



DRAFT

Okemos Public Schools

Benchmark Assessment Data

February 27, 2023

MICIP

(Michigan Integrated Continuous Improvement Process)

Continuous Improvement



Whole Child



Systems Thinking



+ Equity

Opportunities, Environments, and Supports

Providing Engaging, High-Quality Learning Experiences



2022-23 KEY INITIATIVES

Communication &
Engagement

Differentiation

Culturally Responsive
Positive Behavioral
Interventions and
Supports (CR-PBIS)

OUR GOALS

Building & Sustaining Relationships

The diverse identities, abilities and strengths of our school community are reflected in a system representative of, constructed by and responsive to all of our stakeholders.

Engaging in Best Practices for Teaching and Learning

Data will be analyzed used to reflect on our intentions, evaluate processes and practices, measure our impacts and inform our decisions on a path of continuous improvement.

Fostering an Inclusive Culture & Climate

Each individual has access to, can meaningfully participate in, and make progress in high-quality learning experiences that result in empowerment and academic success.

FOCUS AREAS

Equity

Social Emotional
Learning

Organizational
Capacity

Instructional
Learning

Facilities

PACK MISSION

Together...educating with excellence, inspiring each learner for life.

4406 N. Okemos Rd.
Okemos, MI 48864



www.OkemosK12.net
517-706-5000



Okemos Public Schools Equity Plan

PURPOSE
Provide direction for creating learning environments that are safe, healthy, and effective for everyone.

GUIDING PRINCIPLES

DIVERSITY
Our students, families, staff, and community members bring with them diverse and unique identities, abilities, and strengths.

EQUITY
Each student has access to, can meaningfully participate in, and make progress in learning experiences that result in empowerment and academic success.

INCLUSIVITY
Everyone has the right to feel safe, happy, affirmed, and encouraged.

COLLABORATION
Our system must be representative of, constructed by, and responsive to all members of our community.

REFLECTION
Making continuous progress requires us to reflect on our intentions, evaluate our processed and practices, and measure our impacts.

DATA-DRIVEN DECISION-MAKING
Data from diverse sources will be routinely collected and analyzed. We will use new information to guide our decision-making and inform ways in which we adapt to the needs of our community.

AREAS OF FOCUS

AUTHENTIC SELVES & RELATIONSHIPS

Goal 1: OPS is an inclusive district in which students, staff, families, and community members accept and respect the diverse identities of one another.

Goal 2: Our relationships are built upon actions that promote and sustain mutual trust and respect.

Goal 3: We utilize effective, consistent, culturally and linguistically responsive, and honest communication strategies to build community and establish collaboration.

INSTRUCTION/CURRICULUM/ ASSESSMENT

Goal 5: Our district's instructional practices, curriculum, and assessment methods are responsive to and inclusive of diverse perspectives, abilities, and cultures.

Goal 6: Our students' academic assessment data show that the opportunity gaps between student groups have decreased.

CULTURALLY RESPONSIVE - SUSTAINING EDUCATION

Goal 4: We have developed a district culture in which students, staff, families, and community members are prepared for an increasingly diverse society & world.

