

Wyandot Middle School

Chippewa Valley Schools

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Principal
Assistant Principal
Assistant Principal

January 17, 2022



Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Wyandot 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 school administration for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/37AMKfl> or you may review a copy in the main office at your child's school.

For the 2020-21 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 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. Wyandot was not given one of these labels.

The Wyandot Middle School staff strives for continuous improvement, not only for students but for our school community. Our school improvement team has set specific goals related to improve the reading and math level of all students, as well as working toward continued growth within our school culture. Administrators, teachers, and support staff work closely to assess student data and assist students in an effort to narrow the learning gaps that are present for some subgroups, including, but not limited to, English Language Learners, Economically Disadvantaged, Special Education, and African American.

Teachers and support staff are trained in classroom strategies to assist in effective teaching and learning including Kagan structures and other strategies from our research-based curriculum resources. Students are encouraged to review their annual state assessment scores as well as their seasonal NWEA district assessment results to set personal goals to strive for throughout the year. Wyandot Middle School uses a multi-tiered system of support (MTSS), providing interventions for students at a variety of levels through tiered interventions.

Interventions include support classes for reading and math support and paraeducators working both within classrooms as well as with small groups of students addressing gaps in specific skills. Data teams meet three

NOTICE OF NONDISCRIMINATION It is the policy of Chippewa Valley Schools not to discriminate on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: 586-723-2090 / Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Phone: 586-723-2180

times each year to identify the students at risk in math and reading and then assign them to one or more paths of intervention. Bilingual support services are provided by one fulltime English immersion teacher and two bilingual paraprofessionals. Students may receive support in a two-hour immersion block, English support classes or drop-in services on an as needed basis. In addition, four full-time paraeducators provide both classroom and one-on-one support to students identified as struggling in math or reading. Title 1 programming also allows students to receive support through our Extended Day program.

The 2020-2021 school year, once again, showed progress in both Math and ELA in all grades. This growth is shown in the NWEA data is attached.

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 within our county. 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.
- The two teacher co-chairs work closely with the administrative team and teacher groups to review the continuous school improvement plan over a five-year cycle, making adjustments as needed. State assessment data, local assessment data (NWEA) and surveys are used to gather data for both academic achievement and stakeholder perception. This year, we have three school improvement goals.
 1. All students at Wyandot Middle School will be proficient readers.
 2. All students at Wyandot Middle School will be proficient in mathematics.
 3. All students and staff at Wyandot Middle School will support a positive learning environment and culture.
- Chippewa Valley has established an integrated and dynamic relationship among curriculum/standards, instruction, and assessments. These practices are based on the Michigan State Standards. Curriculum is determined and updated by the Chippewa Valley Schools Board of Education through an extensive process involving board members, administrators, teachers and the CVS K-12 Curriculum Council. 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®) 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 students' specific needs. For more information on Chippewa Valley's balanced assessment program, please visit our district assessment page <http://www.chippewavalleyschools.org/academics/assessment>. Our NWEA results for Reading and Mathematics for the 2020-2021 school year and Fall 2021 can be found on the next page and are summarized briefly above.
- Parent teacher conferences are held twice each school year. The fall sessions are open to all parents/guardians and are held over one afternoon and two evening sessions, while the spring conferences are based on teacher request and any parents that may show up by interest. Approximately 50% of the enrolled students' parents attended the Virtual fall sessions during the 2020-2021 school year. In addition, good communication by teaching staff through the district parent portal keeps parents informed on the academic progress of their student(s). Virtual Parent Teacher Conferences were also held in the Fall of 2021 and were highly attended through scheduled meetings.

The stakeholders of Wyandot Middle School believe Wyandot is both a great place to work and to learn! We celebrate the unique qualities that each individual offers our school community and work tirelessly to see students reach their full potential.

