

FOX ELEMENTARY SCHOOL

CHIPPEWA VALLEY SCHOOLS

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Mission Statement

Our Fox Family is committed to our community, teaching the value of character, fostering continuous student growth and the development of the whole child.

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 Fox 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 our Fox Elementary school administration for assistance.

The AER is available for you to review electronically by visiting the following MISchoolData web site [Annual Education Report \(mischooldata.org\)](#), the Chippewa Valley web site ([open link](#)), or you may obtain 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. 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. 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%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

At Fox Elementary our staff strives for continuous improvement in ourselves and in our students. Our instructional staff, consisting of teachers, para-educators, a reading interventionist/coach, and the administrator continuously work to improve student progress in all subject areas with a heavy focus on both reading and mathematics.

While our goal is continuous student improvement and growth, our school community has faced challenges. The spring 2020 school closure along with half of 2020-21 school year being in a remote (virtual) setting, has had an impact on instruction and achievement and has created a learning loss for some students who struggled during virtual, at home, or hybrid learning models. In review of both 2021 and 2022 spring M-Step data along with both spring and fall 2021 and 2022 NWEA data, we are aware of which subgroups are in need of improvement and we are diligently working to improve these areas.

When reviewing and comparing M-Step data and our school's Overall Index and Proficiency Index for 2019, 2021, and 2022 (M-Step was not taken in 2020 due to the Covid-19 school closures), our school notices key challenges with

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working to close the achievement gap among our subgroups which include Black/African American, Bottom 30%, Economically Disadvantaged, English Learners, Hispanic, and Students with Disabilities.

The 2020-2021 school year embarked our district and schools' heavy emphasis on implementing teaching strategies and methods that align with the science of reading and implementing them when teaching our ELA curriculum. Our district and school look forward to the literacy improvements we feel these research-based science of reading strategies and practices will bring to our students in order to close the achievement gaps in reading and to ensure improved core instruction.

For the 2021-22 school year our district changed the local district assessments for our elementary students in both reading and math. The assessments were as follows:

- Kdg through 2nd grade- Reading- FastBridge
- 3rd through 5th grade- Reading- NWEA (MAP)
- Kdg-1st grade- Math- Bridges Assessments
- 2nd grade- Math- FastBridge
- 2nd through 5th- Math- NWEA (MAP)

K-2 Reading

Student achievement data using the local district FastBridge assessments for fall 2021 through fall 2022 for Kdg. through 2nd grade: (Using the FastBridge percentiles bands of the 1-19th%ile, 20-29th%ile, 30-84th %ile and 85th-99th%ile)

***The FastBridge data below is from two different groups cohorts from fall 2021 to fall 2022 for K-2nd grade and does not show growth fall to fall for the same group of students.*

- Kdg- Students improved from 48% of students being at the 30th-99th percentile in fall of 2021 to 55% in fall of 2022. *(This data is from two different groups of kindergarteners each year and not the same cohort)*
- 1st grade- Students improved from 31% of students being at the 30th-99th percentile in fall of 2021 to 46% in fall of 2022. *(This data is from two different groups of 1st graders each year and not the same cohort)*
- 2nd grade- Students declined from 38% of students being at the 30th-99th percentile in fall of 2021 to 34% in fall of 2022. *(This data is from two different groups of 2nd graders each year and not the same cohort)*

*Although FastBridge percentile bands group students 1-19th%ile, 20-29th%ile, 30-84th %ile and 85th-99th%ile, our Fox team wants all students to be at or above the 55th %ile in FastBridge assessments.

