Okemos Public Schools District Data Review
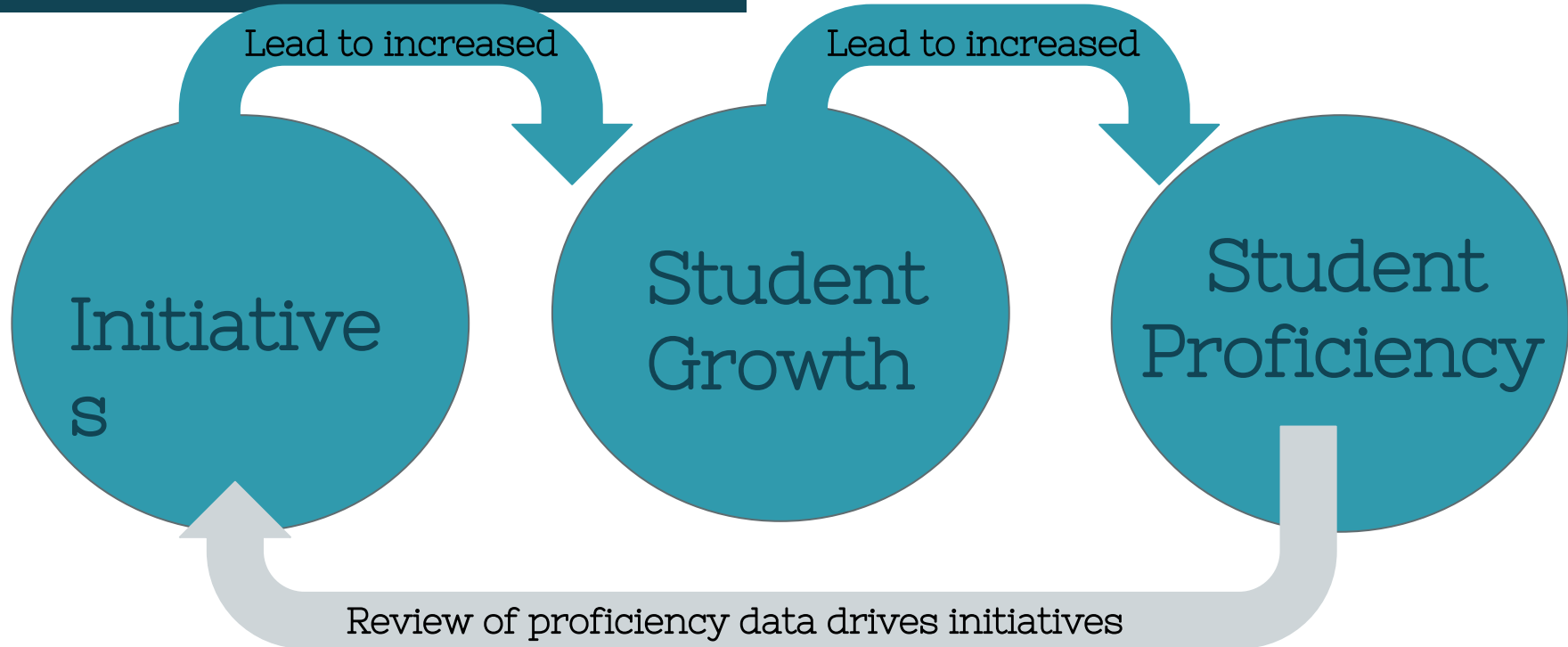
October 2024

Fall

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (2-10)
- MAP Growth Math (K-10)
- BASC-3 BESS (3-12)

- Present Spring State Data & Set Achievement Goals
- Present District Benchmark Data & Set Growth Goals

Winter

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (K-10)
- MAP Growth Math (K-10)
- BASC-3 BESS (3-12)

- Present Benchmark Data & Monitor Growth Goals
- Monitor Progress of District Initiatives

Spring

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (K-10)
- MAP Growth Math (K-10)
- BASC-3 BESS (3-12)