POLICIES/PRACTICES/PROCEDURES

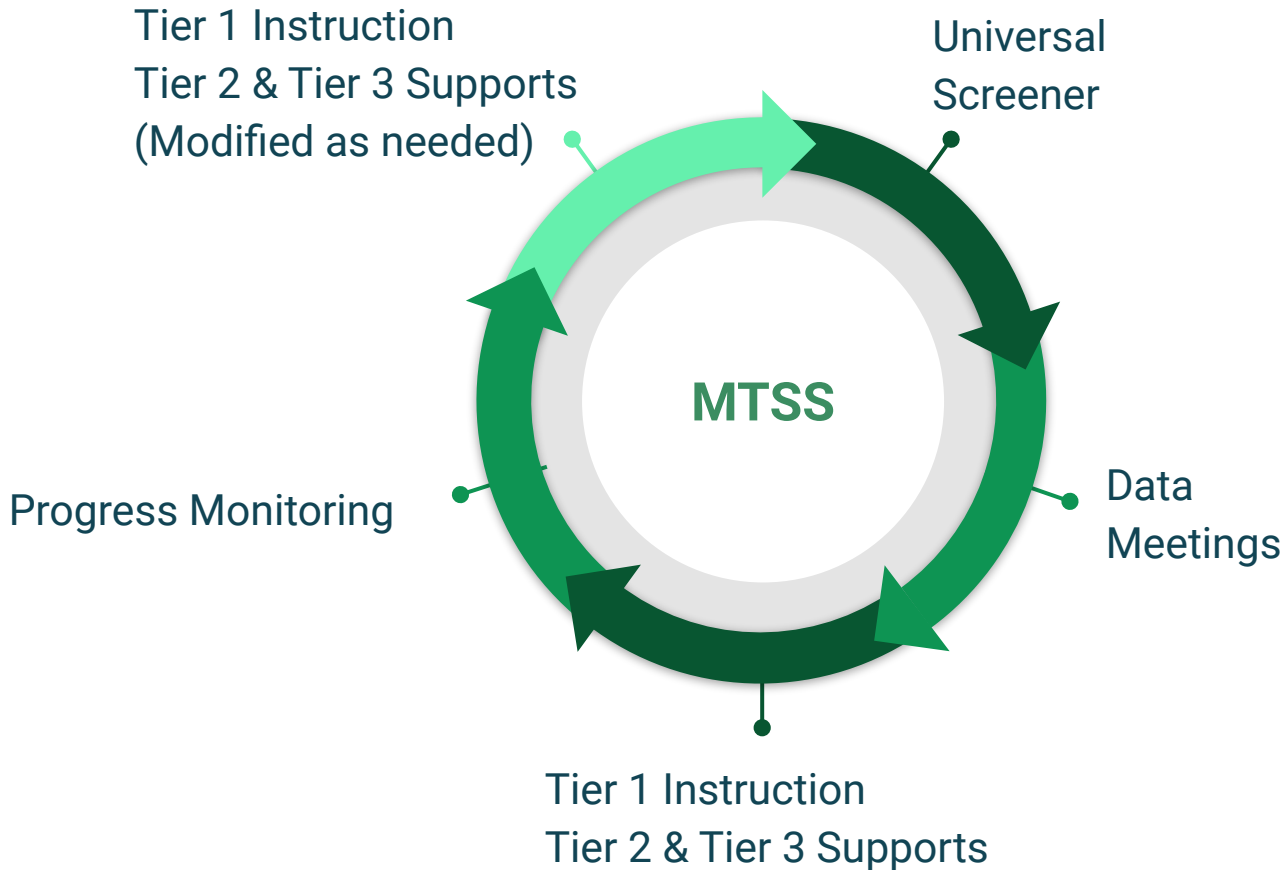
Goal 7: OPS has a clear public statement of its values and commitment to diversity, equity, and inclusion.

Goal 8: OPS policies, practices, and procedures are representative of, constructed by, and responsive to students, staff, families, and community members.



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inspiring each learner for life.

Targeted Support Based on Student Needs, Building on Student Strengths



Levels of Data



LEVEL 1 Satellite Data



Large grain size.



Illuminate patterns of achievement, equity, and teacher quality and retention.



Point us in a general direction for further investigation.



LEVEL 2 Map Data



Medium grain size.



Help us to identify reading, math, and other student skill gaps (e.g. decoding, fluency, fractions, etc.) or instructional skill gaps for teachers.



Point us in a slightly more focused direction.

Fall

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (2-8)
- MAP Growth Math (K-8)
- mySAEBRS (2-12)



- Present Benchmark Results
- Set Mid-year & End-of-Year Goals
- Identify Next Steps

Winter

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (K-8)
- MAP Growth Math (K-8)
- mySAEBRS (2-12)



- Present Benchmark Results
- Monitor Mid-year & End-of-Year Goals
- Identify Next Steps

Spring

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (K-8)
- MAP Growth Math (K-8)
- mySAEBRS (2-12)



- Present Benchmark Results
- Monitor Mid-year & End-of-Year Goals
- Identify Next Steps

Goal 1- Literacy

Mid-Year Goal

75% of K and 1st Grade students will demonstrate **growth** and 80% will demonstrate proficiency as measured by the NWEA Reading Fluency.