3rd Reading

Student achievement data using the local district NWEA (MAP) assessment for fall 2021 for 3rd grade and fall 2022 utilizing the new local FastBridge assessment:

- Fall NWEA (MAP) fall 2021 showed 29% achievement percentile for students and 35% in spring of 2022. 50% of students met growth projections from fall 21 to spring 22 in 3rd grade math. *(These are the same students from the same cohort)*
- FastBridge Fall 2022 shows 43% of students being at the 30-84th %ile as identified by FastBridge percentile bands. *(The fall 2022 data is from a different group of students and cohort)*

*Although FastBridge percentile bands group students 1-19th%ile, 20-29th%ile, 30-84th %ile and 85th-99th%ile, our Fox team wants all students to be at or above the 55th %ile in FastBridge assessments.

4th-5 Reading

Student achievement data using the local district NWEA (MAP) assessment for fall 2021 through fall 2022 for 4th through 5th grade.

***The NWEA (MAP) data below is from two different groups cohorts from fall 2021 to fall 2022 for 4th-5th grade and does not show growth fall to fall for the same group (cohort) of students.*

- Fall 21 to fall 22 showed a 84% conditional growth percentile for 4th grade and 52% of students met growth projections from fall 21 to spring 22 in 4th grade reading.
- 4th grade improved from 37% achievement percentile for fall 2021 to 49% in the spring of 2022.
- Fall 21 to fall 22 showed a 73% conditional growth percentile for 5th grade and 56% of students met growth projections from fall 21 to spring 22 in 5th grade reading.
- 5th grade improved from 65% achievement percentile for fall 2021 to 68% in the spring of 2022.

K-1 Math

*KDG and 1st grade students used Bridges Math unit assessments in the fall of 2021 so there we are unable to compare that data to the fall 2022 FastBridge assessment data.

*FastBridge data shows student percentage by benchmark in areas of Low Risk, Some Risk, and High Risk

- Kdg- Students decreased from 48% of students being at the 30th-99th percentile in fall of 2022 to 41% in the winter of 2022. Additionally, students decreased from 56% being at Low Risk to 49% being at Low Risk. The goal of which 80% or more of the of our students to be at low risk. *(These are the same students from the same cohort)*
- 1st grade- Data shows that 66% of students in the fall of 2022 were at the 30th-99th percentile in FastBridge math. 1st grade Winter 2023 data is not yet available for comparison.

2nd Math

***The FastBridge data below is from two different groups cohorts from fall 2021 to fall 2022 for 2nd grade and does not show growth fall to fall for the same group of students.*

2nd grade- Fall 2022 FastBridge data showed that students decreased from 28% of students being at the 30th-99th percentile in fall of 2021 to 21% in fall of 2022.

*When reviewing the same group of students and cohort from fall 2022, the 2nd grade data from FastBridge does however show an improvement in student math growth from fall 2022 to winter 2022 but we still must continue improving the proficiency rate of all students in math. Review of core instruction and intervention practices will be needed.

3rd Math

3rd grade- The following student achievement data consists of local district NWEA (MAP) assessment for the fall of 2021 and the new FastBridge Math assessments in the fall of 2022.

- 3rd grade- Fall NWEA (MAP) 2021 showed 11% achievement percentile for students and 29% in spring of 2022. Fall 21 to spring 22 showed a 99% conditional growth percentile for 3rd grade math and 75% of students met growth projections from fall 21 to spring 22 in 3rd grade math. *(This is the same group of students and cohort for fall 2021 to spring 2022.)*
- 3rd grade- Fall 2022 FastBridge data showed that students increased from 35% of students being at the 30th-99th percentile in fall of 2022 to 37% in Winter of 2022. *(This data is from the same group or cohort of students)*

The 3rd grade data from NWEA shows an improvement in student math growth from fall 2021 to spring 2022 and fall 2022 to winter 2022 utilizing FastBridge assessments.

4th-5th Math

Student achievement data using the local district NWEA (MAP) assessment for fall 2021 through fall 2022 for 4th through 5th grade.