- Present Benchmark Data & Evaluate Growth Goals
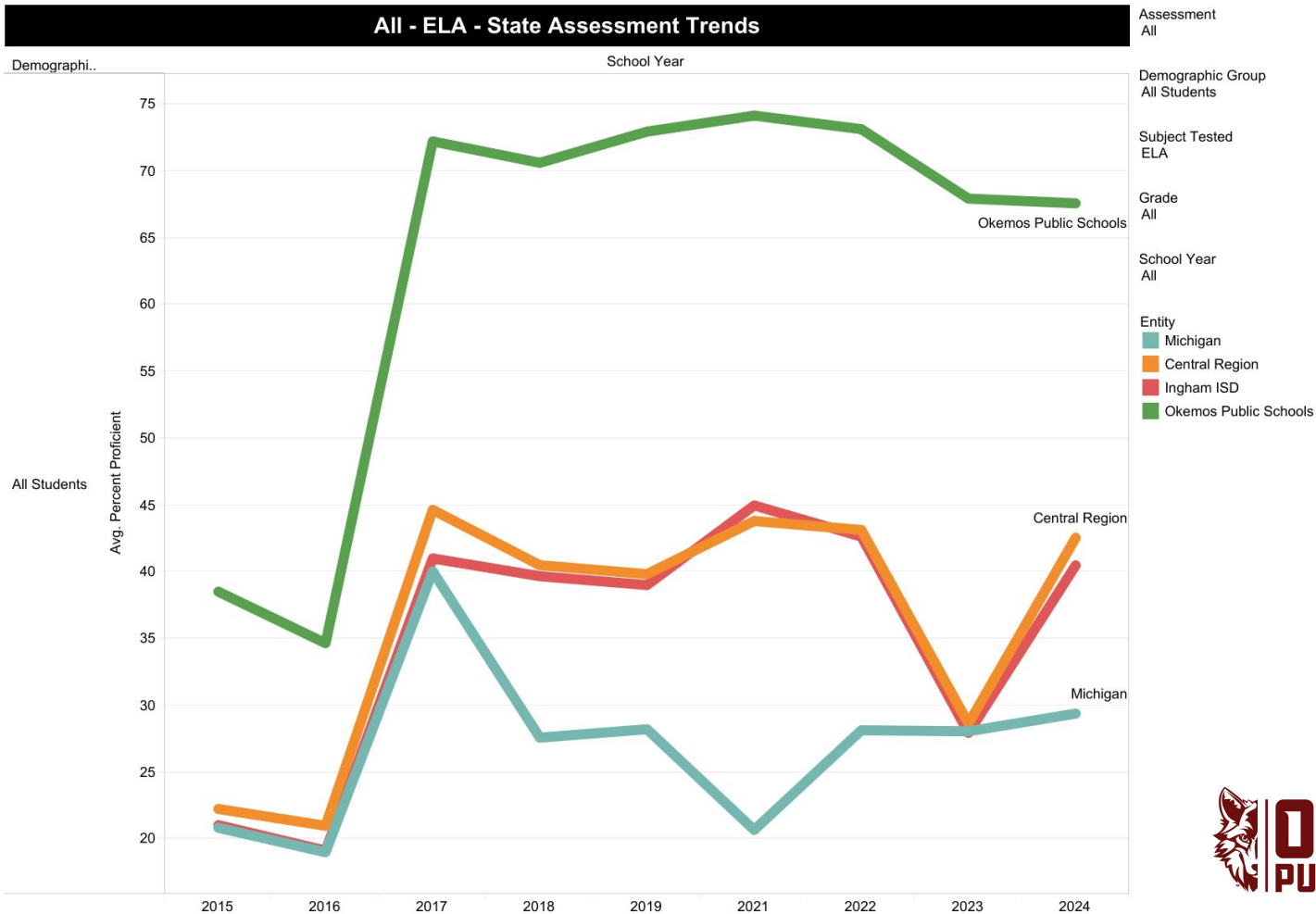- Evaluate Success of District Initiatives