75% of 2nd-8th Grade students will demonstrate **growth** and 70% will achieve in the 60th percentile or above as measured by NWEA MAP Growth.

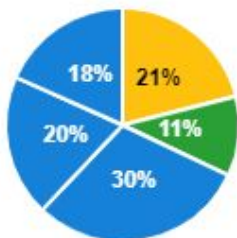
End-of-Year Goal

75% of K & 1st Grade students will demonstrate **expected growth** and 85% will demonstrate proficiency as measured by NWEA Reading Fluency.

75% of 2nd-8th Grade students will demonstrate **expected growth** and 75% will achieve in the 60th percentile or above as measured by NWEA MAP Growth.

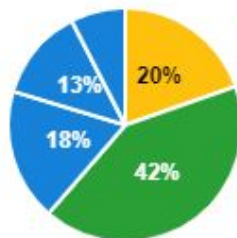
DECODING

Phonological Awareness ?



- Level 0: 21%
- Level 1: 11%
- Level 2: 30%
- Level 3: 20%
- Level 4: 18%
- Level 5: 0%

Phonics / Word Recognition ?



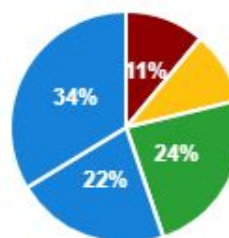
- Level 0: 20%
- Level 1: 42%
- Level 2: 18%
- Level 3: 13%
- Level 4: 8%
- Level 5: 0%

FALL

Kindergarten

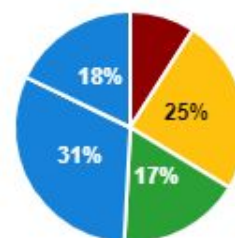
DECODING

Phonological Awareness ?



- Level 0: 11%
- Level 1: 10%
- Level 2: 24%
- Level 3: 22%
- Level 4: 34%
- Level 5: 0%

Phonics / Word Recognition ?

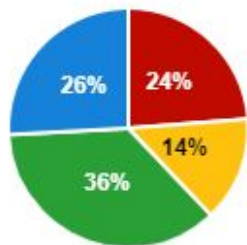


- Level 0: 9%
- Level 1: 25%
- Level 2: 17%
- Level 3: 31%
- Level 4: 18%
- Level 5: 0%

WINTER

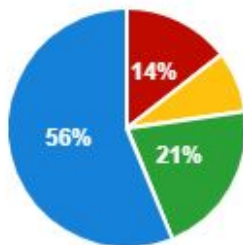
LANGUAGE COMPREHENSION

Listening Comprehension ?



- Below: 24%
- Approaching: 14%
- Meets: 36%
- Exceeds: 26%

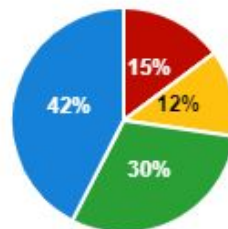
Picture Vocabulary ?



- Below: 14%
- Approaching: 8%
- Meets: 21%
- Exceeds: 56%

LANGUAGE COMPREHENSION

Listening Comprehension ?



- Below: 15%
- Approaching: 12%
- Meets: 30%
- Exceeds: 42%

Picture Vocabulary ?



- Below: 12%
- Approaching: 8%
- Meets: 20%
- Exceeds: 61%

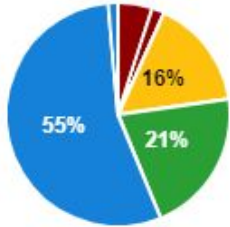
FALL

Kindergarten

WINTER

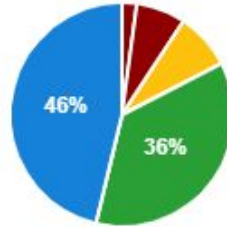
DECODING

Phonological Awareness ?