***The NWEA (MAP) data below is from two different groups cohorts from fall 2021 to fall 2022 for 4th-5th grade and does not show growth fall to fall for the same group (cohort) of students.*

- 4th grade- Fall 2021 showed a 17% achievement percentile for 4th grade and a 30% achievement percentile in the fall of 2022.
- 4th grade data also showed a 92% conditional growth percentile for 4th grade. Additionally, 66% of students met growth projections from fall 2021 to fall 2022 in 4th grade math.
- 5th grade- Fall 2021 to Fall 2022 showed a 41% achievement percentile and a 41% percentile achievement in the fall of 2022.
- 5th grade data also showed a 52% conditional growth percentile for 5th grade and 53% of students met growth projections from fall 21 to spring 22 in 5th grade math.

Our school is confident that with the continued implementation of science of reading specific strategies, resources, and professional development, our school will continue to demonstrate growth in both teaching and learning in the area of reading. Additionally, our school will be implementing specific math interventions in an extended day program for specific students who are below grade level in math. We look forward to seeing improvements for students in math as we add this extended day opportunity. Continued review of best practices and strategies during core math instruction will be imperative to ensure students are not developing skill gaps.

Fox Elementary is committed to assuring that all students reach their highest level of academic success. In an effort to increase student achievement and close achievement gaps, the staff at Fox utilizes a Multi-Tiered System of Support (MTSS) program targeting specific skills of students struggling in reading. Our MTSS interventions take place daily for all grade levels for 30-45 minutes five days per week with tier 2 students being progress monitored bi-weekly and tier 3 students progress monitored weekly utilizing the FastBridge progress monitoring assessments. All students will be screened 3X during the year. In addition to our MTSS program, staff members continue to provide students with learning experiences that will prepare them for the rigorous curricular standards in all core subject areas. Beginning in January of 2023, our school will have an extended day program for a limited number of students from 2nd-5th grade to address specific math skills.

Regarding support staff, currently our school has 2 bilingual para-educators to help support ESL students. In addition to our bilingual para-educator support, we also have 1.5 English Language teachers who service our K-5th grade EL students in various capacities. We also have three Title One reading para-educators to assist in our MTSS (Multi-Tiered Systems of Support) interventions. An addition to our team has been the Reading Interventionist/Coach position. This team member provides professional development and training to our teachers and para-educators, reviews student assessment data, provides interventions to students as necessary and works closely with the principal to review teaching practices and strategies, core and intervention curriculum and systems and structures in literacy in our school.

Many decisions regarding teaching and learning can be made during our school's Collaborative Team Time and in our Professional Learning Communities. Collaborative Team Time occurs on a regular basis during the school year. During Collaborative Team Time/PLCs, staff members are able to utilize data from common formative assessments and FastBridge progress monitoring reports, as well as summative assessments such as the FastBridge screening reports, NWEA MAP reading/math assessments, and state M-STEP assessments to identify the specific learning needs of each child. Using this information and other assessment data, teachers and our reading interventionist/coach 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 in an effort to help our students continue to grow and develop.

Further efforts are taken as our teachers are provided professional development in the area of teaching reading with an emphasis on strategies and methods aligned with the science of reading. Additional support is provided in extended day programs for students. In the area of mathematics, specific students are identified for extended day services to better meet student needs and improve their math skills.

While our school understands the importance and need to demonstrate continuous academic improvement and growth, we have also recognized the value of educating the “Whole Child.” Our district and school recognize the need for social-emotional learning and character education. Growth Mindset is something that our school began teaching and reinforcing with our students in 2014. In 2018-19, our school implemented daily use of the Positivity Project program which emphasizes daily lessons in character education. We are very proud of our commitment to character education, social emotional learning, and the overall development of the “whole child”. Our team feels strongly that instilling strong character and work habits into our students will translate into 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 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 Fox 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 various FastBridge assessments three times per year as a benchmark screener in grades K-5 for both reading and math. The purpose of the FastBridge assessments is to provide data on individual student 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.
- Chippewa Valley School District administers the NWEA Measures of Academic Progress® (MAP®) common benchmark assessments to students in grades 4-10 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: <https://docs.google.com/spreadsheets/d/1zxJRxBfGvdsHM4leHkOCVGquAWgOPaZ7/edit#gid=1891572360>

- Our Fast Bridge and NWEA results for Reading and Mathematics for 2020-21 and 2021-22 can be found on the next page and are summarized briefly above.
- During the fall 2021 school year, 90% of our students were represented when at least one parent or guardian attended fall conferences.
- During the fall 2022 school year, 91% of our students were represented when at least one parent or guardian attended fall conferences.