Sincerely,

Christina Kozouz
Principal

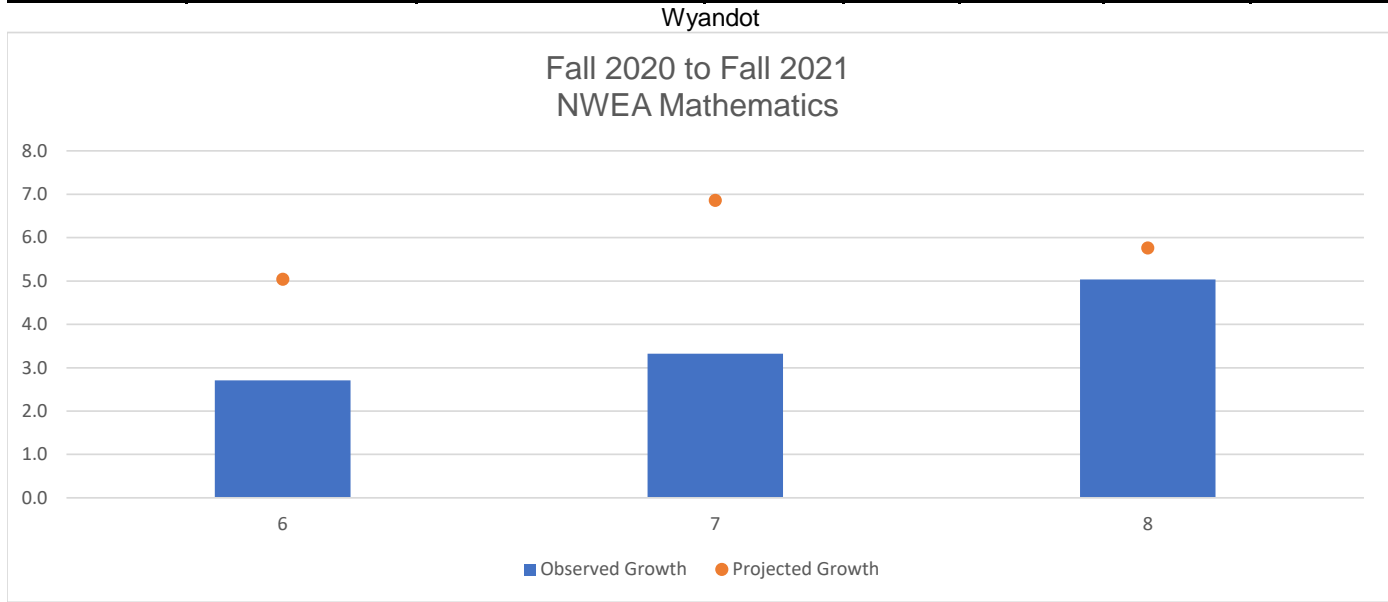
Our Vision:

All Wyandot Middle School students will reach their full potential.

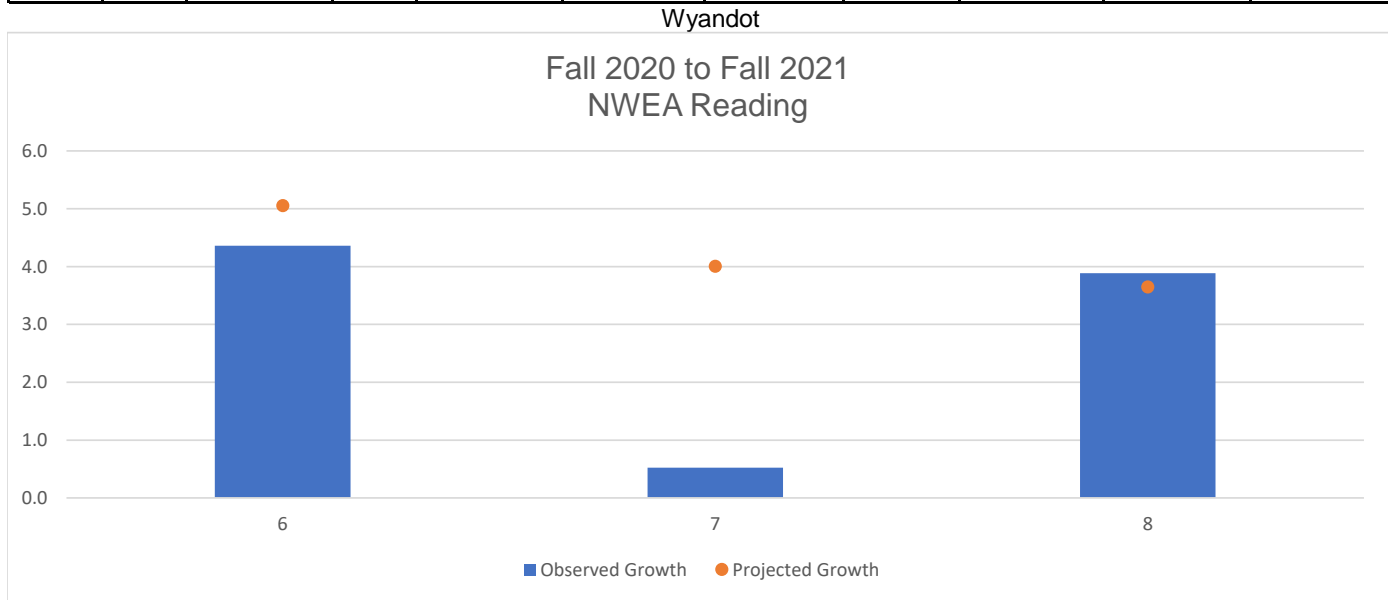
Our Mission:

The Wyandot community is committed to providing a challenging, relevant, and diverse curriculum in a safe, stimulating environment, enabling each student to become a life-long learner and a contributing member of society.

Wyandot		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
6	216.5	57	216.5	57	2.7	5.0	209	74	35.4%	29
7	219.6	53	219.6	53	3.3	6.9	199	69	34.7%	28
8	227.9	57	227.9	57	5.0	5.8	239	114	47.7%	46

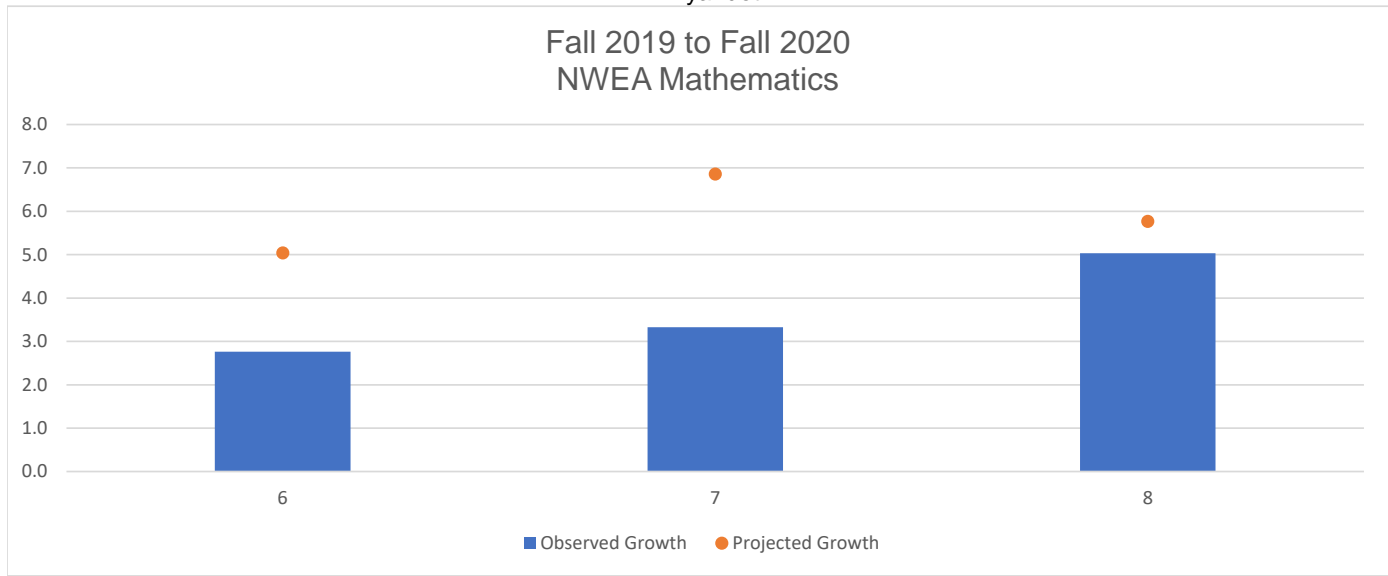


Wyandot		Language Arts								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
6	211.5	58	212.0	58	4.4	5.1	208	96	46.2%	43
7	213.4	58	213.3	58	0.5	4.0	193	70	36.3%	32
8	218.6	58	218.6	58	3.9	3.6	242	130	53.7%	51.5



Wyandot		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
6	215.6	56	216.5	57	2.8	5.0	207	74	35.7%	29
7	222.5	57.5	219.6	53	3.3	6.9	199	69	34.7%	28
8	228.8	61	227.9	57	5.0	5.8	239	114	47.7%	46

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Wyandot		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
6	212.2	59	211.5	58	4.0	5.1	179	83	46.4%	43
7	215.8	57	213.4	58	0.6	4.0	188	70	37.2%	33.5
8	220.3	59	218.6	58	3.9	3.6	242	130	53.7%	51.5

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