Okemos Public Schools District Data Review

May 2024

District Goal Setting Process

Lead to increased

Lead to increased

Initiatives

Student Growth

Student Proficiency

Review of proficiency data drives initiatives

2
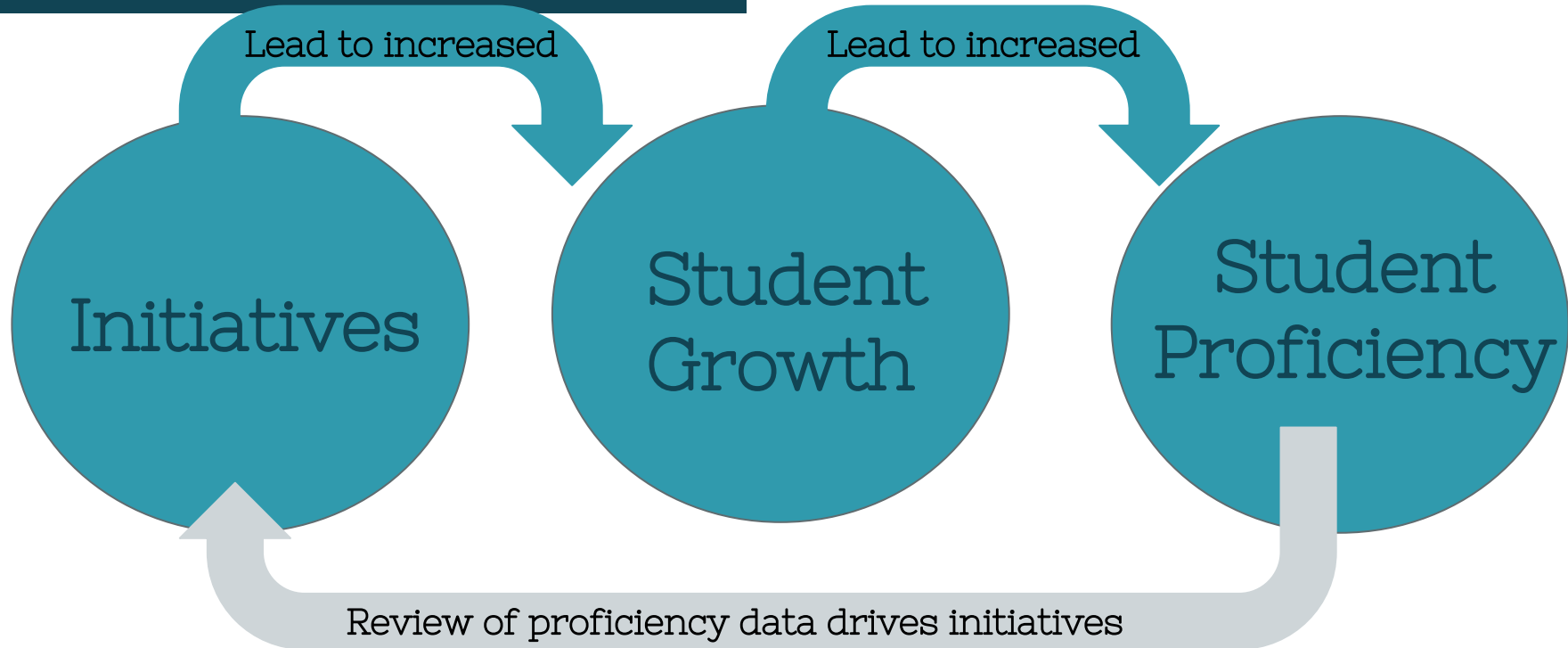
Fall

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

↓

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

Winter

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (K-8)
- MAP Growth Math (K-8)
- 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-8)
- MAP Growth Math (K-8)
- BASC-3 BESS (3-12)

