SHEPHERD ELEMENTARY SCHOOL

2021-2022
Annual Education Report

Principal's Greeting/Message

January 15, 2022

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 Shepherd 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 Jason Wolf, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website https://bit.ly/2WFAFPQ, 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given any of these labels. State law also requires that we report additional information, which you can find on the following pages.

Shepherd Elementary strives to have the best scores in the state in English Language Arts (ELA). In an effort to ensure that our students have the reading and writing skills they need, we are implementing a new curriculum series called "Into Reading". Shepherd Elementary also understands that our students need more support in the area of mathematical number sense. Our Faculty Council has identified our need to formalize our MTSS (Multi-Tiered Systems of Support) to help identify and support students who are struggling either academically or behaviorally. We are creating a system to put into place that will help with this process. Our staff also continues to use the Math Expressions series to help our students meet and exceed their math goals.

Congratulations to the students, staff and community on all of their hard work. We look forward to your continued success!

Sincerely,

Jason Wolf, Principal

Description of the School

Shepherd Elementary is part of the Shepherd School district with approximately six hundred twenty-two (622) students, kindergarten through fifth grade. It is an economically and educationally diverse population. Approximately 55% of the student population participated in the free and reduced breakfast and lunch program during the 2021-22 school year.

The Shepherd Elementary staff consists of two administrators, twenty-nine full time classroom teachers, four special education teachers, five teachers of elementary enrichment classes, one Literacy Coach, two secretaries, twenty-four paraprofessional support personnel, a behavioral interventionist and a school nurse.

Title I is a federally funded program intended to provide supplemental academic services to educationally at-risk students. Shepherd Elementary employed the services of one Title One teacher/Literacy Coach, three Reading Interventionists and four Educational Assistants throughout this reporting period. Students received individual and/or group tutoring on a daily basis.

Shepherd Elementary employees a full-time school counselor/social worker. As of May 2019, one SAMHSA grant funded Trauma Informed counselor has been added to our buildings counseling support staff.

Community resources play an important role at Shepherd Elementary. Through cooperative efforts with a number of community agencies, we are able to offer a number of supplemental activities for our students. The Building has been supported by numerous grants through the Saginaw Chippewa Tribe totaling over $600,000+ in the last twelve years.

Shepherd Elementary has a very active and involved parent group (PTO). PTO sponsors numerous activities and assemblies throughout the year as well as financial support for playground equipment and other items for the building.

Process for Assigning Pupils to the School

District students are assigned to Shepherd Elementary according to the geographic location of their residence and the grade span for which the building serves. Students may also be assigned to this building for a program offered that better meets their needs.

Status of 3-5 Year School Improvement Plan

The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
All students at Shepherd Elementary will be proficient in English Language Arts.			
• Multi-Tiered System of Support • Preparing, training, and recruiting high quality teachers and school leaders		X X	
All students at Shepherd Elementary will be proficient in Mathematics.			
• Multi-Tiered System of Support		X	
All students at Shepherd Elementary will be proficient in Science.			

• Multi-Tiered System of Support		X	
All students at Shepherd Elementary will be proficient in Social Studies.			
• Multi-Tiered System of Support		X	

Core Curriculum Status

A copy of the Core Curriculum is in the Shepherd Elementary office. Shepherd Elementary School has complete curriculum documents in all four core curricular areas. Our district is on a structured cycle of curriculum review. Our District School Improvement Team reviews curriculum reports and provides feedback to the curricular areas as needed. As part of our curriculum cycle, all core areas create a written curriculum document that includes the grade level standards and benchmarks.

English Language Arts
The English Language Arts curriculum follows Michigan approved Common Core State Standards. Building educators utilize the "Into Reading" Language Arts series verified by research conducted by the ELA Committee. The English Language Arts curriculum was last approved by our local Board of Education in Winter of 2021. High quality ongoing professional development is clearly defined within our School Improvement Plan.

Mathematics
The Mathematics curriculum follows Michigan approved Common Core State Standards. Building educators utilize Math Expressions Math Series verified by research conducted by our Math Curriculum Committee. The Mathematics curriculum was last approved by our local Board of Education in 2020.

