

Chelan Middle School Annual School Performance Review 6/15/2021



Attendance (3 year snapshot)

Year	Total FTE	Free & Reduced	Avg. Yearly Rate	State Rate	Unexcused Absence Rate	Hispanic	Bilingual	Special Education	Migrant
18-19	316	83.0%	85.6%	82.8%	1.5%	87.9%	89.6%	78.1%	87%
19-20	323	90.0%	93.8%	89.4%	1.0%	Over 90%	Over 90%	80%	89%
20-21	294	73.2% On track	93.1%		2.1%	78% On track	73% On track	74% On track	

On track measures the percentage of students who have attended at least 90% of school days

2020 - 2021 i-Ready Reading

Grade	On or Above Grade	1 Grade Below	2 or More Below
6th	32% from 26%	17% from 16%	36% from 55%
7th	23% from 24%	12% from 16%	40% from 59%
8th	24% from 24%	15% from 19%	37% from 52%

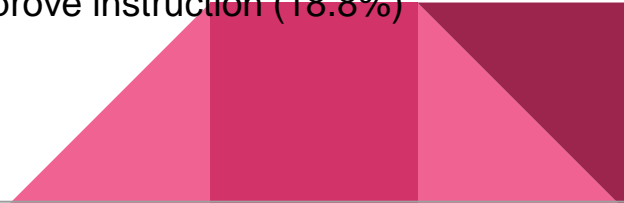


2020-2021 i-Ready Mathematics

Grade	On or Above Grade	1 Grade Below	2 or More Below
6th	40% from 16%	13% from 33%	35% from 47%
7th	19% from 17%	36% from 39%	27% from 43%
8th	14% from 18%	19% from 24%	33% from 49%

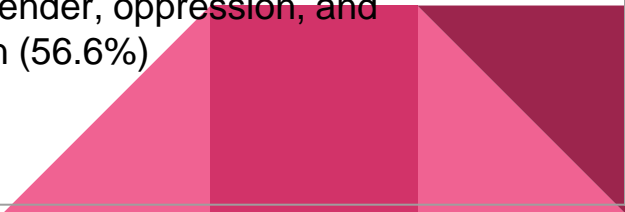
CEE Data - Top/Bottom 5 Positive Responses (Staff)

Top 5	Bottom 5
<ul style="list-style-type: none">- Staff at this school value and respect all students (100.0%)- Lesson purpose is clearly communicated to students (93.8%)- Staff enforce the bullying/harassment policy of this school (93.8%)- Students believe the adults in this school genuinely care about them (93.8%)- I provide timely feedback to students about their learning (93.3%)	<ul style="list-style-type: none">- Instruction is personalized to meet the needs of each student (25.0%)- Our school community engages in difficult conversations about race, gender, oppression, and discrimination (21.4%)- We talk about race and bigotry as a staff (20.0%)- Struggling students receive early intervention and remediation to acquire skills (20.0%)- Peer observation/coaching and feedback is a tool we use to improve instruction (18.8%)



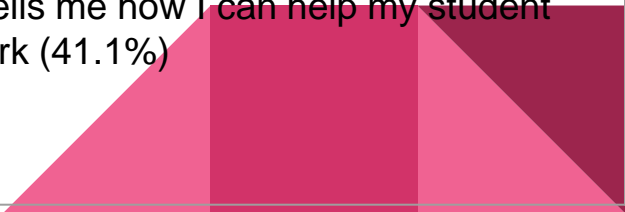
CEE Data - Top/Bottom 5 Positive Responses (Students)

Top 5	Bottom 5
<ul style="list-style-type: none">- My teacher(s) believe student learning is important (94.3%)- I am comfortable interacting with people from a different racial or ethnic background (93.7%)- My teacher(s) expect me to do my best (93.4%)- I am respectful of others at this school (92.8%)- The principal of this school believes student learning is the #1 priority (90.8%)	<ul style="list-style-type: none">- I am good at staying focused on my goals (61.9%)- Most students are respectful of others at this school (60.5%)- Work I do in this school is useful and interesting to me (59.8%)- In class we often work with other students to solve a problem/do a task (58.7%)- Our school engages in difficult conversations about race, gender, oppression, and discrimination (56.6%)



CEE Data - Top/Bottom 5 Positive Responses (Parents)

Top 5	Bottom 5
<ul style="list-style-type: none">- Communication/materials I receive from the school are in a language that I can understand (93.9%)- When I share concerns with my student's teacher, they listen (83.9%)- My student feels safe at school (81.5%)- School employees are respectful and courteous of one another (80.8%)- Actions of school leaders promote a shared commitment for equity (79.6%)	<ul style="list-style-type: none">- Our school engages in difficult conversations about race, gender, oppression, and discrimination (52.1%)- In this school, time is spent doing work that students find useful and interesting (51.7%)- My student is challenged with a rigorous course of study at this school (50.0%)- I am informed about progress toward the improvement goals of this school (48.4%)- This school tells me how I can help my student with homework (41.1%)




CEE Data - Top/Bottom 5 Increase/Decrease in Positive Responses (Staff)