↓

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

OKEMOS
PUBLIC SCHOOLS

Growth

Benchmark Assessment Data

NWEA Reading Fluency
NWEA MAP Growth– Reading & Math

1b
Knowing & Valuing Students

2a
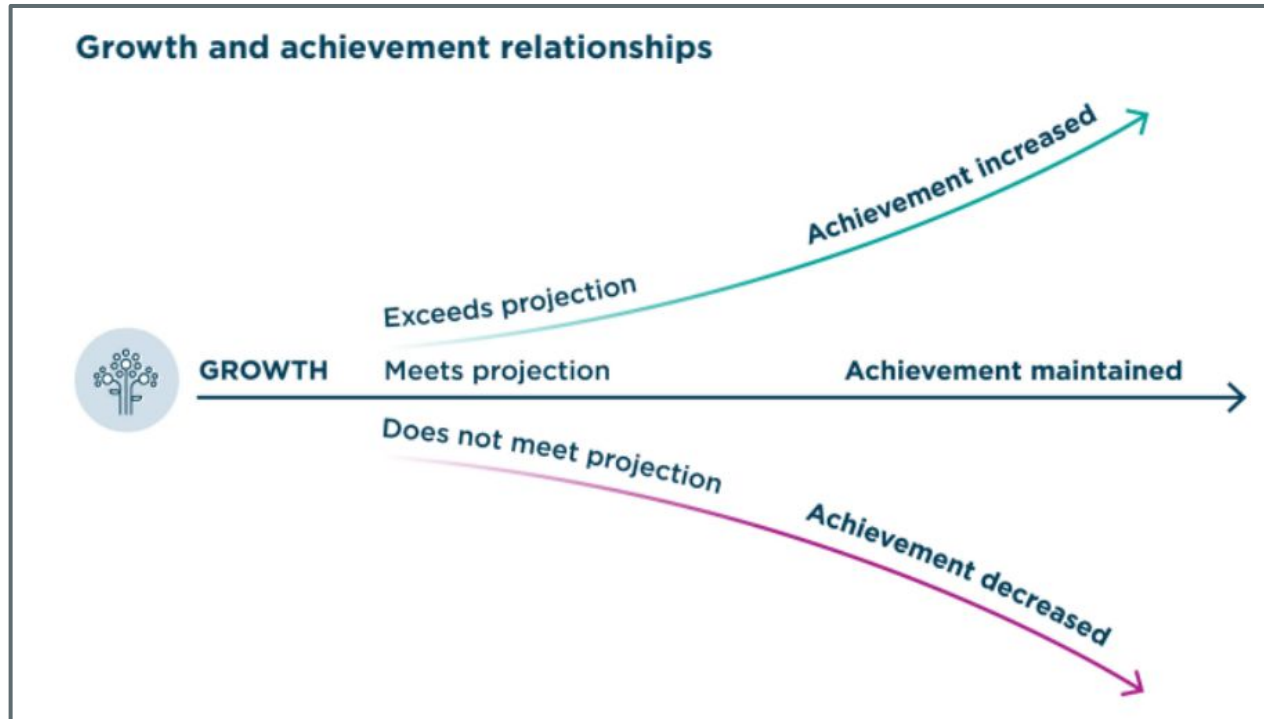Cultivating Respectful & Affirming Environments

4a
Engaging in Reflective Practice

Growth

Growth and achievement relationships

GROWTH

Exceeds projection — Achievement increased

Meets projection — Achievement maintained
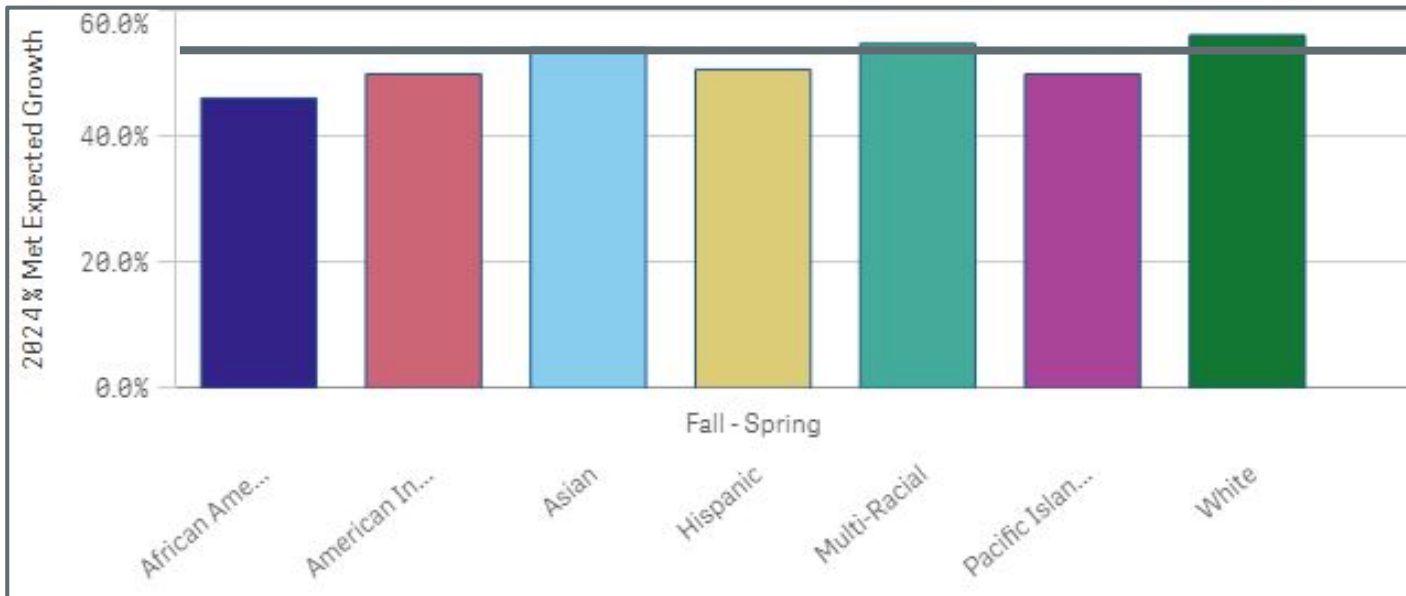
Does not meet projection — Achievement decreased