OKEMOS
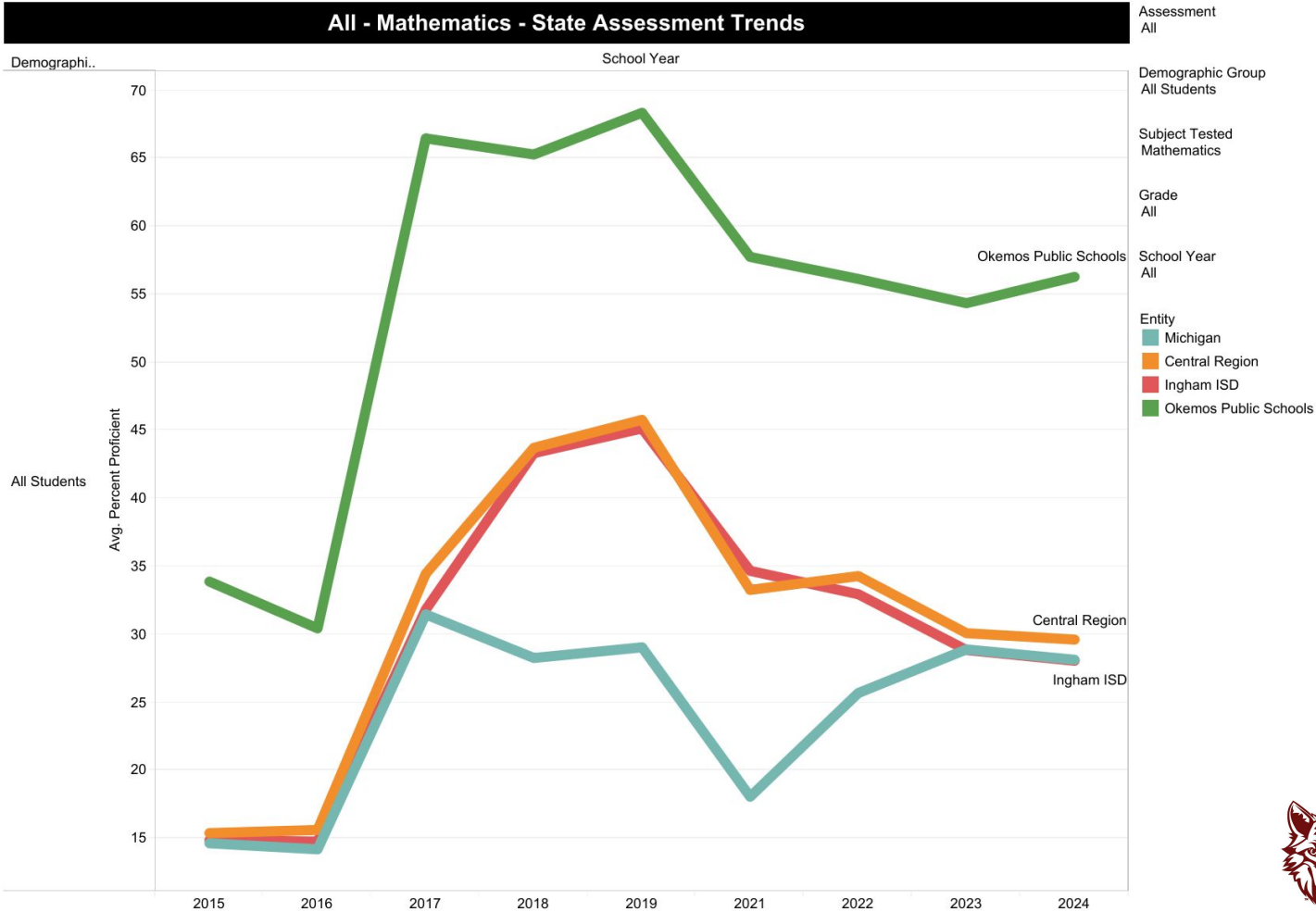PUBLIC SCHOOLS

Achievement

State Assessment Data

M-STEP, Mi-ACCESS, PSAT 8/9- 8th, PSAT 8/9- 9th, PSAT 10, SAT

- Level of knowledge & skills a student has acquired *at a specific point in time*
- Often measured through exams, assessments, other measures
- What a student knows and can do at a given moment

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All - ELA - State Assessment Trends