At Fox Elementary, we are committed to our community, teaching the value of character, fostering continuous student improvement, and developing the whole child.

Through the endless efforts of our Fox staff, students, parental support, and the Chippewa Valley School system, our students will develop the strategies and skills necessary to become life-long learners in a safe, engaging, and nurturing environment. With a growth mindset and positive character, we look forward to continuous growth in both teaching and learning.

We look forward to a wonderful year with your child.

Sincerely,

Frank Bellomo
Principal
Fox Elementary School



Student Growth Summary Report

Aggregate by School

Term: Fall 2022-2023
 District: Chippewa Valley Schools

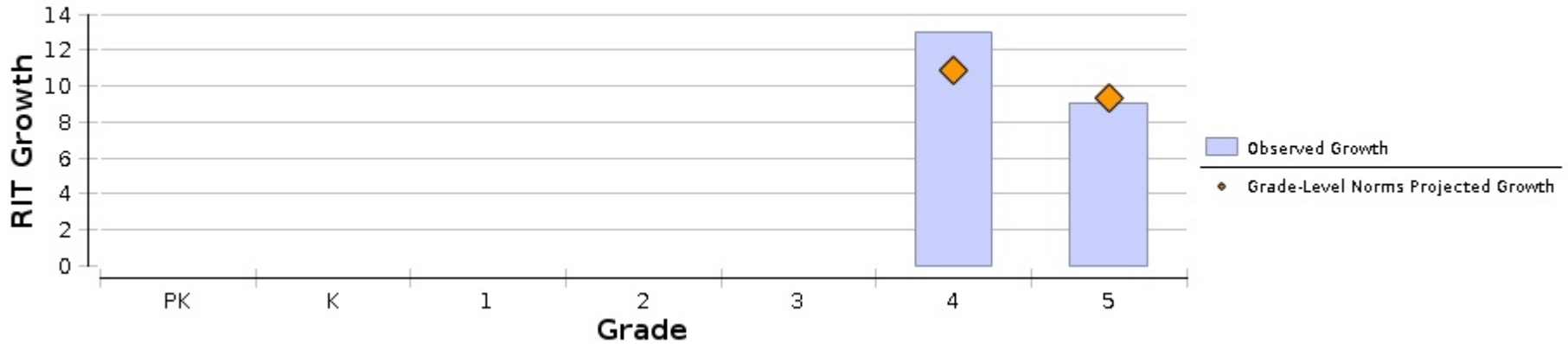
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Fall 2022
 Weeks of Instruction: Start - 2 (Fall 2021)
 End - 1 (Fall 2022)
 Grouping: None
 Small Group Display: No

Fox

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
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	74	181.7	12.5	17	194.8	13.7	30	13	1.0	10.9	1.42	92	74	49	66	64
5	68	197.1	12.2	41	206.5	14.7	41	9	0.8	9.3	0.06	52	68	36	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