Growth Goal:
Literacy

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	Fall-Spring 23-24	Goal for Fall-Spring 23-24
K-9th grade students that met their expected **growth**	43.4%	54.5%	53.4%

OKEMOS
PUBLIC SCHOOLS

Fall 2023- Spring 2024	Reading % Met Expected Growth Fall-Winter (Fall-Spring Goal = 53.4%)
All	54.5%
Economically Disadvantaged	47.9%
Special Education	47.2%

Fall to Spring Goal

If educators are trained in the science of reading,
then students will demonstrate increased growth in literacy.

Students

Provide Tiered Supports:

- Good Fit Groups (K-4)
- Intervention Supports (5-8)
- Reading Specialist (K-4)
- Reading Growth Plans (IRIPs) (K-4)
- After school tutoring

+

Educators

Improve & Enhance Instruction:

- FAME (formative assessment)
- Orton Gillingham
- LETRS
- Literacy Essentials
- Universal Design for Learning (UDL)

+

Organization

Systemic & Aligned Support

- Instructional coaching model
- Multi-Tier System of Support (MTSS) District Committee & alignment
- Adaptive Schools training
- Cognitive Coaching training

Growth Goal:
Math

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	Fall-Spring 23-24	Goal for Fall-Spring 23-24
K-9th grade students that met their expected **growth**	36.3%	58.6%	50%

OKEMOS PUBLIC SCHOOLS

Fall 2023- Spring 2024	Math % Met Expected Growth Fall-Winter (Fall-Spring Goal= 50%)
All	58.6%
Economically Disadvantaged	53.1%
Special Education	45.7%
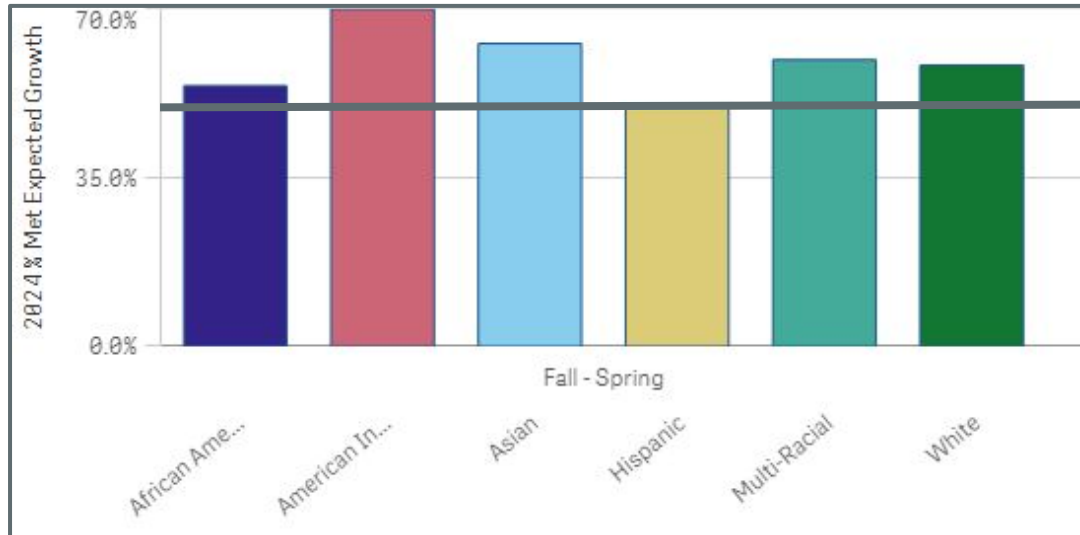
Fall to Spring Goal

Supports/Initiatives
Math

If educators receive professional development in
math instructional practices for design and differentiation,
then students will demonstrate increased growth in mathematics.