Science
The Science curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. In addition to the GLCE/HSCEs, the building is analyzing the Next Generation Science Standards. In 2018-19 we implemented the "Mystery Science" program as a District K-5. High quality ongoing professional development is clearly defined within our School Improvement Plan.

Social Studies
The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize the MC3 Social Studies units and the MI Open Book online curriculum as a District K-5. The Social Studies curriculum was last approved by our local Board of Education in 2014. High quality ongoing professional development is clearly defined within our School Improvement Plan.

Aggregate Local Assessment Data

Multiple measures and sources of data are used to identify gaps in student achievement in all core areas. Classroom assessments written to assess GLCE/CCSS, NWEA Reading Assessments (Instructional reading level), NWEA Math Assessments, and Fountas & Pinnell reading assessment scores are some of the assessments utilized throughout the school year.

Data is disaggregated, looking for areas in need of improvement for all students. Special attention is paid to areas where students with disabilities and economically disadvantaged students are underperforming compared to all students.

| NWEA Reading Winter 2020 **we were closed Spring 2020	NWEA Reading Spring 2021

Top Left

NWEA Assessment Summary
Site: **Shepherd Elementary**
Scores for: **Winter 2019-2020**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

Roster Date: **Control Panel (01-31-2022)**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	14%	52
61 - 80	16%	59
41 - 60	23%	84
21 - 40	23%	82
1 - 20	23%	85
Total Students Tested		362

Average RIT Score

District N=8185 — 196
Group N=362 — 173
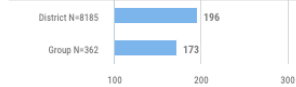
Lexile Distribution

Grade Level Ranges		%	#
K-1	N/A	72%	261
2-3	450-769	22%	78
4-5	770-954	5%	17
6-8	955-1079	1%	5
9-10	1080-1214	0%	1
11-CCR	1215-1355	0%	0

Lexile ranges derived from:
http://www.corestandards.org/assets/Appendix_A.pdf

What is a RIT Score? A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school.
What is a Percentile? Percentiles describe how a student's score compares with other students who took the test by showing scores that range from 1 to 99.
What is a Lexile? A Lexile level measures a student's reading ability.

Top Right

NWEA Assessment Summary
Site: **Shepherd Elementary**
Scores for: **Spring 2020-2021**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

Roster Date: **Control Panel (01-31-2022)**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	14%	62
61 - 80	21%	97
41 - 60	24%	108
21 - 40	17%	76
1 - 20	24%	109
Total Students Tested		452

Average RIT Score

District N=7728 — 197
Group N=452 — 180
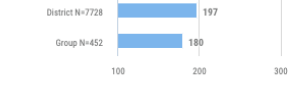
Lexile Distribution

Grade Level Ranges		%	#
K-1	N/A	61%	275
2-3	450-769	20%	90
4-5	770-954	11%	49
6-8	955-1079	5%	21
9-10	1080-1214	4%	16
11-CCR	1215-1355	0%	1

Lexile ranges derived from:
http://www.corestandards.org/assets/Appendix_A.pdf

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Bottom Left

NWEA Math
Winter 2020

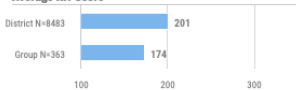**NWEA Assessment Summary**
Site: **Shepherd Elementary**
Scores for: **Winter 2019-2020**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

Roster Date: **Control Panel (01-31-2022)**
Gender(s): **All**
Reported Race: **All Reported Races**
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Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	9%	32
61 - 80	21%	75
41 - 60	25%	92
21 - 40	22%	81
1 - 20	23%	83
Total Students Tested		363

Average RIT Score

District N=8483 — 201
Group N=363 — 174

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What is a Lexile? A Lexile level measures a student's reading ability.

Bottom Right

NWEA Math Spring 2021

NWEA Assessment Summary
Site: **Shepherd Elementary**
Scores for: **Spring 2020-2021**
Grade: **All**
Group: **All**
User: **All Teachers**
Tests Included: All

Roster Date: **Control Panel (01-31-2022)**
Gender(s): **All**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	10%	44
61 - 80	21%	93
41 - 60	23%	102
21 - 40	22%	99
1 - 20	25%	114
Total Students Tested		452
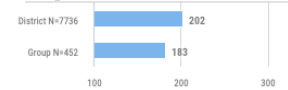
Average RIT Score

District N=7736 — 202
Group N=452 — 183

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What is a Lexile? A Lexile level measures a student's reading ability.