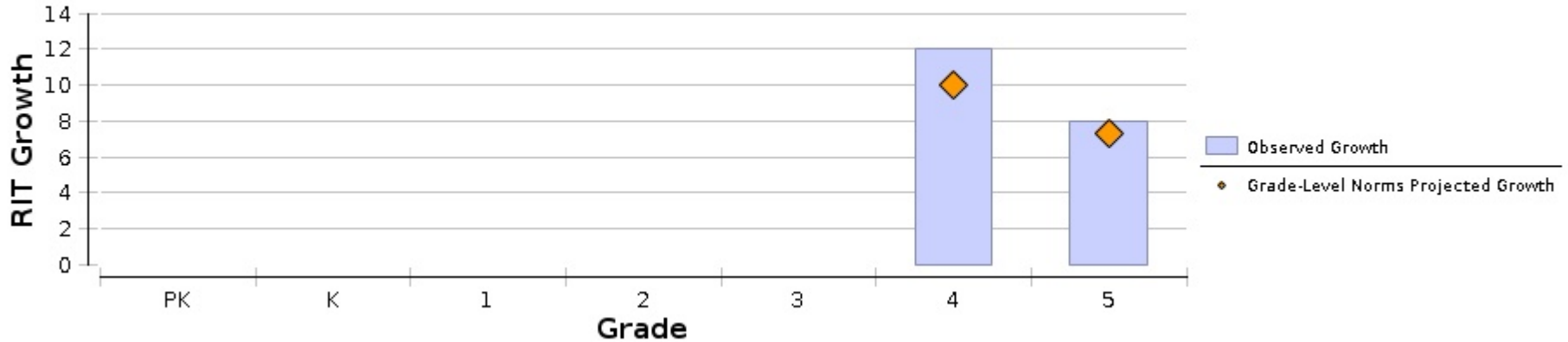
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Fall 2022
 Weeks of Instruction: Start - 2 (Fall 2021)
 End - 1 (Fall 2022)
 Grouping: None
 Small Group Display: No

Fox

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
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	75	183.1	17.8	37	195.0	17.1	49	12	1.3	10.0	0.99	84	75	39	52	52
5	70	198.5	13.0	65	206.7	12.7	68	8	1.0	7.3	0.62	73	70	39	56	54

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.
 ‡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: Spring 2021-2022
 District: Chippewa Valley Schools

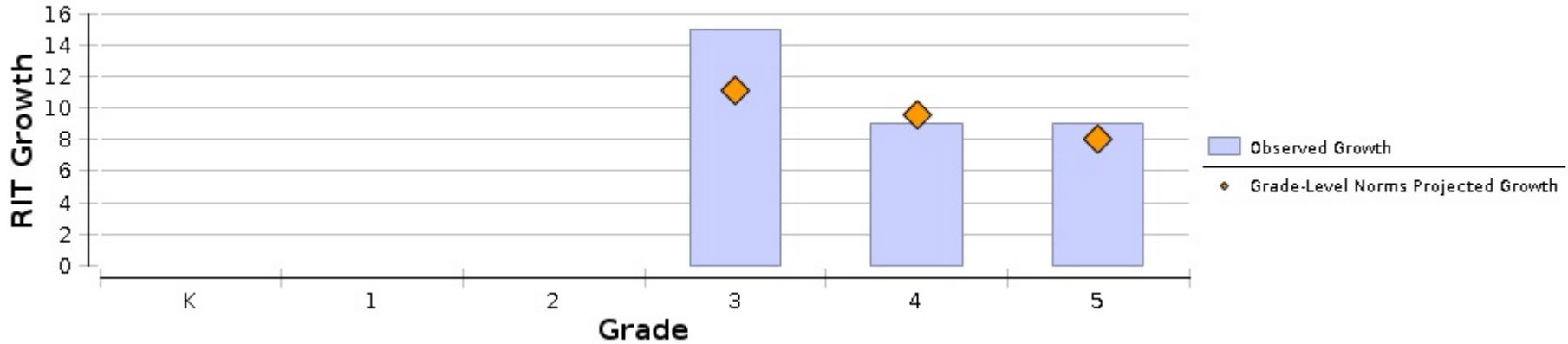
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 2 (Fall 2021)
 End - 26 (Spring 2022)
 Grouping: None
 Small Group Display: No

Fox

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	77	180.0	12.1	11	195.3	12.4	29	15	0.7	11.1	2.31	99	77	58	75	70
4	69	196.6	12.3	38	205.9	13.9	37	9	0.6	9.5	-0.14	45	69	33	48	42
5	82	204.5	12.3	29	213.8	13.5	36	9	0.7	8.0	0.64	74	82	47	57	51