Assessment
All

Demographic Group
All Students

Subject Tested
ELA

Grade
All

School Year
All

Entity
- Michigan
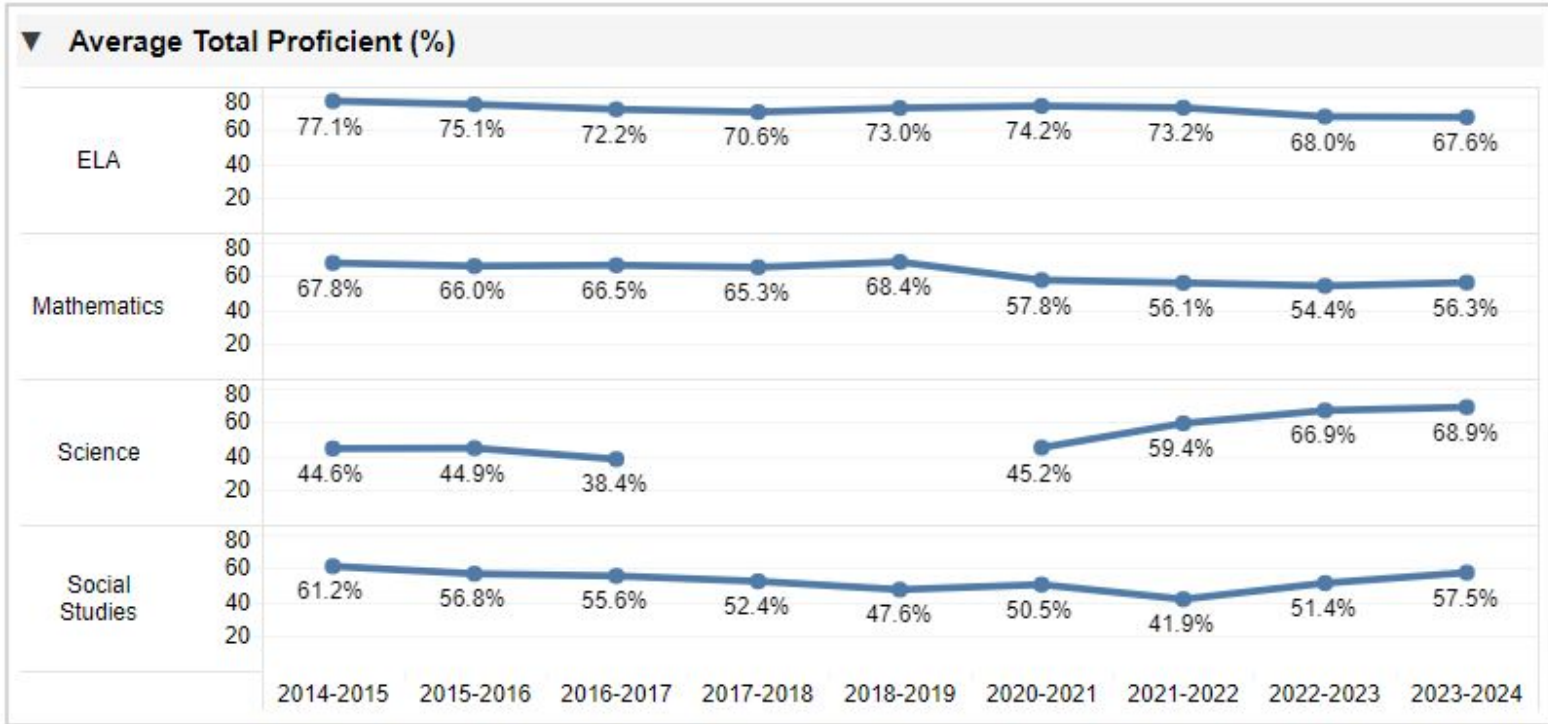- Central Region
- Ingham ISD
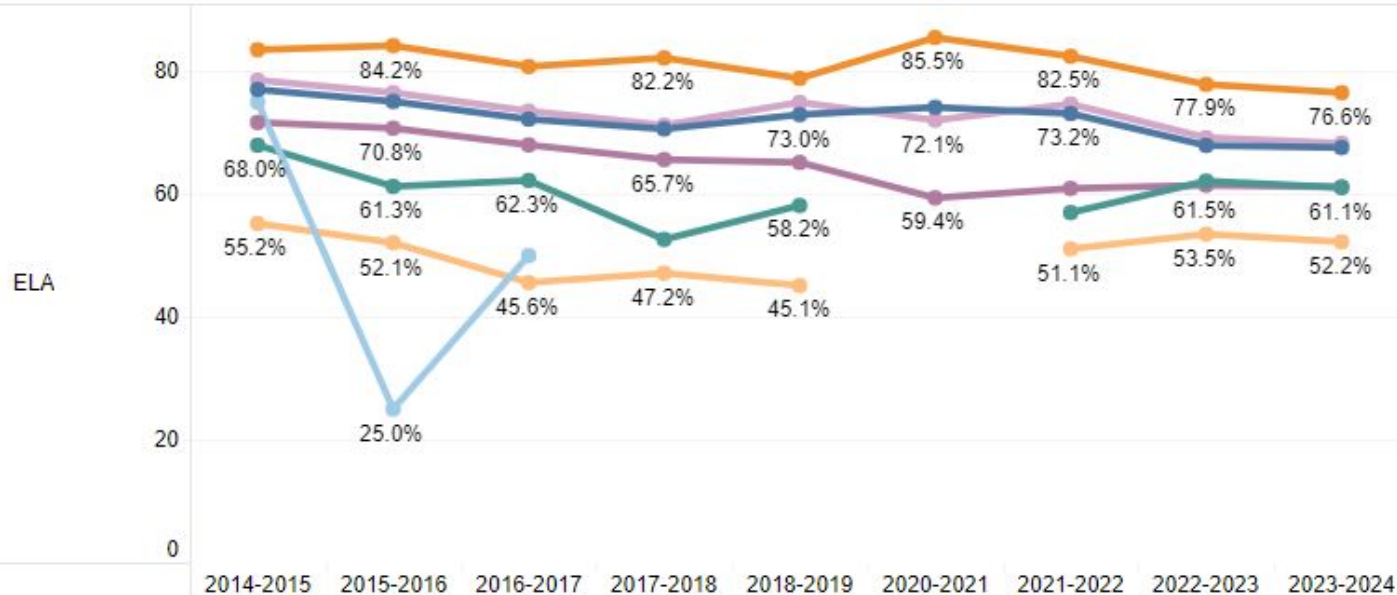- Okemos Public Schools

