



## School Annual Education Report (AER) Cover Letter

Monday, March 25, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Legg 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 Julie Slusher for assistance.

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

For the 2017-18 school year, schools were identified using 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 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 2018-19 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.

Our school has not been given one of these labels.

Legg Middle School is proud that we continue to progress toward our growth and proficiency targets in our core areas. The combined report from the Michigan Department of Education illustrates key areas of focus for continued improvement at LMS. The data for

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our subgroups indicates challenges exist in helping our English learners (EL), economically disadvantaged students, and students with learning disabilities to progress at the rates of our other subgroups. In order to address these challenges, we continue to utilize our data to provide interventions, identify instructional areas of focus, and to focus our professional development for staff on those areas.

In order to address these challenges, we continue to expand our EL programming and our Boost classes. We are providing professional development for staff in SIOP strategies in order to improve our instructional strategies for our English learners. Boost classes strive to address the skills students need to improve their math and English abilities. We are structuring our Focus hour to strategically place students with teachers in the core areas where students most need supports. We have also added an additional EL Focus hour with an EL teacher and EL support staff to offer students additional services. LMS continues to use our PLC process to analyze data and to provide time for teachers to focus on instructional strategies and student growth.

Legg Middle School is the only middle school in our district. Students enter LMS from Lakeland Elementary, and other various county schools. Students from surrounding districts may enroll at LMS under the school of choice guidelines.

The LMS school improvement plan outlines our steps to continually improve student performance based on the state test results. Based on our test scores we have expanded Boost classes during the school day for English and math. In order to provide supports to all students during the school day, we continue to utilize Focus hour. This hour provides students the chance to work with a highly qualified teacher to receive academic assistance. We are also providing professional development for staff focused on math, English, and SIOP strategies.

Legg Middle School is a public school serving 707 students in grades 6-8. There are 50 staff members, including two counselors, an assistant principal, and principal. LMS operates on a seven hour day, and each grade level has its own lunch period. In addition to core classes, students select from a variety of electives and are enrolled in a focus hour. Each elective lasts one marking period, allowing students to experience multiple electives throughout the school year. Parents can access our building's core curriculum on our school webpage. The LMS curriculum is aligned to the state standards, and there are specialized courses for our EL students.

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In addition to our local assessments, we utilize NWEA to assess student proficiency in math and English. NWEA assessments use RIT scores to determine a student's point on a scale of learning. RIT scores are used to measure an item's difficulty level, and provide a measure of a student's progress and growth in school. **The NWEA comparison of our fall 2017-18 data and the fall 2018-19 indicate an overall increase in their RIT scores over the one year period. All three grade levels are slightly below the national norm in NWEA RIT scores.**

Fall conferences at Legg Middle School were held in October. During conferences, 45% of parents attended, up slightly from the 2016-17 attendance. Parents were welcome to drop in during conferences, and appointment times to meet with teams were also available during one evening session. For those who were unable to attend, teacher teams made email or phone contact and progress reports were sent home with all students.

Legg Middle School strives to challenge and support our students. Our staff continues to focus on professional growth in order to provide students with opportunities for growth and success. Our district Professional Learning Communities offer staff the space for collaboration, and to focus on providing high quality instruction for our students. LMS continues to strive to provide students with the resources and supports that will allow students to be successful.

Sincerely,

*Julie Slusher*

Julie Slusher, Principal