Students

Provide Tiered Supports:

- Classroom differentiation
- Co-teaching
- After school tutoring
- Summer school & tutoring

Educators

Improve & Enhance Instruction:

- Universal Design for Learning through Assessments
- K-4 Math Best Practices for Differentiation
- FAME training

Organization

Systemic & Aligned Support:

- Instructional coaching model
- Multi-Tier System of Support (MTSS) District Committee
- District-aligned criteria for advanced learning opportunities

Supports/Initiatives
Social Emotional Health

If we support and nurture the social/emotional health of our staff and students, then teaching and learning will be more effective.

Students
Provide Tiered Supports:

- 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
Improve Instruction & Self Care:

- 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
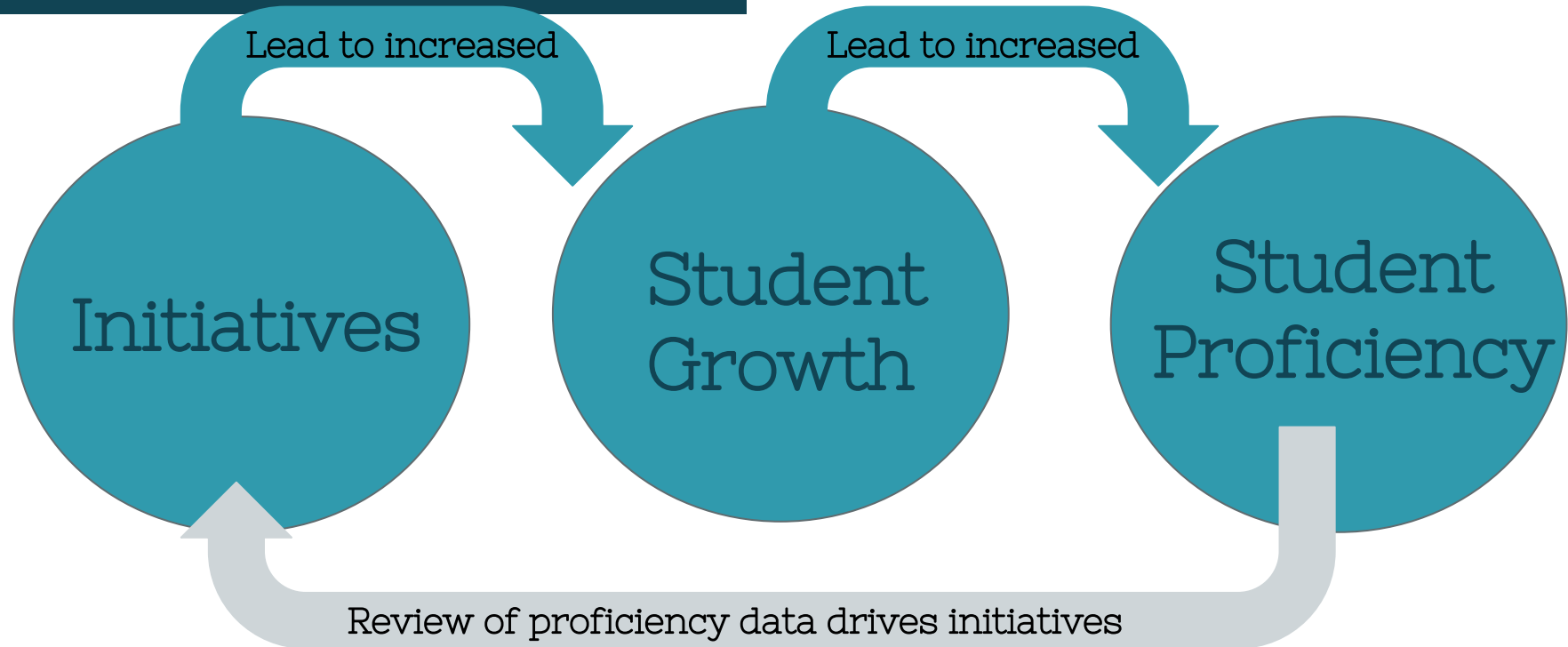
+

Organization
Systemic & Aligned Support:

- 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

Next Steps:

- District MTSS Committee will review spring data to recommend 24-25 District goals
- Building school improvement teams will review spring data to determine 24-25 building goals
- Professional Development & training plan will be developed based on the data and goal areas