



# Okemos Public Schools Benchmark Assessment Data

*June 2023*

# Providing Engaging, High-Quality Learning Experiences

## Strategic Plan Goals

3B. Enhance core instructional practices PK-12.

3C. Align and enhance supplemental supports PK-12 to meet the needs of each student.

4D. Value the individual growth and achievement of each child by redefining success for the whole child, academically and behaviorally.



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**2022-23 KEY INITIATIVES**

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

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**OUR GOALS**

<p><b>Building &amp; Sustaining Relationships</b></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><b>Engaging in Best Practices for Teaching and Learning</b></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><b>Fostering an Inclusive Culture &amp; Climate</b></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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**PACK MISSION**

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

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Okemos, MI 48864



**OKEMOS  
PUBLIC SCHOOLS**

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 processes 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.

#### 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.

#### 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.



# Targeted Support Based on Student Needs, Building on Student Strengths

## Strategic Plan Goals

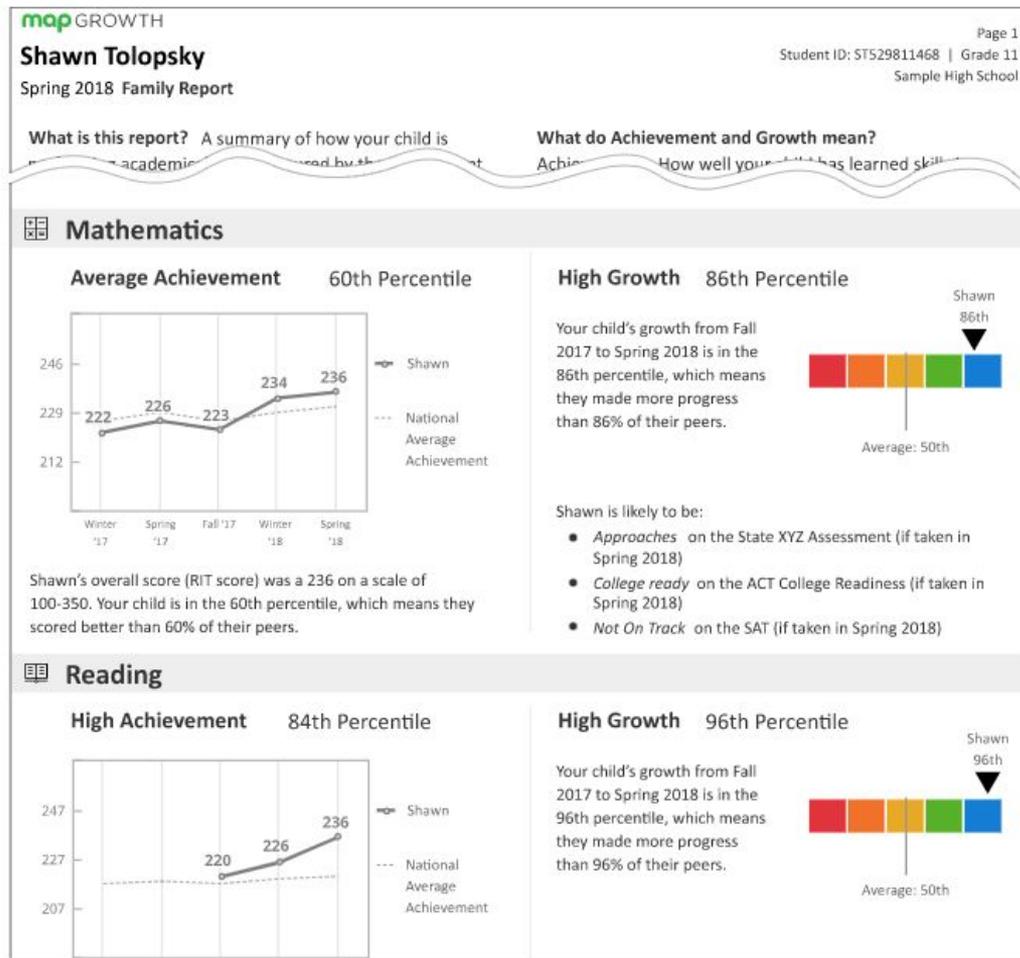
3B. Enhance core instructional practices PK-12.

3C. Align and enhance supplemental supports PK-12 to meet the needs of each student.

