

Cumberland School School Annual Education Report (AER) Cover Letter

February 2023

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 Cumberland 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 Cumberland principal, Martha Rusesky, for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3K1OWQq>, or you may review a copy in the main office at your child's 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 was identified as a Universal Schools Support (USS).

At Cumberland School we continually assess the growth and progress of our students in core academic areas in an effort to seek ways to improve academic achievement. Using this data, teachers establish goals and instructional plans for our students. For the 2021-22 school year 16.4% of our 3rd grade students scored proficient on the ELA M-Step assessment while 20% scored proficient on the Math M-Step assessment. A comparison of Cumberland's 2021-22 and 2022-23 Winter AIMSweb Early Literacy and Early Numeracy aggregate test scores for students in grades K-1 showed over a 12% increase in early literacy proficiency and over a 6% increase in early numeracy proficiency. A comparison of Cumberland's 2021-22 and 2022-23 Winter NWEA Reading and NWEA Math aggregate test scores for students in grades 2-3 showed the same upward swing with a 7.6% increase in reading proficiency and a 7.8% increase in math proficiency. Studies have shown that there is a strong correlation between NWEA scores and M-step proficiency.

Therefore, based on the aforementioned data, we predict an increase in M-Step spring 2023 scores.

In our 2021-22 School Improvement Plan we included a multi-tiered approach to instruction that utilizes frequent progress monitoring to guide decision making. Journeys and Go Math reading and math curriculums (K-3) as well as The Heggerty Phonemic Awareness curriculum (Prek-2) were used with fidelity on a daily basis. Guided math and reading instruction (small groups) were utilized at least 4 times per week to differentiate instruction. Additionally, the Second Step program was implemented in grades Prek-3 to support our students social-emotional learning (SEL). Classroom teachers provided tier 1 and 2 interventions while support staff (literacy teacher, ESL teacher, instructional assistant, resource room teachers) provided a 3rd layer of additional support where needed. All staff maintained data notebooks with documentation of all research-based intervention strategies utilized along with related progress monitoring data. Collaboration groups within and across grade levels met at least monthly to analyze and interpret data to adjust instruction and plan lessons.

State law requires that we also report the following additional information:

PROCESS FOR ASSIGNING PUPILS TO SCHOOL

Students are assigned to Cumberland School based on school boundaries, the schools of choice option, or specialized educational needs. Cumberland offers students a broad spectrum of student support services including support for English Learner (EL) students and Autistic Spectrum Disorder (ASD) students.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

During the 2021-22 school year the Lansing School District transitioned to The Michigan Integrated Continuous Improvement Process (MICIP) platform as directed by the state of Michigan. This pathway allows Cumberland to improve student outcomes in attendance, academic achievement and social emotional learning to reach joint school and district strategies and goals. Professional learning communities have been established to discuss common assessments, data analysis, classroom instruction, and the development of appropriate response plans for struggling learners. Cumberland monitors and evaluates its School Improvement Plan on an ongoing basis. Instructional strategies are revised based upon assessment data and the academic needs of students.

DESCRIPTION OF IMPLEMENTATION AND ACCESS TO THE CORE CURRICULUM

Cumberland School curriculum is aligned with the state's model curriculum with no known variances. The Common Core State Standards (CCSS) have been fully implemented and are used as the basis for the curriculum at all levels. The curriculum is continuously reviewed and revised as necessary by members of the School Improvement Team to meet

student needs. Data derived from state and district assessments is used to monitor student achievement and improve academic quality.

AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

A copy of the core curriculum, in addition to the Common Core State Standards (CCSS), can be accessed through the Lansing School District web page at www.lansingschools.net. The core curriculum and content standards are implemented by the teaching staff through best practices for teaching and learning.

1. Aggregate Test Scores:

- a. Winter AIMSweb 21-22 Early Literacy Proficiency: 15.69%
- b. Winter AIMSweb 22-23 Early Literacy Proficiency: 27.84%
- c. Winter AIMSweb 21-22 Early Numeracy Proficiency: 18.63%
- d. Winter AIMSweb 22-23 Early Numeracy Proficiency: 24.74%
- e. Winter NWEA Reading 21-22: 11.93%
- f. Winter NWEA Reading 22-23: 19.57%
- g. Winter NWEA Math 21-22: 7.41%
- h. Winter NWEA Math 22-23: 15.11%

IDENTIFICATION OF THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

During the 2021-22 school year, 95% of our parents attended fall parent-teacher conferences and 92% of our parents attended spring parent-teacher conferences.

Cumberland School is proud of its students' academic accomplishments. Continued success will be made possible through the collaborative efforts and dedication of all involved in the education of our students.

Sincerely,

Martha Rusesky, Principal
Cumberland School