



Sequoyah Elementary School



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18500 24 Mile Rd,

Macomb, MI 48042

February 2023

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for Sequoyah Elementary. 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 me or your child's teacher for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3flfcFo>, or you may review a copy in the main office at Sequoyah.

For the 2021-22 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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. Sequoyah was not given one of these labels.

While our goal is continuous improvement and growth in the areas of reading, writing, math, social studies, and science, our school community has faced challenges. Due to the closure of school in the spring of 2020, and most of the 2020-21 school year being held virtually, the impact on instruction and achievement has been significantly impacted. In review of the 2021 and 2022 M-STEP data along with the spring and fall 2021 and 2022 NWEA data, we are aware of the subgroups in need of improvement and are diligently working to improve in these areas. After analyzing M-Step data and Sequoyah's Overall and Proficiency Index for 2021 and 2022, our school is challenged with closing the achievement gap among our subgroups which include Economically Disadvantaged, and English Language Learners.

During the 2020-21 school year our district began implementing new teaching strategies and methods that align with the science of reading. By using these research-based strategies, we look forward to improvements in student learning.

The NWEA Measures of Academic Progress (MAP) assessment is used as our local district assessment for reading and math in 3rd-5th grades. In kindergarten-2nd grade our district chose to assess students using FastBridge for both reading and math. As of the 2022-23 school year, the NWEA (MAP) assessment is now only used with our fourth and fifth grade students in our elementary schools. FastBridge is being administered to all Kindergarten through third grade students. Below is a look at our data for the 2021-22 school year.

Our Vision: We will help ALL students reach their social, emotional, and academic potential



FastBridge-Reading		
% of students above the 50th percentile		
Grade Level	Fall 2021	Fall 2022
Kindergarten	49%	63%
1st Grade	45%	49%
2nd Grade	57%	49%
3rd Grade	15%	58%
NWEA -Reading		
% of students above the 41st percentile		
Grade Level	Fall 2021	Fall 2022
4th Grade	82%	90%
5th Grade	85%	75%

Kindergarten, first, and third grade students used Bridges Math unit assessment in the fall 2021 so we are unable to compare the data to the fall 2022 FastBridge assessment data.

FastBridge-Math		
% of students above the 50th percentile		
Grade Level	Fall 2021	Fall 2022
Kindergarten		77%
1st Grade		61%
2nd Grade	57%	49%
3rd Grade		68%
NWEA -Math		
% of students above the 41st percentile		
Grade Level	Fall 2021	Fall 2022
4th Grade	67%	78%
5th Grade	77%	76%

The instructional staff at Sequoyah has implemented a Multi-Tiered System of Support (MTSS) targeting specific skills of students struggling in reading. Staff members utilize data from the NWEA MAP and FastBridge reading assessments, as well as weekly progress monitoring to identify the specific learning needs of each child. Using this information and other assessment data, teachers determine areas of core instruction to be improved and enhanced as well as place students into research-based interventions focusing on early literacy skills, reading fluency, vocabulary development and comprehension strategies to help our students continue to grow and develop.

The foundation for creating our positive school environment and culture is our Positive Behavior Interventions and Supports (PBIS). Students are systematically provided instruction on our school-wide behavior expectations called the Thunderbird Three: Safety, Respect, and Responsibility. Our staff works to teach, model, rehearse, reinforce, and praise students for appropriate behaviors. Students who are role models for other students, make positive contributions to the school, and students who consistently follow the Thunderbird Three, are recognized as Thunderbird Three Heroes and receive a t-shirt and certificate. We know that when good behavior and teaching come together, our students will excel in their learning as well.

Success in school is not just about reading, writing, and math. It is also about knowing how to learn and get along with others. We will be using the Second Step program to teach these critical social and emotional skills. The Second Step program teaches skills in the following four areas: Skills for Learning, Empathy, Emotion Management, and Problem Solving. Students engage in the program weekly.

State law requires that we also report additional information.