4D. Value the individual growth and achievement of each child by redefining success for the whole child, academically and behaviorally.

First year of implementation of the new benchmarking tool.

- Professional Development
- Data Meetings
- Parent Communications



# 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

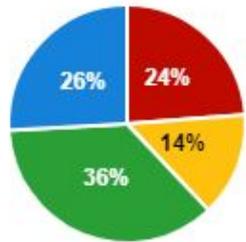
	Goal	End Year Data
K & 1st grade students that met their expected <b>growth</b> (winter-spring only)	75%	51%
K & 1st grade students will <b>achieve</b> in the 60th percentile or above	85%	52%
2nd-8th grade students that met their expected <b>growth</b>	75%	51%
2nd-8th grade students will <b>achieve</b> in the 60th percentile or above	75%	57%

# NWEA Reading Fluency- Kindergarten

## FALL

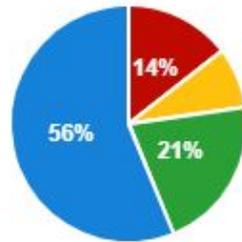
### LANGUAGE COMPREHENSION

#### Listening Comprehension ?



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

#### Picture Vocabulary ?

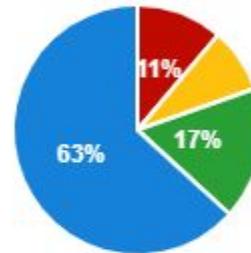


- Below: 14%
- Approaching: 8%
- Meets: 21%
- Exceeds: 56%

## SPRING

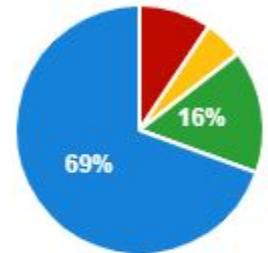
### LANGUAGE COMPREHENSION

#### Listening Comprehension ?



- Below: 11%
- Approaching: 8%
- Meets: 17%
- Exceeds: 63%

#### Picture Vocabulary ?



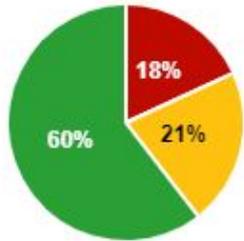
- Below: 9%
- Approaching: 5%
- Meets: 16%
- Exceeds: 69%

# NWEA Reading Fluency- 1st Grade

## FALL

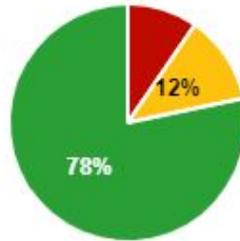
### LANGUAGE COMPREHENSION

Listening Comprehension ?



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

Picture Vocabulary ?

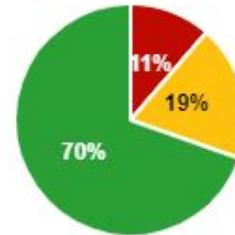


- Below: 10%
- Approaching: 12%
- Meets: 78%
- Exceeds: 0%

## SPRING

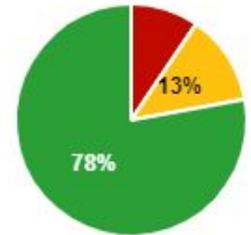
### LANGUAGE COMPREHENSION

Listening Comprehension ?



- Below: 11%
- Approaching: 19%
- Meets: 70%
- Exceeds: 0%

Picture Vocabulary ?



- Below: 9%
- Approaching: 13%
- Meets: 78%
- Exceeds: 0%

# Achievement

	MAP Growth- Reading					
	%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80	Above 61%tile
<b>K</b>	22%	12%	14%	20%	31%	51%
<b>1st</b>	18%	10%	19%	22%	31%	53%
<b>2nd</b>	15%	13%	15%	19%	38%	57%
<b>3rd</b>	17%	9%	19%	20%	36%	56%
<b>4th</b>	11%	9%	17%	23%	41%	64%
<b>5th</b>	14%	15%	19%	28%	24%	52%
<b>6th</b>	34%	11%	18%	32%	30%	62%
<b>7th</b>	11%	13%	17%	26%	33%	59%
<b>8th</b>	13%	15%	21%	31%	21%	52%
<b>Overall</b>	15%	12%	18%	24%	31%	55%