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: Spring 2021-2022
 District: Chippewa Valley Schools

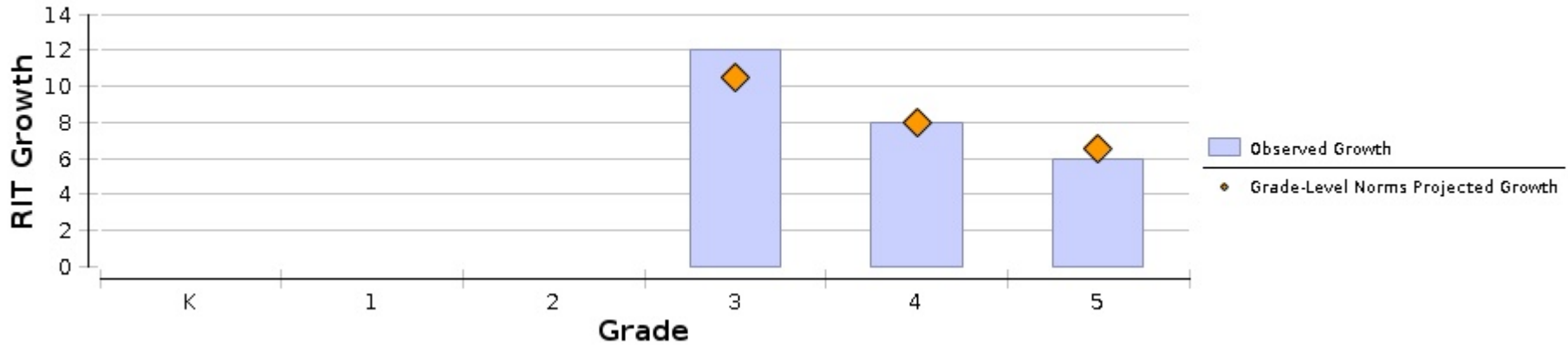
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 2 (Fall 2021)
 End - 26 (Spring 2022)
 Grouping: None
 Small Group Display: No

Fox

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	78	181.5	17.3	29	193.0	15.5	35	12	1.2	10.5	0.58	72	78	39	50	47
4	71	198.4	12.9	64	206.0	12.9	62	8	1.0	8.0	-0.23	41	71	39	55	52
5	82	203.1	12.6	47	209.0	12.3	43	6	0.9	6.5	-0.37	35	82	43	52	53