- Pupils are assigned to each individual building based upon guidelines set forth by the Board of Education. Assignments are based upon the location of each student's residence. Transfer requests from within the district are also considered. The district also accepts applications from students who reside outside the district. Spaces are allotted at each school.
- In March of 2021, Chippewa Valley completed a comprehensive System Accreditation Engagement Review through Cognia, a nonprofit organization that provides quality assurance for schools, school districts, and education service providers. We have met rigorous Cognia Performance Standards and accreditation policies, demonstrated quality assurance through internal and external review, regularly analyzed student performance data, and consistently engaged in best practices in continuous improvement. The Engagement Review Team examined district and school improvement plans, reviewed data and artifacts, and interviewed stakeholders from schools and the community. The Team recommended to the Cognia Global Accreditation Commission that Chippewa Valley Schools earn the distinction of System Accreditation. Our Sequoyah Elementary School Improvement goals focus on reading, writing, and culture and climate.
- Chippewa Valley has established an integrated and dynamic relationship among curriculum/standards, instruction, and assessments. These practices are based on the Michigan State Standards. More information about CVS curriculum can be found by visiting <http://www.chippewavalleyschools.org/for-parents/> and <http://www.chippewavalleyschools.org/academics/curriculum/>. You can also find more information on the Michigan State Standards by visiting http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html.
- Chippewa Valley School District administers the NWEA Measures of Academic Progress® (MAP®) or the FastBridge common benchmark assessments to all students in grades K-10 in the areas of Mathematics and English. NWEA computerized, adaptive assessments, are administered two to three times throughout the school year. The purpose of these assessments is to provide data on individual student's growth. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to better meet their student's specific needs. For more information on Chippewa Valley's balanced assessment program, please visit our district assessment page <http://www.chippewavalleyschools.org/academics/assessment>.
- During the fall 2021 school year, 98% of our students were represented when at least one parent or guardian attended fall conferences. During the fall 2022 school year, 98% of our students were represented when at least one parent or guardian attended fall conferences.

Sequoyah Elementary continues to be a great place to learn with an emphasis on growth and success. Thank you for supporting us on our journey to excellence for ALL!

Sincerely,
Monica Gabriel
Principal



Student Growth Summary Report

Aggregate by School

Term: Fall 2022-2023
 District: Chippewa Valley Schools

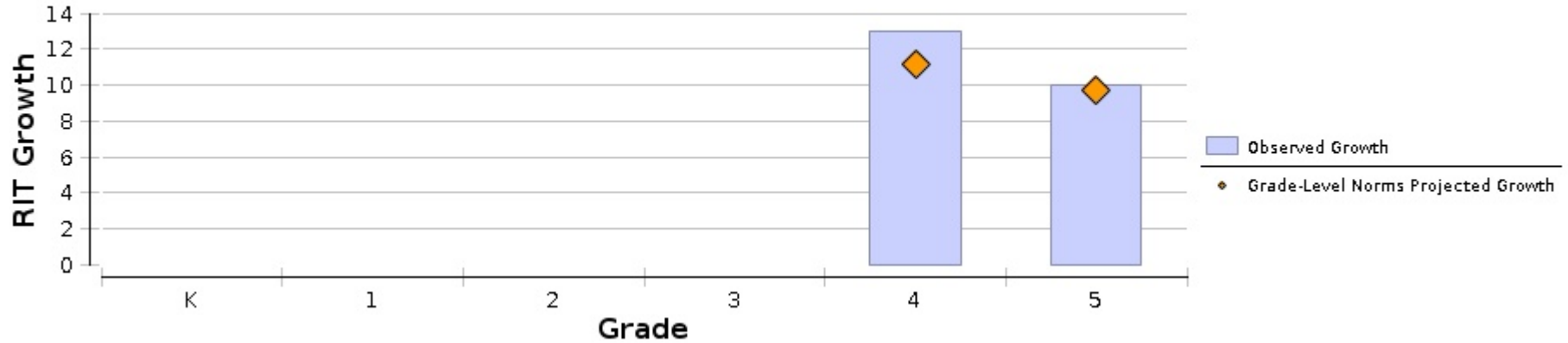
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Fall 2022
 Weeks of Instruction: Start - 2 (Fall 2021)
 End - 1 (Fall 2022)
 Grouping: None
 Small Group Display: No

Sequoyah

Math: Math K-12

Grade (Fall 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2021			Fall 2022			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**					**				
1	0	**			**			**					**				
2	0	**			**			**					**				
3	0	**			**			**					**				
4	94	190.1	11.0	67	203.3	10.6	78	13	0.7	11.2	1.28	90	94	57	61	58	
5	87	203.6	10.2	77	213.1	11.0	76	10	0.8	9.7	-0.12	45	87	46	53	48	