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All - Mathematics - State Assessment Trends

M-STEP Proficiency Level (Grades 3-11)

State Aggregated Demographic Trends - Subject(s): ELA, Mathematics, Science and 1 more

▼ Average Total Proficient (%)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
ELA	77.1%	75.1%	72.2%	70.6%	73.0%	74.2%	73.2%	68.0%	67.6%
Mathematics	67.8%	66.0%	66.5%	65.3%	68.4%	57.8%	56.1%	54.4%	56.3%
Science	44.6%	44.9%	38.4%			45.2%	59.4%	66.9%	68.9%
Social Studies	61.2%	56.8%	55.6%	52.4%	47.6%	50.5%	41.9%	51.4%	57.5%

M-STEP Proficiency Level- ELA
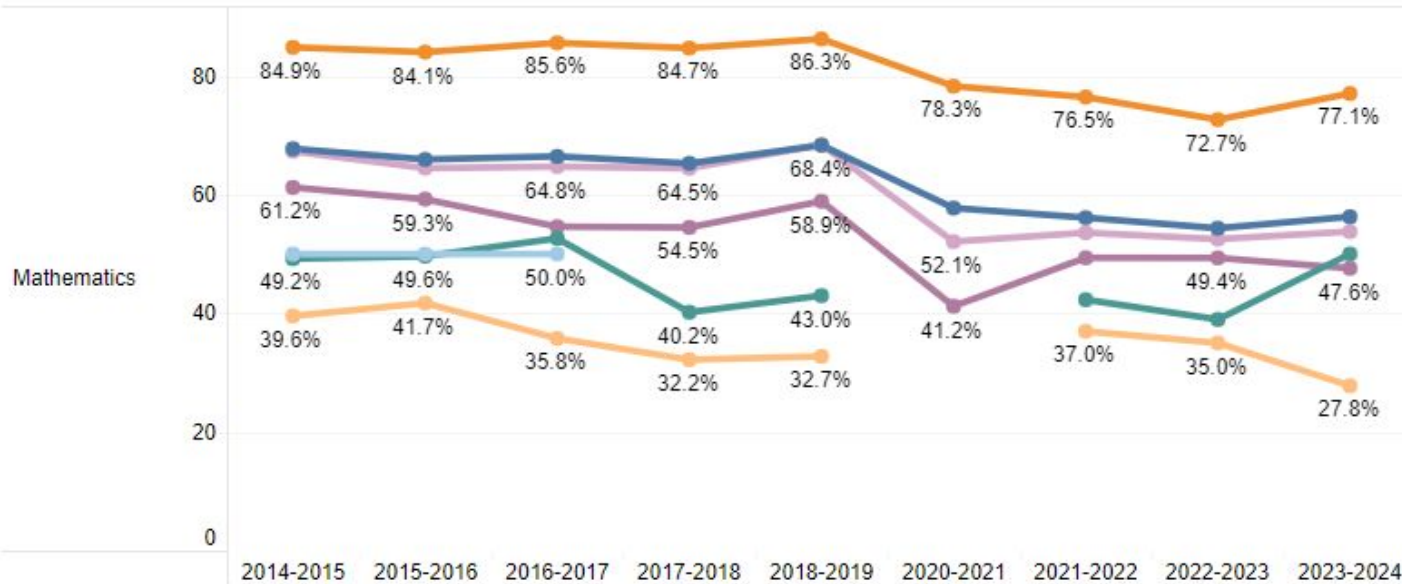# (Student Ethnicity)

M-STEP Proficiency Level- Math (Student Ethnicity)