# Achievement

	MAP Growth- Reading					Above 61%tile
	%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80	
<b>Economically Disadvantaged (n=681)</b>	34%	19%	17%	19%	11%	30%
<b>Non-Economically Disadvantaged (n=2377)</b>	9%	10%	18%	26%	37%	63%
<b>Special Education (n= 332)</b>	51%	17%	14%	8%	10%	18%
<b>Non-Special Education (n= 2726)</b>	10%	11%	18%	26%	34%	60%
<b>English Learner (n=2704)</b>	31%	19%	14%	17%	18%	35%
<b>Non-English Learner (n=354)</b>	12%	11%	18%	25%	33%	58%
<b>Asian American (n=722)</b>	11%	9%	15%	28%	37%	65%
<b>Black or African American (n=185)</b>	37%	15%	17%	15%	15%	30%
<b>White (n=1667)</b>	12%	12%	18%	25%	33%	58%
<b>Hispanic or Latino (n=87)</b>	20%	21%	18%	22%	20%	42%
<b>Two or More Races (n=349)</b>	18%	12%	20%	23%	27%	50%

## Percentage of Students Who Met Growth Projection (Literacy)

	<b>ALL Students</b>	<b>Black or African American Students</b>
Kindergarten (Winter to Spring)	47	14
1st Grade (Winter to Spring)	55	64
2nd Grade (Fall to Spring)	48	64
3rd Grade (Fall to Spring)	48	56
4th Grade (Fall to Spring)	47	63

## Percentage of Students Who Met Growth Projection (Literacy)

	<b>ALL Students</b>	<b>Black or African American Students</b>
5th Grade (Fall to Spring)	32	20
6th Grade (Fall to Spring)	50	26
7th Grade (Fall to Spring)	41	39
8th Grade (Fall to Spring)	40	35

# Supports/Initiatives Literacy

## Students

Good Fit Groups (K-4)

Intervention Supports (5-8)

Reading Specialist (K-4)

Reading Growth Plans (IRIPs)  
(K-4)

After school tutoring

Summer school & tutoring



## Educators

PD/Training:

- FAME (formative assessment)
- Orton Gillingham
- LETRS
- Literacy Essentials
- Differentiation



## Organization

Instructional coaching model

Multi-Tier System of Support (MTSS)  
District Committee

Adaptive Schools training

# Goal 2 - Math

	End of Year Goal	End of Year Data
K-8th grade students that met their expected <b>growth</b>	75%	36%
K-8th grade students will <b>achieve</b> in the 60th percentile or above	75%	50%

## Achievement

	MAP Growth- Math					
	%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80	Above 61%tile
<b>K</b>	15%	9%	18%	28%	31%	59%
<b>1st</b>	11%	12%	20%	28%	29%	57%
<b>2nd</b>	14%	13%	19%	30%	25%	55%
<b>3rd</b>	16%	11%	17%	31%	24%	55%
<b>4th</b>	11%	15%	24%	27%	22%	49%
<b>5th</b>	17%	18%	21%	25%	19%	44%
<b>6th</b>	15%	24%	24%	18%	19%	37%
<b>7th</b>	13%	16%	19%	27%	25%	52%
<b>8th</b>	17%	17%	20%	21%	25%	46%
<b>Overall</b>	14%	15%	20%	26%	24%	50%

# Achievement

	MAP Growth- Math					Above 61%tile
	%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80	
<b>Economically Disadvantaged (n=681)</b>	36%	20%	19%	17%	9%	26%
<b>Non-Economically Disadvantaged (n=2377)</b>	8%	13%	21%	29%	29%	58%
<b>Special Education (n= 332)</b>	54%	15%	13%	12%	6%	18%
<b>Non-Special Education (n= 2726)</b>	10%	15%	21%	28%	26%	54%
<b>English Learner (n=2704)</b>	25%	17%	21%	23%	15%	38%
<b>Non-English Learner (n=354)</b>	13%	15%	20%	26%	26%	52%
<b>Asian American (n=722)</b>	7%	10%	18%	24%	41%	65%
<b>Black or African American (n=185)</b>	44%	17%	20%	14%	5%	19%
<b>White (n=1667)</b>	12%	16%	21%	28%	21%	49%
<b>Hispanic or Latino (n=87)</b>	29%	13%	16%	28%	15%	43%
<b>Two or More Races (n=349)</b>	20%	17%	22%	25%	17%	42%