Math: Math K-12



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Fall 2022-2023
 District: Chippewa Valley Schools

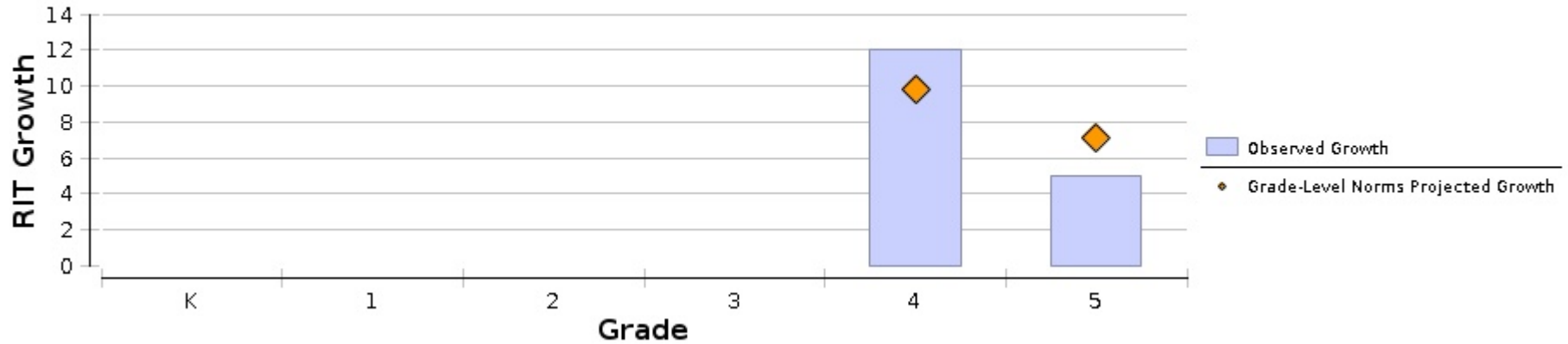
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Fall 2022
 Weeks of Instruction: Start - 2 (Fall 2021)
 End - 1 (Fall 2022)
 Grouping: None
 Small Group Display: No

Sequoyah

Language Arts:
 Reading

Grade (Fall 2022)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Fall 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	94	192.2	13.4	82	204.4	12.4	90	12	0.8	9.8	1.24	89	94	63	67	63
5	86	203.3	10.8	85	208.2	9.9	75	5	0.9	7.1	-1.49	7	86	38	44	37

Language Arts: Reading



Explanatory Notes

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Chippewa Valley Schools

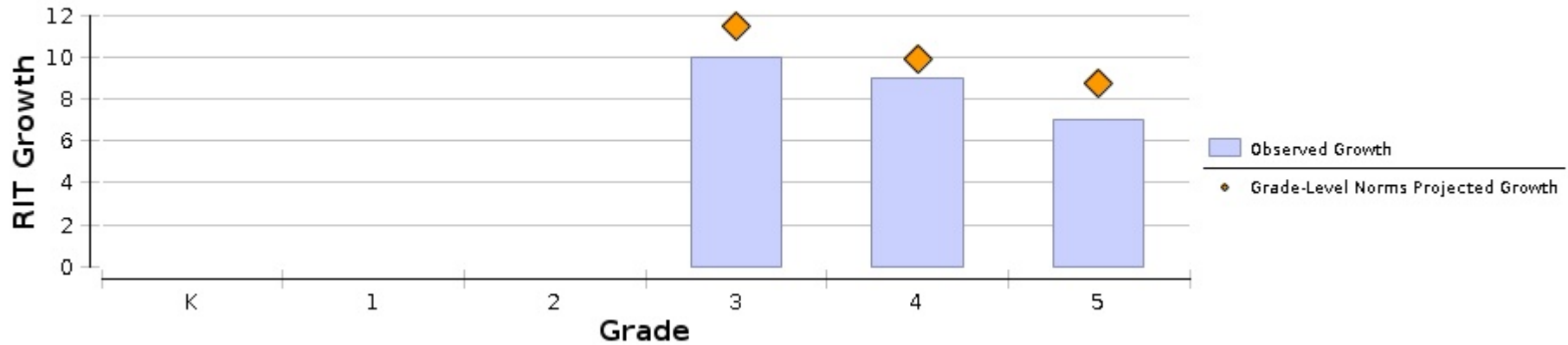
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 2 (Fall 2021)
 End - 26 (Spring 2022)
 Grouping: None
 Small Group Display: No