MSTEP Subgroup Summary 20-21 ELA

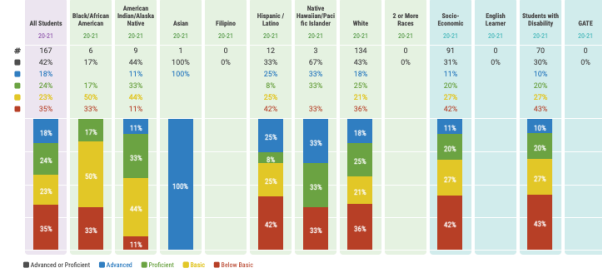MSTEP Subgroup Summary 20-21 Math

M-STEP Subgroup Summary
2020-21 ELA: All Grade Levels Tested

Site: **Shepherd Elementary**
Department: **All**
Teacher: **All**
Grade: **All**

Roster Date: **Control Panel (01-31-2022)**
Grade(s): **All**
Gender(s): **All**
Reported Race(s): **All Reported Races**
Special Ed: **Special & Non Special Ed**
Socio-economic: **SED & Not SED**
English Proficiencies: **All**

Percent of Students at Each Performance Level

	All Students 20-21	Black/African American 20-21	American Indian/Alaska Native 20-21	Asian 20-21	Filipino 20-21	Hispanic/Latino 20-21	Native Hawaiian/Pacific Islander 20-21	White 20-21	2 or More Races 20-21	Socio-Economic 20-21	English Learner 20-21	Students with Disability 20-21	GATE 20-21
#	167	6	9	1	0	12	3	134	0	91	0	70	0
■ Advanced or Proficient	42%	17%	44%	100%	0%	33%	67%	43%	0%	31%	0%	30%	0%
■ Advanced	18%		11%	100%		25%	33%	18%		11%		10%	
■ Proficient	24%	17%	33%			8%	33%	25%		20%		20%	
■ Basic	23%	50%	44%			25%		21%		27%		27%	
■ Below Basic	35%	33%	11%			42%	33%	36%		42%		43%	

■ Advanced or Proficient ■ Advanced ■ Proficient ■ Basic ■ Below Basic
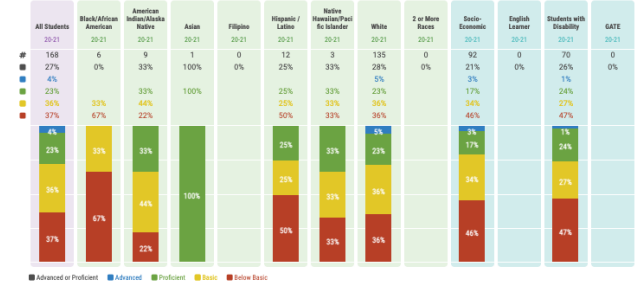
M-STEP Subgroup Summary
2020-21 Math: All Grade Levels Tested

Site: **Shepherd Elementary**
Department: **All**
Teacher: **All**
Grade: **All**

Roster Date: **Control Panel (01-31-2022)**
Grade(s): **All**
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#	168	6	9	1	0	12	3	135	0	92	0	70	0
■ Advanced or Proficient	27%	0%	33%	100%	0%	25%	33%	28%	0%	21%	0%	26%	0%
■ Advanced	4%							5%		3%		1%	
■ Proficient	23%		33%	100%		25%	33%	23%		17%		24%	
■ Basic	36%	33%	44%			25%	33%	36%		34%		27%	
■ Below Basic	37%	67%	22%			50%	33%	36%		46%		47%	

■ Advanced or Proficient ■ Advanced ■ Proficient ■ Basic ■ Below Basic

Parent Teacher Conference Attendance Data

	2020-21 PTC's held virtually due to COVID		2021-22	
	Number of students represented	**Percentage of students represented**	**Number of students represented**	**Percentage of students represented**
All	601	96%	587	94%