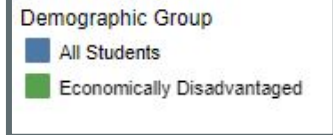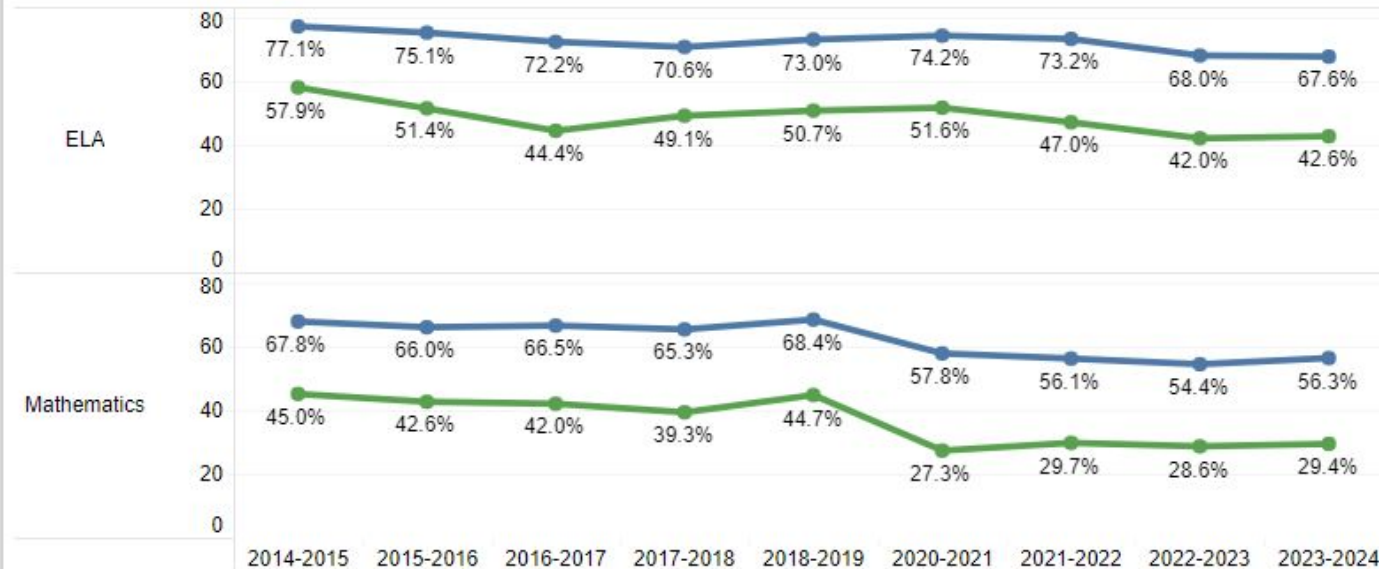State Aggregated Demographic Trends - Subject(s): Mathematics

M-STEP Proficiency Level (Economically Disadvantaged)

State Aggregated Demographic Trends - Subject(s): ELA & Mathematics

▼ Average Total Proficient (%)

ELA

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
All Students	77.1%	75.1%	72.2%	70.6%	73.0%	74.2%	73.2%	68.0%	67.6%
Economically Disadvantaged	57.9%	51.4%	44.4%	49.1%	50.7%	51.6%	47.0%	42.0%	42.6%

Mathematics

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
All Students	67.8%	66.0%	66.5%	65.3%	68.4%	57.8%	56.1%	54.4%	56.3%
Economically Disadvantaged	45.0%	42.6%	42.0%	39.3%	44.7%	27.3%	29.7%	28.6%	29.4%

Demographic Group
■ All Students
■ Economically Disadvantaged
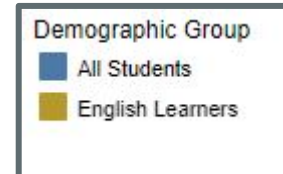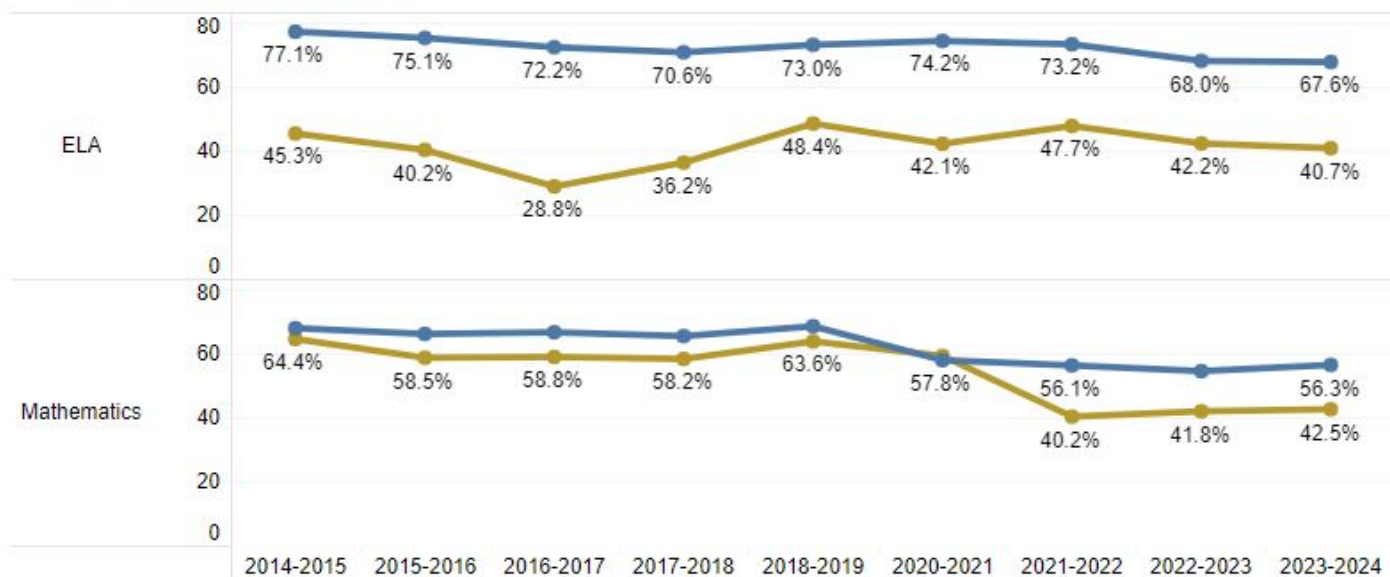
M-STEP Performance Level
(Multilingual Learners, formerly EL)