Sequoyah

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**					**				
1	0	**			**			**					**				
2	0	**			**			**					**				
3	93	190.5	10.9	70	200.0	10.6	58	10	0.6	11.5	-1.08	14	93	41	44	38	
4	84	204.0	10.1	79	212.8	10.1	73	9	0.8	9.9	-0.64	26	84	38	45	43	
5	110	213.8	12.5	77	221.0	13.8	70	7	0.6	8.7	-0.75	23	110	51	46	41	

Math: Math K-12



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Chippewa Valley Schools

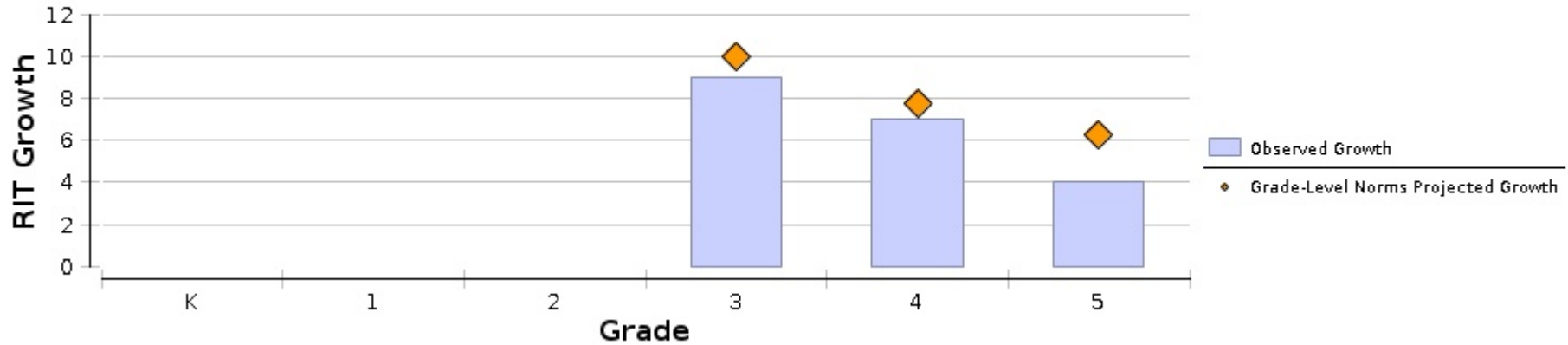
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 2 (Fall 2021)
 End - 26 (Spring 2022)
 Grouping: None
 Small Group Display: No

Sequoyah

Language Arts:
 Reading

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	95	192.2	13.4	82	200.7	11.8	76	9	0.7	10.0	-0.82	20	95	48	51	47
4	83	203.5	10.8	86	210.9	9.4	84	7	0.8	7.7	-0.19	42	83	41	49	47
5	103	208.2	12.5	73	212.5	12.3	63	4	0.7	6.3	-1.17	12	103	47	46	40