Language Arts: Reading

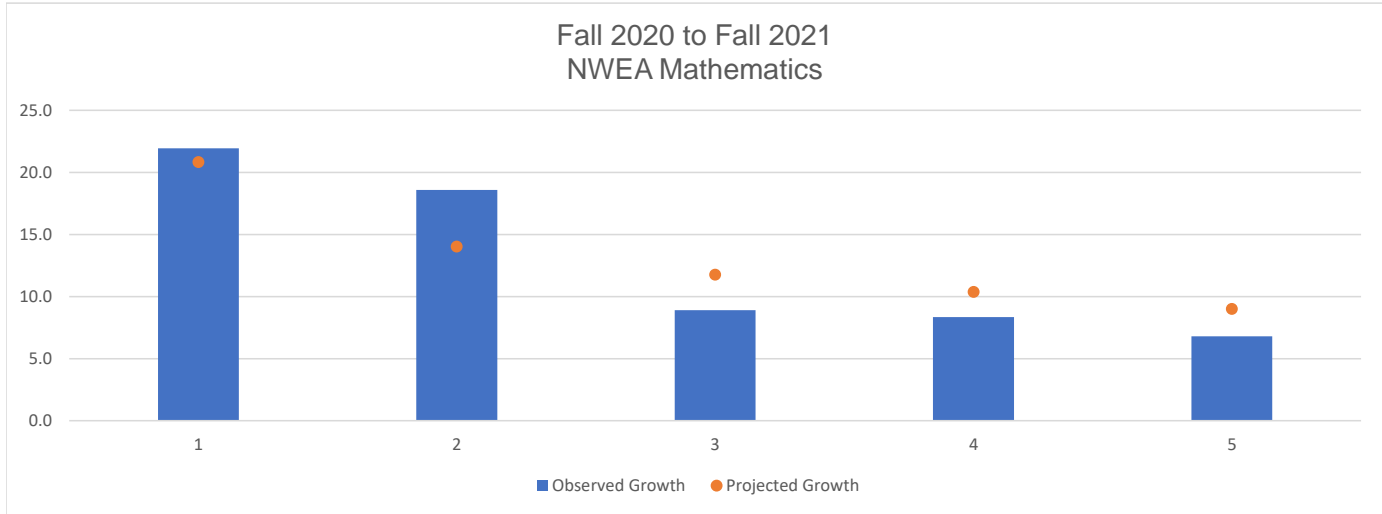


Explanatory Notes

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

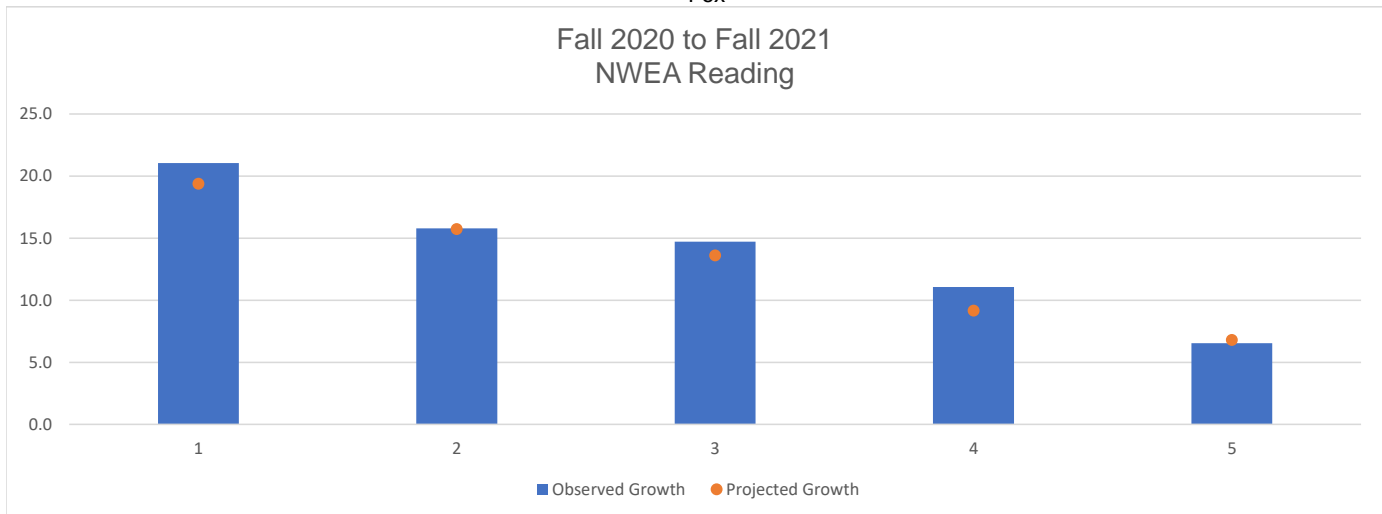
Fox		Mathematics								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	157.4	97	157.4	97						
1	162.7	57	162.1	57	21.9	20.8	54	27	50.0%	47.5
2	181.1	73	180.8	72	18.6	14.0	64	32	50.0%	53
3	194.0	69	193.0	69	8.9	11.8	61	19	31.1%	28
4	199.0	54	199.0	54	8.3	10.4	69	25	36.2%	34
5	208.0	54	208.0	54	6.8	9.0	55	19	34.5%	24

