

CHIPPEWA VALLEY SCHOOLS



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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 2022-23 educational progress for Mohawk 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 the school administration for assistance.

The AER is available for you to by visiting MI School Data website <https://bit.ly/3HrgeMa>. The AER is also available for you to review electronically by visiting our district web site [Annual Education Reports](#) or by reviewing a copy in the main office at your child's school.

For the 2023-24 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 were identified with any of these labels. Mohawk Elementary has not been given one of these labels.

The Mohawk Elementary Staff is committed to empowering learners for a lifetime of success. We work diligently to improve student performance in the core academic areas of reading, writing, math, social studies, and science. Our staff strives to meet the needs of all learners so they can succeed.

Our goal is continuous improvement and growth. In review of our recent M-STEP data along with comparing our fall to spring NWEA and FastBridge data, we are aware of the subgroups in need of improvement and are diligently working to improve in these areas. Analysis of the data shows students who are Economically Disadvantaged/Homeless, Students with Disabilities, Black/African American, and English Learners have the largest achievement gap among our subgroups.

During the 2020-21 school year our district began implementing teaching strategies and methods that align with the science of reading. Using these research-based strategies throughout our ELA block will help us close the achievement gap and improve core instruction.

During the 2022-23 school year, our district changed the local district assessment in reading and math. The data below shows how students performed on both measures. Kindergarten through third grade students took the FastBridge assessment for both reading and math. Students in fourth and fifth grade took the NWEA assessment.

Mohawk Elementary Data

Reading

FastBridge				
<i>% of students above the 50th percentile</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
Kindergarten	58%	38%	61%	53%
1 st Grade	27%	40%	33%	38%
2 nd Grade	47%	42%	40%	42%
3 rd Grade			46%	44%

NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
3 rd Grade	58%	41%		
4 th Grade	77%	64%	65%	59%
5 th Grade	63%	69%	65%	57%

Math

FastBridge				
<i>% of students above the 50th percentile</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
Kindergarten			77%	58%
1 st Grade			58%	75%
2 nd Grade	38%	46%	36%	45%
3 rd Grade			52%	60%

NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2021-2022		2022-2023	
	Fall	Spring	Fall	Spring
3 rd Grade	55%	37%		
4 th Grade	62%	62%	49%	53%
5 th Grade	54%	64%	63%	62%

Continued implementation using best practices, strategies and routines as outlined by in the science of reading, will produce positive results and growth for our students in literacy. Additionally, staff development, utilization of resources and training by our reading interventionist, will our school continue to demonstrate growth in academic areas.

The instructional staff at Mohawk has implemented a Multi-Tiered System of Support (MTSS) targeting specific skills of students struggling in reading. During our collaborative teams meeting, 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 teaching staff at Mohawk Elementary is regularly engaged in professional development centered around the science of reading. We have also embarked on the use of Collaborative Teams where staff are

able to meet regularly to discuss common formative and summative assessments. This structure provides teachers the opportunity to utilize student data and make changes to instruction in a timely manner.

Mohawk Elementary recognizes the value of educating the “Whole Child”. The need for a structured social-emotional learning (SEL) program is vital to student success. During the 2020-21 school year, we began implementing the Positivity Project program which places an emphasis on character education. Mohawk also uses Positive Behavioral Interventions and Supports System (PBIS). Together with the Positivity Project we have been able to support the development of the “Whole Child”. We strongly believe by instilling strong character and work habits, our students will have better academic and social skills.

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 2021, Chippewa Valley completed a comprehensive system accreditation engagement review through Cognia, a non-profit organization that provides quality assurance for school, districts, and other education service providers. As a district, we have met the rigorous Cognia Performance Standards and accreditations policies, demonstrated quality assurance through an internal and external review of our district. We have regularly analyzed student performance data and consistently engaged in best practices for our continuous improvement. Cognia’s review team examined district and school improvement plans, reviewed extensive data and school artifacts. Additionally, they interviewed stakeholders from the schools and community. Based on these areas, the team recommended to the Cognia Global Accreditation Commission the distinction of system accreditation to the Chippewa Valley School District.
- 🐾 Chippewa Valley Schools feel we best serve students by establishing integrated and dynamic relationships between curriculum, instruction, assessment practices and standards. These standards and practices are based on the Michigan State Standards. More information about CVS curriculum can be found at <http://www.chippewavalleyschools.org/academics/curriculum> . You can also find more information on the Michigan State Standards by visiting <https://www.michigan.gov/mde/services/academic-standards>
- 🐾 Chippewa Valley School District administers the FastBridge FASTtrack assessment suite to students at various grade levels. FastBridge combines data from both broad and specific measures to provide intervention recommendations for the whole class and for individual students. In 21-22, we used this assessment suite to measure reading growth in grades K-2 and math growth in 2nd grade only. In 22-23, we used this assessment suite to measure both reading and math growth in grades K-3. These assessments are administered three times throughout the school year. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to meet their students' specific needs.
- 🐾 Chippewa Valley School District also administers the NWEA Measures of Academic Progress® (MAP®) common benchmark assessments to students at various grade levels. NWEA is a computer-adaptative test that provides teachers with accurate information to help inform instruction. The purpose of these assessments is to provide data on individual students’ growth. In 21-22, we used this assessment to measure reading and math growth in grades 3-10. In 22-23, we used this assessment to measure both reading and math growth in grades 4-10. This assessment is administered two to three times throughout the school year. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to 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>

- 🐾 Parent-Teacher communication is the key to student success. Mohawk families have an outstanding participation rate at fall conferences; 90% of our students had parent representation at fall conferences in 2022. During the fall 2023, 92% of parents attended conferences.

Mohawk Elementary continues to place great emphasis on growth and success through our vision statement, "Building Relationships and Inspiring Students to Succeed". Thank you for supporting us on our journey to excellence for ALL!

Educationally Yours,
Andrea Verellen
Principal