Top 5	Bottom 5
<ul style="list-style-type: none">- Support from my principal/supervisor leads to progress on instructional improvement (49.0%)- The development of students' social emotional learning enhances the learning environment in our classrooms (41.0%)- Our district has a social emotional framework (standards) (40.1%)- We have a system of celebrating student success (38.2%)- I receive training on instruction to support social emotional learning (34.6%)	<ul style="list-style-type: none">- This school communicates effectively with families of all cultures (-19.9%)- Struggling students receive early intervention and remediation to acquire skills (-22.1%)- This school has a data-driven improvement plan with measurable goals (-23.8%)- District leadership communicates effectively with my school (-28.5%)- Collaboration between district and schools is based upon trust and respect (-34.6%)

CEE Data - Top/Bottom 5 Increase/Decrease in Positive Responses (Students)

Top 5	Bottom 5
<ul style="list-style-type: none">- Most students are respectful of others at this school (13.5%)- I am good at figuring out the best solution to problems I'm facing (11.1%)- My teacher(s) listen to my ideas and/or concerns (6.6%)- In my classes, students are busy doing schoolwork (6.0%)- My teacher(s) expect all students to succeed, no matter who they are (3.0%)	<ul style="list-style-type: none">- I often see the principal or administrators around the school talking to students (-7.3%)- I concentrate on my school work (-8.4%)- In this school, there is at least one adult who knows and cares about me (-9.2%)- In class we often work with other students to solve a problem/do a task (-10.6%)- In my school, I feel that I belong to a group of friends (-13.0%)

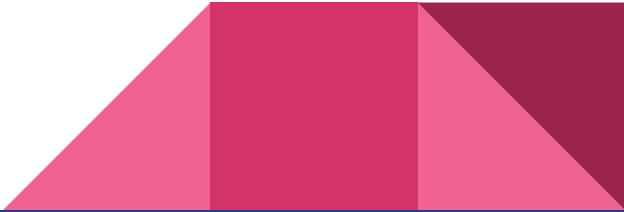


CEE Data - Top/Bottom 5 Increase/Decrease in Positive Responses (Parents)

Top 5	Bottom 5
<ul style="list-style-type: none">- I am encouraged to collaborate with my student's teachers about my student's learning (6.9%)- This school has equitable behavior rules for all students (5.8%)- My students learn about the cultures of our community at their school (5.5%)- Parents/families participate in important decisions about their student's education (4.2%)- Communication/materials I receive from the school are in a language I can understand (2.6%)	<ul style="list-style-type: none">- My student understands the purpose of each lesson (-16.4%)- I am comfortable expressing my ideas or concerns to the administrator(s) of this school (-18.7%)- The schoolwork my student is assigned is relevant to their future success (-20.3%)- Additional help is available to my student if they need it (-21.0%)- My student enjoys going to school (-23.6%)

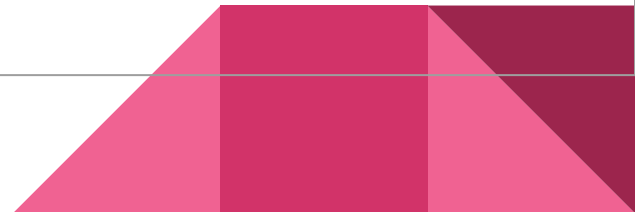
Current Land of Opportunity

Staff	Students	Parents
<ul style="list-style-type: none">- Personalize instruction to meet the needs of each student.- Talk about ways to solve problems- Find new ways to communicate with all families- Incorporate more community organizations/people to support teachers and students- District leadership communication- Intentional use of data	<ul style="list-style-type: none">- Increase the work on kindness and respect- Strategies that involve student projects and collaboration- Demonstrate perseverance in completing tasks and concentration- Teach students skills for setting and attaining goals	<ul style="list-style-type: none">- Increase rigor of courses- Work on culture that is welcoming- Find ways to incorporate student choice to make learning meaningful/interesting- Bring back AFTERS and Academies for additional help- Increase focus on communication.



Commonalities

Beliefs and Perceptions	Social Supports (Staff & Student)	Academic Press
<ul style="list-style-type: none">- Academic equity (highest in students)- Bullying (highest in students)- Celebrating success (highest in staff)- Confronting bias (lowest in staff)- High expectations (highest in students)- Safety (lowest in students)- Supporting students (lowest in parents)	<ul style="list-style-type: none">- Belief that at least one adult cares about them (highest in teachers)- Overall score was staff 75% and students were about 70%	<ul style="list-style-type: none">- Teacher expectations for student success (highest in students)- Overall score was staff 75% and students were about 70%



Reflections

- What I have learned as a building leader through the pandemic
 - Attitude is everything - control what you can control and live with what you cannot.
 - Making decisions - when to consult and when to do.
 - Where there is a will, there is a way
 - As Patch Adams says:

“You treat a disease, you win, you lose. You treat a person, I guarantee you, you’ll win, no matter what the outcome.”

- The 3 accomplishments I am most proud of:
 - Meeting staff and student needs.
 - My staff
 - Schedule
- What I believe are 3 areas most need of development:
 - Fostering a school culture that is welcoming
 - Increasing staff capacity for meeting individual student needs (UDL)
 - Getting back to “normal”