State Aggregated Demographic Trends - Subject(s): ELA & Mathematics

▼ Average Total Proficient (%)

ELA — All Students: 77.1%, 75.1%, 72.2%, 70.6%, 73.0%, 74.2%, 73.2%, 68.0%, 67.6%

ELA — English Learners: 45.3%, 40.2%, 28.8%, 36.2%, 48.4%, 42.1%, 47.7%, 42.2%, 40.7%

Mathematics — All Students: 64.4%, 58.5%, 58.8%, 58.2%, 63.6%, 57.8%, 56.1%, 56.3%

Mathematics — English Learners: 40.2%, 41.8%, 42.5%

Demographic Group
- All Students
- English Learners

Years: 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2020-2021, 2021-2022, 2022-2023, 2023-2024

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Achievement Goals

	M-STEP				PSAT/SAT			
	Actual Spring 22-23	Goal Spring 23-24	Actual Spring 23-24	Goal Spring 24-25	Actual Spring 22-23	Goal Spring 23-24	Actual Spring 23-24	Goal Spring 24-25
Proficiency in ELA	65%	68%	63.8%	66.8%	83.7%	86.7%	86.3%	89.3%
Proficiency in Math	54.2%	57.2%	54.7%	57.7%	67.3%	70.3%	61.8%	64.8%
Proficiency in Science	60.8%	63.8%	68.9%	71.9%				
Proficiency in Social Studies	51.1%	54.1%	57.5%	60.5%				

Growth

Benchmark Assessment Data

NWEA Reading Fluency
NWEA MAP Growth– Reading & Math
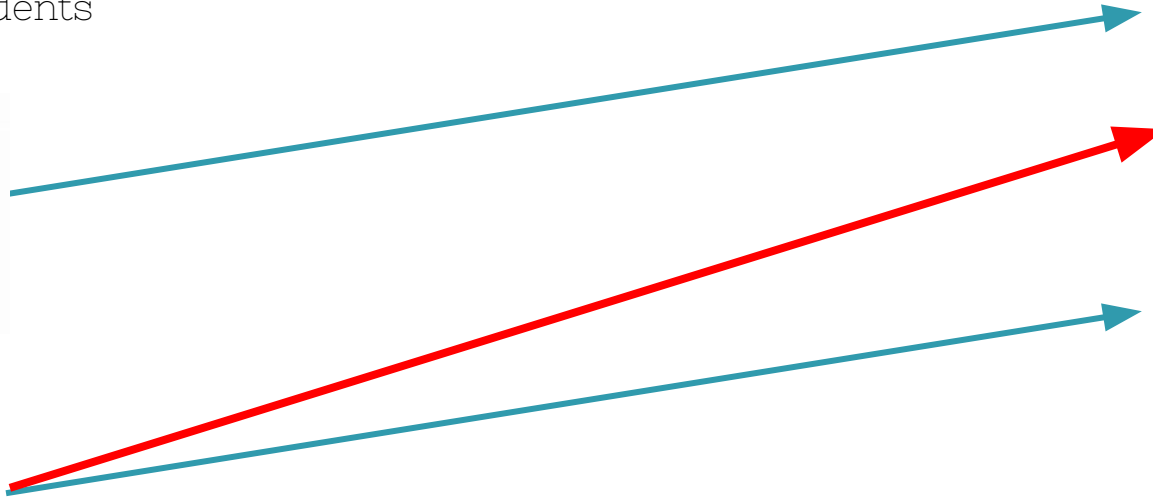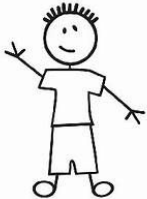
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What is Projected Growth?