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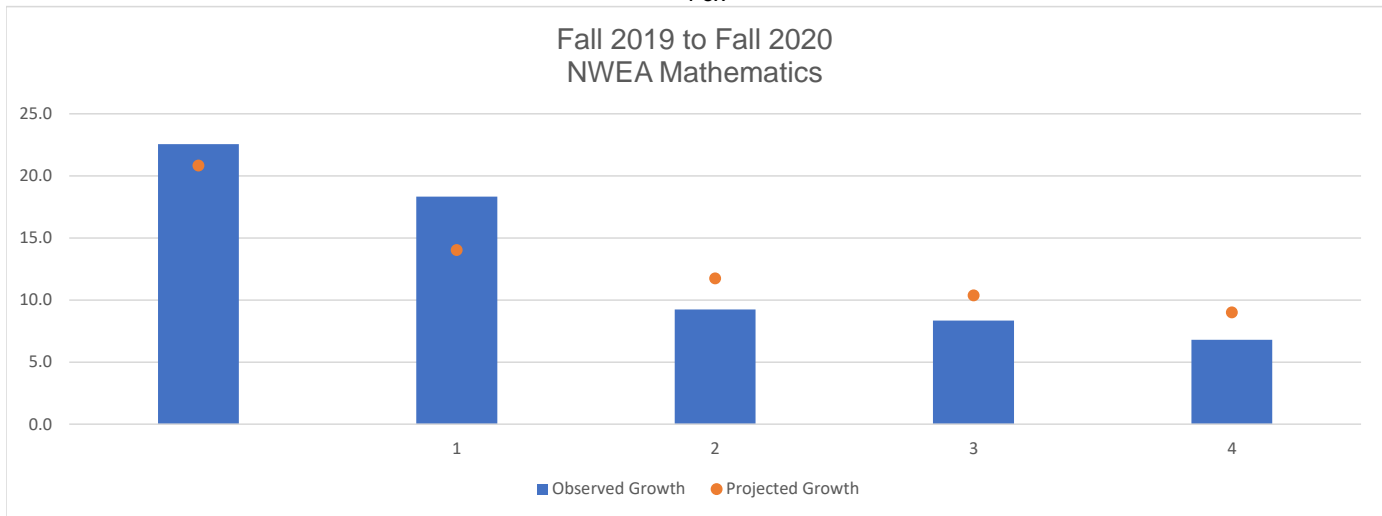
Fox		Language Arts								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	156.3	95	156.3	95						
1	159.3	64	159.3	64	21.0	19.4	56	33	58.9%	55.5
2	175.2	63	175.2	63	15.8	15.7	67	27	40.3%	39
3	193.5	71	193.5	71	14.7	13.6	63	34	54.0%	48
4	199.2	60	199.2	60	11.1	9.2	71	37	52.1%	51
5	203.9	60	203.8	58	6.5	6.8	62	28	45.2%	44.5

Fox



Fox		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	140.8	55	157.4	97						
1	163.4	68	162.7	57	22.6	20.8	51	26	51.0%	49
2	182.3	70	181.1	73	18.3	14.0	61	31	50.8%	61
3	190.1	55	194.0	69	9.2	11.7	59	19	32.2%	29
4	200.7	58	199.0	54	8.3	10.4	69	25	36.2%	34
5	212.0	56	208.0	54	6.8	9.0	55	19	34.5%	24

Fox



Fox		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	138.6	54	156.3	95						
1	160.4	68	159.3	64	21.3	19.4	55	33	60.0%	57
2	178.0	60.5	175.2	63	15.9	15.7	66	27	40.9%	40
3	188.6	57	193.5	71	14.7	13.6	63	34	54.0%	48
4	199.0	62	199.2	60	11.1	9.2	71	37	52.1%	51
5	207.0	58	203.9	60	6.4	6.8	59	26	44.1%	43

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