instructional strategies that are aligned to the EMS School Improvement Plan and collect evidence to monitor the impact of the strategies and activities. Edwardsburg Middle School demonstrates pride, passion and purpose toward continuous school improvement. Some of these strategies aimed at closing the gaps include core tutoring and Achieve to Succeed.

3. Specialized Schools – Lewis Cass ISD offers a variety of programs to educate students from 0-26 with various handicapping conditions, which include: early childhood development delay, infants and toddlers’ severe multiple impairments, autism spectrum disorder, cognitive impairments and emotional impairments. Students also attend specialized programs in other districts within Cass County as well as in other counties through contracted services. Eligible special education students are enrolled in the LCISD School through the Individualized Education Planning Committee (IEPC) process. Each student’s needs are discussed, using the 13-step least restrictive environment process as a guide, to determine appropriate program placement.

4. Core Curriculum – As mandated by the State of Michigan, Edwardsburg Public Schools has developed curriculum for the various subject areas. Learning goals to be achieved by all students have been defined based upon Michigan’s Academic Standards for English Language Arts, Mathematics, and Literacy in History/Social Studies, Science and Technical Subjects. We are using Michigan’s K-12 Science Standards and Michigan’s Social Studies K-12 Content Standards. Copies of core curriculum are available at all buildings, at the district office, and is available on our website.

5. Aggregate Student Achievement Results - Beginning in the 2017 school year, Edwardsburg Middle School started using the iReady Diagnostic and Learning Tool as a research-based, computerized measurement to help educators answer a crucial question: Are my students learning? By delivering precise, real-time information about every student’s learning triumphs and challenges, this tool helps educators and students assess their progress. Prior to that, EMS used NWEA.

Below are Fall 2016 NWEA mean RIT (Rasch unit) scores compared to Fall 2016 national norm RIT scores:

| | | | |
|-----------------------|-----------------|-----------------|-----------------|
| MATH | 6 th | 7 th | 8 th |
| Middle School 2015-16 | 221 | 230 | 233 |
| Middle School 2016-17 | 226 | 232 | 237 |
| 2016 National Norms | 217 | 222 | 226 |
| READING | | | |
| Middle School 2015-16 | 217 | 222 | 224 |
| Middle School 2016-17 | 219 | 223 | 228 |
| 2016 National Norms | 211 | 214 | 217 |

Below are Spring 2017 iReady proficiency scores:

| | | | |
|-----------------------|-----------------|-----------------|-----------------|
| READING | 6 th | 7 th | 8 th |
| Middle School 2017-18 | 57% | 58% | 61% |
| MATH | | | |
| Middle School 2017-18 | 67% | 59% | 61% |

6. Parent-Teacher Conferences – In 2015-2016, 77% of our 693 students were represented by parents during our parent-teacher conferences. In 2016-2017 68% of our 666 students were represented by parents during our parent-teacher conferences. In 2017-2018 66% of our 688 students were represented by parents during our parent – teacher conferences.

Edwardsburg Middle School’s faculty and administration are committed to providing an exemplary learning and developmental experience for our middle level students. Continuous monitoring of student academic achievement, aligned to professional development support for our instructional staff, and frequent communication with our parents and community stakeholder groups will all contribute to a program that reflects our district’s price, passion and purpose as a high quality educational institution.

Sincerely,

Rebecca Crocker
Edwardsburg Middle School Principal