- Level 0: 5%
- Level 1: 2%
- Level 2: 16%
- Level 3: 21%
- Level 4: 55%
- Level 5: 1%

Phonics / Word Recognition ?



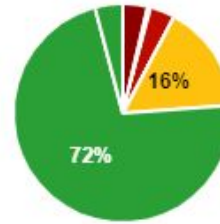
- Level 0: 2%
- Level 1: 7%
- Level 2: 8%
- Level 3: 36%
- Level 4: 46%
- Level 5: 0%

FALL

1st Grade

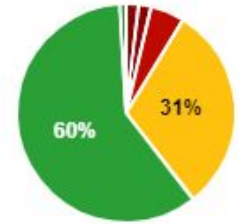
DECODING

Phonological Awareness ?



- Level 0: 4%
- Level 1: 0%
- Level 2: 4%
- Level 3: 16%
- Level 4: 72%
- Level 5: 4%

Phonics / Word Recognition ?

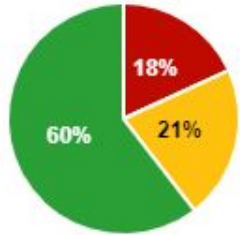


- Level 0: 2%
- Level 1: 2%
- Level 2: 5%
- Level 3: 31%
- Level 4: 60%
- Level 5: 1%

WINTER

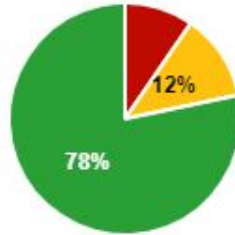
LANGUAGE COMPREHENSION

Listening
Comprehension ?



- Below: 18%
- Approaching: 21%
- Meets: 60%
- Exceeds: 0%

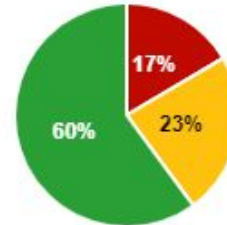
Picture
Vocabulary ?



- Below: 10%
- Approaching: 12%
- Meets: 78%
- Exceeds: 0%

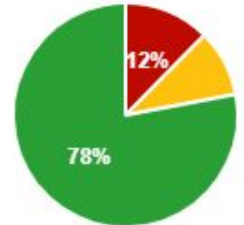
LANGUAGE COMPREHENSION

Listening
Comprehension ?



- Below: 17%
- Approaching: 23%
- Meets: 60%
- Exceeds: 0%

Picture
Vocabulary ?



- Below: 12%
- Approaching: 10%
- Meets: 78%
- Exceeds: 0%

FALL

1st Grade

WINTER

	MAP Growth- Reading				
	%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80
K	14%	19%	20%	17%	30%
1st	16%	14%	16%	22%	31%
2nd	18%	15%	13%	20%	34%
3rd	15%	11%	16%	24%	35%
4th	9%	11%	13%	29%	39%
5th	11%	12%	21%	26%	30%
6th	9%	12%	19%	28%	32%
7th	9%	13%	19%	27%	32%
8th	14%	14%	18%	30%	25%

	MAP Growth- Reading				
	%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80
Economically Disadvantaged	20%	20%	24%	22%	14%
Non-Economically Disadvantaged	7%	7%	14%	26%	45%
Special Education	41%	19%	18%	12%	11%
Non-Special Education	6%	9%	16%	27%	43%
English Learner	22%	21%	20%	19%	19%
Non-English Learner	8%	9%	16%	26%	41%
Asian American	7%	8%	13%	26%	45%
Black or African American	20%	18%	22%	18%	22%
White	9%	9%	17%	26%	39%
Hispanic or Latino	11%	20%	11%	22%	35%
Two or More Races	15%	14%	17%	28%	26%