- The average growth of students who were in the same grade and began the same term at a similar score based on the most recent norm study.
- Growth measures student progress *over a period of time*
- Considers the advancement or improvement in a student's skills, knowledge, and abilities
- How a student has evolved over the course of their educational journey
- Examples: NWEA, marathon training, student height changes
- It is NOT "years of growth"

Projected Growth

Projected Growth based on average 50th percentile

3rd Grade Students

To close the opportunity gap, students need to consistently exceed their projected growth.
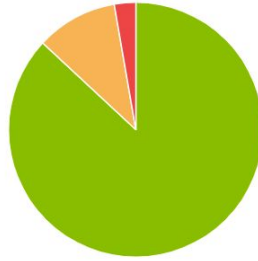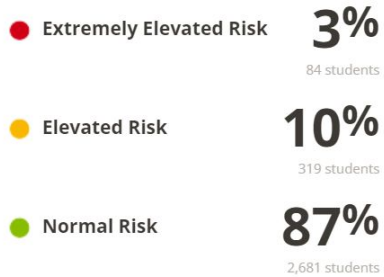
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Growth Data & Goals- NWEA

If students have an increase in expected growth on NWEA, then it will lead to an increase in student proficiency on M-STEP.

	Fall-Spring 22-23 Actual Data	Fall-Spring 23-24 Goal	Fall-Spring 23-24 Actual Data	Fall-Spring 24-25 Goal
K-9th grade students that met their expected **growth in literacy**	43.4%	53.4%	54.5%	62.5%
K-9th grade students that met their expected **growth in math**	36.3%	50%	58.5%	66.5%

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We will be adding 10th grade students in the 2024-2025 school year.

Fall-Spring 23-24 Actual Data	Literacy % Met Expected Growth	Math % Met Expected Growth
All	54.5%	58.5%
Economically Disadvantaged	Coming soon	Coming soon
Multilingual Learner	Coming soon	Coming soon
Special Education	Coming soon	Coming soon
Asian	48.7%	62.9%
Black or African American	40.6%	54.9%
Hispanic	44.9%	49.9%
White	51.3%	58.7%

Social Emotional Learning

Behavioral and Emotional Risk Index
BESS-3 (Student)

- ● Extremely Elevated Risk — **3%** — 84 students
- ● Elevated Risk — **10%** — 319 students
- ● Normal Risk — **87%** — 2,681 students

Risk Distribution by Gender

Gender	●	●	●	
Female 1,518 students	87% 1,315	10% 157	3% 46	
Male 1,566 students	87% 1,366	10% 162	2% 38	

Risk Distribution by Ethnicity

Ethnicity	●	●	●	
All Students				
Hispanic/Latino 221 students	83% 183	10% 23	7% 15	
Two or More Races 2,863 students	87% 2,498	10% 296	2% 69	

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Initiatives that have worked/are working

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Students

Provide Learning Supports:

- Woof Pack
- New furniture
- Updated social studies curriculum
- Updated science curriculum

$+$

Educators

Improve & Enhance Instruction:

- OG training
- LETRS training
- Standards based grading practices
- Increase in multilingual teachers
- Department learning days

$+$

Organization

Systemic & Aligned Support:

- Multi-Tier System of Support (MTSS) District Committee
- District Computer Science committee
- OHS Testing Center

Current/Continued Supports & Initiatives

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Students

Provide Learning Supports:

- Universal accommodations
- K-4 SEL Curriculum
- After school tutoring
- Summer school & tutoring

+

Educators

Improve & Enhance Instruction:

- Universal Design for Learning through Assessments
- PreK-5th Literacy PD
- Multilingual learning PD
- K-4 Social Studies Review
- 5-6 Standards Based Grading

+

Organization

Systemic & Aligned Support:

- Instructional coaching model
- Homework alignment
- 5th-12th department vertical alignment
- Intervention analysis
- OHS Academic Growth Day
- Multilingual Learners Committee

District Goal Setting Process

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Lead to increased

Lead to increased

Initiatives

Student Growth

Student Proficiency

Review of proficiency data drives initiatives