## Percentage of Students Who Met Growth Projection (Math)

	<b>ALL Students</b>	<b>Black or African American Students</b>
Kindergarten (Winter to Spring)	36	15
1st Grade (Winter to Spring)	37	21
2nd Grade (Fall to Spring)	40	27
3rd Grade (Fall to Spring)	42	11
4th Grade (Fall to Spring)	34	26

## Percentage of Students Who Met Growth Projection (Math)

	<b>ALL Students</b>	<b>Black or African American Students</b>
5th Grade (Fall to Spring)	20	19
6th Grade (Fall to Spring)	30	20
7th Grade (Fall to Spring)	39	48
8th Grade (Fall to Spring)	47	34

# Supports/Initiatives Math

## Students

After school tutoring

Summer school & tutoring

Credit recovery- new model for  
Algebra I



## Educators

Collaboration with ISD Math  
Consultant

Math Expressions PD

FAME training



## Organization

Instructional coaching model

Multi-Tier System of Support (MTSS)  
District Committee

District-aligned criteria for advanced  
learning opportunities

# Goal 3- Social Emotional Learning

	End of Year Goal	End of Year Data
2nd-12th grade students will demonstrate healthy social, emotional, and academic behaviors as measured by mySAEBRS.	90%	87%

# Social Emotional Learning

## 2nd-4th Grade



SEL 2nd-4th Grades	Fall	Winter	Spring
ALL Students	84%	86%	87%
Econ. Disadvantaged	73%	75%	79%
Special Education	64%	67%	67%
English Learner	84%	90%	84%
American Indian or Alaska Native	N/A	N/A	NA
Asian American	87%	92%	91%
Black or African American	85%	63%	73%
Native Hawaiian or Other Pacific Islander	N/A	N/A	NA
White	85%	87%	89%
Hispanic or Latino	94%	88%	84%
Two or More Races	81%	80%	83%

# Social Emotional Learning

## 5th-8th Grade

SEL 5th-8th Grades	Fall	Winter	Spring
ALL Students	90%	88%	88%
Econ. Disadvantaged	85%	79%	83%
Special Education	72%	75%	74%
English Learner	95%	84%	86%
American Indian or Alaska Native	N/A	N/A	N/A
Asian American	94%	93%	92%
Black or African American	92%	80%	82%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
White	88%	87%	88%
Hispanic or Latino	85%	89%	92%
Two or More Races	90%	84%	86%

# Social Emotional Learning

## 9th-12th Grade

SEL 9th-12th Grades	Fall	Winter	Spring
ALL Students	88%	85%	86%
Econ. Disadvantaged	79%	81%	82%
Special Education	74%	74%	75%
English Learner	93%	92%	86%
American Indian or Alaska Native	N/A	N/A	N/A
Asian American	91%	86%	89%
Black or African American	83%	96%	90%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
White	88%	85%	85%
Hispanic or Latino	81%	78%	84%
Two or More Races	84%	86%	86%

# Supports/Initiatives

## Social Emotional Health

### Students

Individual & group mental health support (E3, Ingham ISD)

Designated behavior support specialists in each school

Leadership opportunities on district equity work teams

SEL lessons

Woof Pack



### Educators

District Wellness Committee

Employee Assistance Program

Training on the Neurosequential Model for Education (brain science, trauma-sensitive practices) (PreK-4)

Leadership opportunities on district equity work teams

Staff training in recognizing and responding to bias, including how to interrupt bias during data analysis



### Organization

CRPBIS system development and implementation at all grade levels

District equity work team projects: Hiring process, incident reporting, grading practices

Partnership with Child and Family Charities, Ingham ISD

Implementation of new SEL screener

Every system is perfectly designed  
to get the results it gets.

W. Edwards Deming

We are designing a new system that will create equitable outcomes for all students.

# Okemos Public Schools MTSS Framework Design Process



## 2021-2022

- Review of benchmark assessment tools
- Building data meetings

## 2022-23

- Analysis of MTSS system with Practice Profile
- Establish District MTSS Committee
- Implementation of NWEA
- Building data meetings with the implementation of spring meetings
- Review of Progress Monitoring Tools
- Review of SEL screening tools
- Culturally Responsive PBIS implementation

## 2023-2024

- District MTSS Committee Initiatives
- Implementation of AimswebPLUS with new SEL screener
- Building data meetings at least 3x/year
- Focus on Tier 1 Instructional Practices