Language Arts: Reading

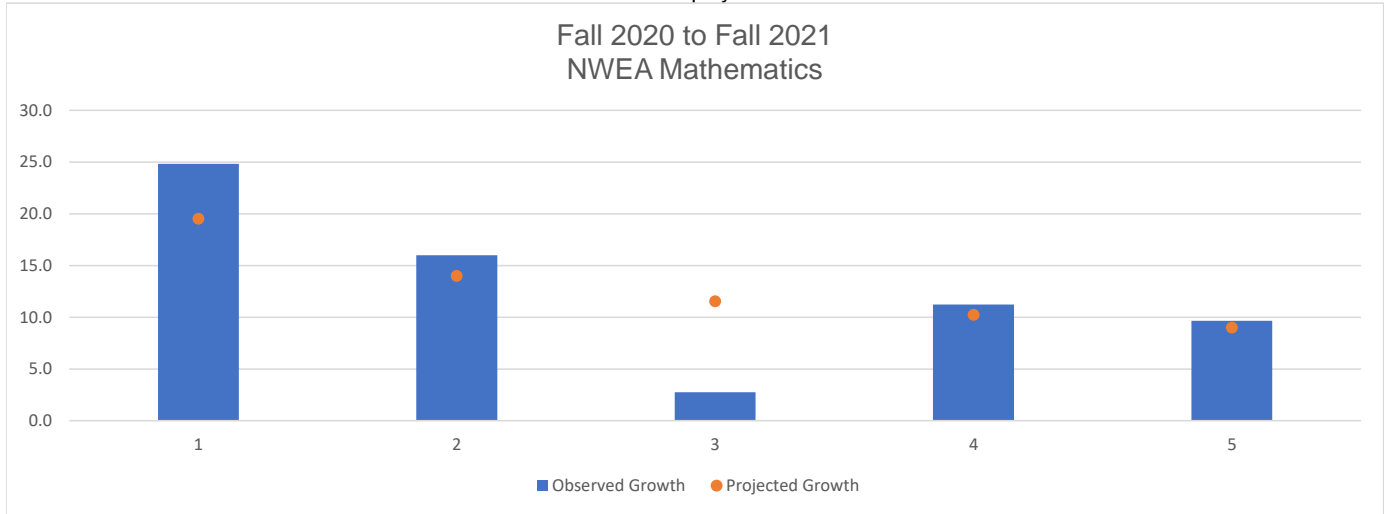


Explanatory Notes

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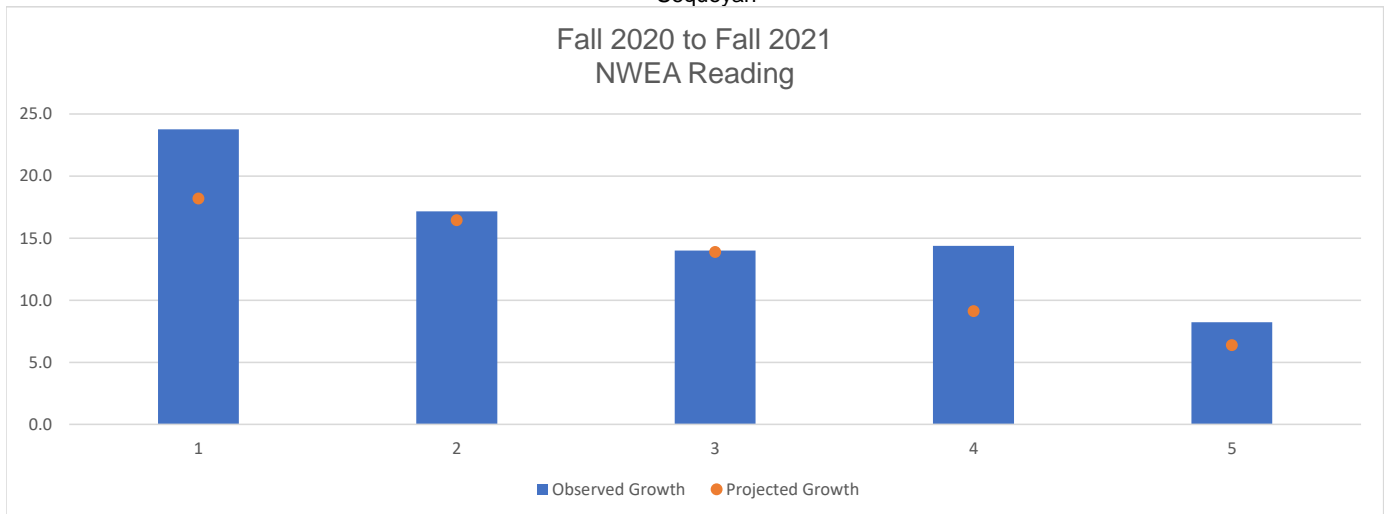
Sequoyah		Mathematics								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	165.8	98	165.4	98						
1	172.1	86	172.1	86	24.8	19.5	75	54	72.0%	64
2	187.3	86	186.8	85	16.0	14.0	82	41	50.0%	48
3	192.1	62	192.1	62	2.8	11.5	76	10	13.2%	7
4	205.3	69	205.3	69	11.2	10.2	105	56	53.3%	49
5	217.4	71	217.4	71	9.7	9.0	105	59	56.2%	56