Literacy Goal Progress

	Mid-year Goals	Mid-year Data
Kindergarten & 1st grade students will demonstrate growth	75%	
Kindergarten & 1st grade students will demonstrate proficiency	80%	
2nd-8th grade students that met their expected growth (Goal changed from “made growth”)	75%	39%
2nd-8th grade students will achieve in the 60th percentile or above	70%	59%

2022-2023 Supports

- Orton Gillingham training
- LETRS training
- FAME training
- Instructional coaching model (K-4), (5-12)
- Title I Reading Specialist
- NWEA Map Growth & Reading Fluency
- After school literacy programs
- Teacher, Administrator & Staff Professional Learning
- Instructional Licenses & Curriculum Resources

Goal 2- Mathematics

Mid-Year Goal

75% of K-8th Grade students will demonstrate **growth** and 70% will achieve in the 60th percentile or above as measured by NWEA MAP Growth.

End-of-Year Goal

75% of K-8th Grade students will demonstrate **expected growth** and 75% will achieve in the 60th percentile or above as measured by NWEA MAP Growth.

	MAP Growth- Math				
	%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80
K	14%	9%	17%	24%	37%
1st	10%	15%	18%	31%	26%
2nd	16%	9%	19%	29%	27%
3rd	15%	12%	17%	28%	29%
4th	10%	16%	25%	22%	26%
5th	15%	16%	21%	25%	24%
6th	15%	19%	28%	18%	20%
7th	11%	16%	18%	29%	26%
8th	17%	16%	19%	22%	27%

	MAP Growth- Math				
	%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80
Economically Disadvantaged	32%	22%	22%	15%	9%
Non-Economically Disadvantaged	9%	12%	20%	28%	31%
Special Education	47%	18%	14%	12%	8%
Non-Special Education	10%	14%	21%	27%	29%
English Learner	22%	15%	20%	23%	19%
Non-English Learner	22%	15%	20%	23%	19%
Asian	6%	10%	16%	25%	43%
Black or African American	39%	20%	17%	17%	7%
White	8%	13%	22%	27%	31%
Hispanic or Latino	24%	16%	19%	19%	22%
Two or More Races	15%	14%	17%	28%	26%

Math Goal Progress

	Mid-year Goals	Mid-year Data
K-8th grade students that met their expected growth (Goal changed from “make growth”)	75%	39%
K-8th grade students will achieve in the 60th percentile or above	70%	52%

2022-2023 Supports

* Items identified as potential 98C supports

- Collaboration with ISD Math Consultant
- OHS math labs
- OHS Instructional Coach
- After school programming
- FAME training
- Instructional coaching model (K-4), (5-12)
- NWEA Map Growth*
- Progress Monitoring Tools*
- Teacher, Administrator & Staff Professional Learning*
- Instructional Licenses & Curriculum Resources*

Goal 3- Social Emotional Health

Mid-Year Goal

85% of 2-12 students will demonstrate healthy social, emotional, and academic behaviors as measured by mySAEBRS.

End-of-Year Goal

90% of 2-12 students will demonstrate healthy social, emotional, and academic behaviors as measured by mySAEBRS.

2022-2023 Supports

- Implementation of CR-PBIS
- Full-time SSAs in each building (NEW)
- Two Counselors (NEW)
- District Clinical Social Worker (NEW)

SEL 2nd-4th Grades	Fall	Winter
ALL Students	84%	86%
Econ. Disadvantaged	73%	75%
Special Education	64%	67%
English Learner	84%	90%
American Indian or Alaska Native	N/A	N/A
Asian American	87%	92%
Black or African American	85%	63%
Native Hawaiian or Other Pacific Islander	N/A	N/A
White	85%	87%
Hispanic or Latino	94%	88%
Two or More Races	81%	80%

2022-2023 Supports

- Assess & Revise CR-PBIS
- One Counselor (NEW)
- District Clinical Social Worker (NEW)

SEL 5th-8th Grades	Fall	Winter
ALL Students	90%	
Econ. Disadvantaged	85%	
Special Education	72%	
English Learner	95%	
American Indian or Alaska Native	N/A	
Asian American	94%	
Black or African American	92%	
Native Hawaiian or Other Pacific Islander	N/A	
White	88%	