Sequoyah



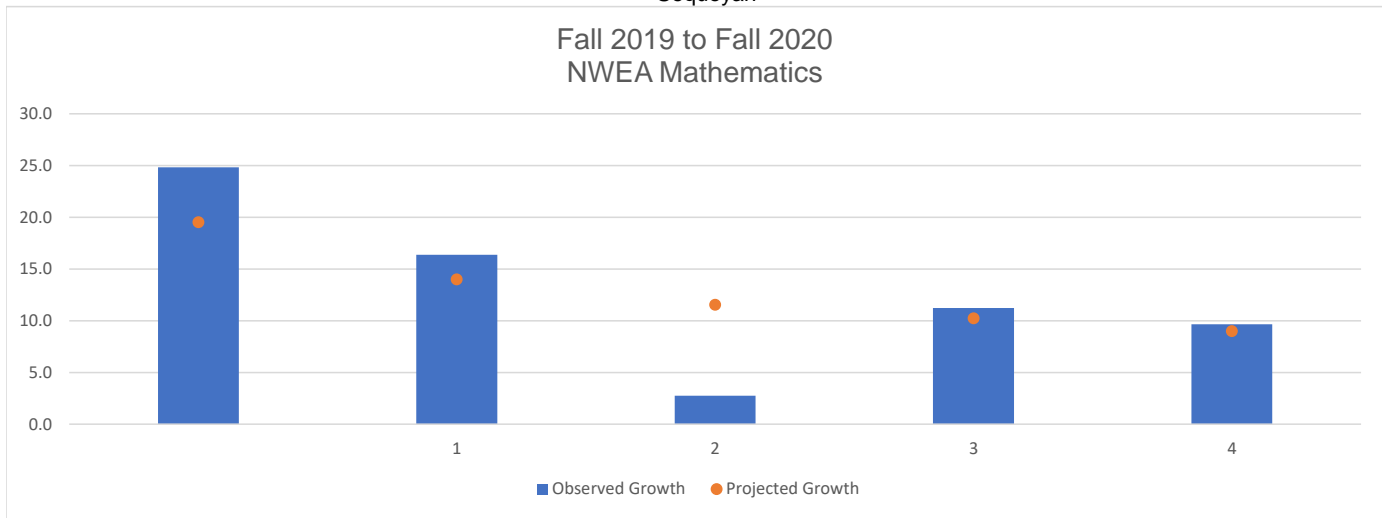
Sequoyah		Language Arts								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	160.0	98	160.0	98						
1	168.1	87	168.1	87	23.8	18.2	75	46	61.3%	68
2	181.4	76	181.4	76	17.2	16.4	83	38	45.8%	43
3	196.1	75	196.1	75	14.0	13.9	76	36	47.4%	43
4	204.7	73	204.7	73	14.4	9.1	104	76	73.1%	74
5	212.3	69	212.3	70	8.2	6.4	104	62	59.6%	59

Sequoyah



Sequoyah		Mathematics								
Grade	Fall 2019		Fall 2020		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	146.1	64	165.8	98						
1	170.6	81	172.1	86	24.8	19.5	75	54	72.0%	64
2	189.2	87	187.3	86	16.4	14.0	78	40	51.3%	51
3	194.4	69	192.1	62	2.8	11.5	76	10	13.2%	7
4	207.8	72	205.3	69	11.2	10.2	105	56	53.3%	49
5	219.3	74	217.4	71	9.7	9.0	105	59	56.2%	56

Sequoyah



Sequoyah		Language Arts								
Grade	Fall 2019		Fall 2020		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	143.9	67	160.0	98						
1	164.9	74	168.1	87	23.8	18.2	75	46	61.3%	68
2	181.5	74	181.4	76	17.2	16.4	83	38	45.8%	43
3	190.8	60	196.1	75	14.0	13.9	76	36	47.4%	43
4	204.3	67	204.7	73	14.4	9.1	104	76	73.1%	74
5	212.1	70	212.3	69	8.2	6.4	103	61	59.2%	60

Sequoyah