2022-2023 Supports

- District Clinical Social Worker (NEW)
- Special Education Coach/LINKS (NEW)*
- Instructional Coach

* Items identified as potential 98C supports


SEL 9th-12th Grades	Fall	
ALL Students	88%	
Econ. Disadvantaged	79%	
Special Education	74%	
English Learner	93%	
American Indian or Alaska Native	N/A	
Asian American	91%	
Black or African American	83%	
Native Hawaiian or Other Pacific Islander	N/A	
White	88%	
Hispanic or Latino	81%	

Social Emotional Health Goal Progress

Mid-year Goals	Mid-year Data
85% of 2-12 students will demonstrate healthy social, emotional, and academic behaviors as measured by mySAEBRS.	

Future Supports

- Curriculum resources to target student needs
- Summer learning opportunities for targeted learning needs
- Professional Development to support educators in meeting students' needs—academic, behavioral, & emotional



2022-23 KEY INITIATIVES

Communication & Engagement Differentiation Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS)

OUR GOALS

<p>Building & Sustaining Relationships</p> <p>The diverse identities, abilities and strengths of our school community are reflected in a system representative of, constructed by and responsive to all of our stakeholders.</p>	<p>Engaging in Best Practices for Teaching and Learning</p> <p>Data will be analyzed used to reflect on our intentions, evaluate processes and practices, measure our impacts and inform our decisions on a path of continuous improvement.</p>	<p>Fostering an Inclusive Culture & Climate</p> <p>Each individual has access to, can meaningfully participate in, and make progress in high-quality learning experiences that result in empowerment and academic success.</p>
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FOCUS AREAS

Equity Social Emotional Learning Organizational Capacity Instructional Learning Facilities

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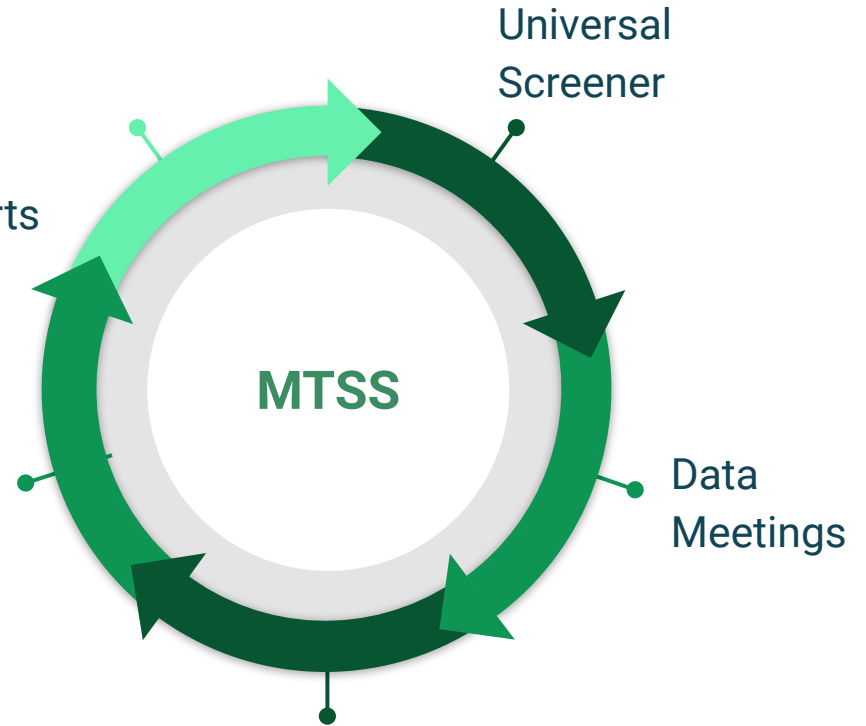
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Ongoing Review & Revise Process

Tier 1 Instruction
Tier 2 & Tier 3 Supports
(Modified as needed)

Progress
Monitoring



Tier 1 Instruction
Tier 2 & Tier 3 Supports