



**Okemos Public Schools**

**Benchmark Assessment Data &  
Mitigating Learning Loss\***

*October 17, 2022*

\*in accordance with 98c of PA 144 - Section 98c

# 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.

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# 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

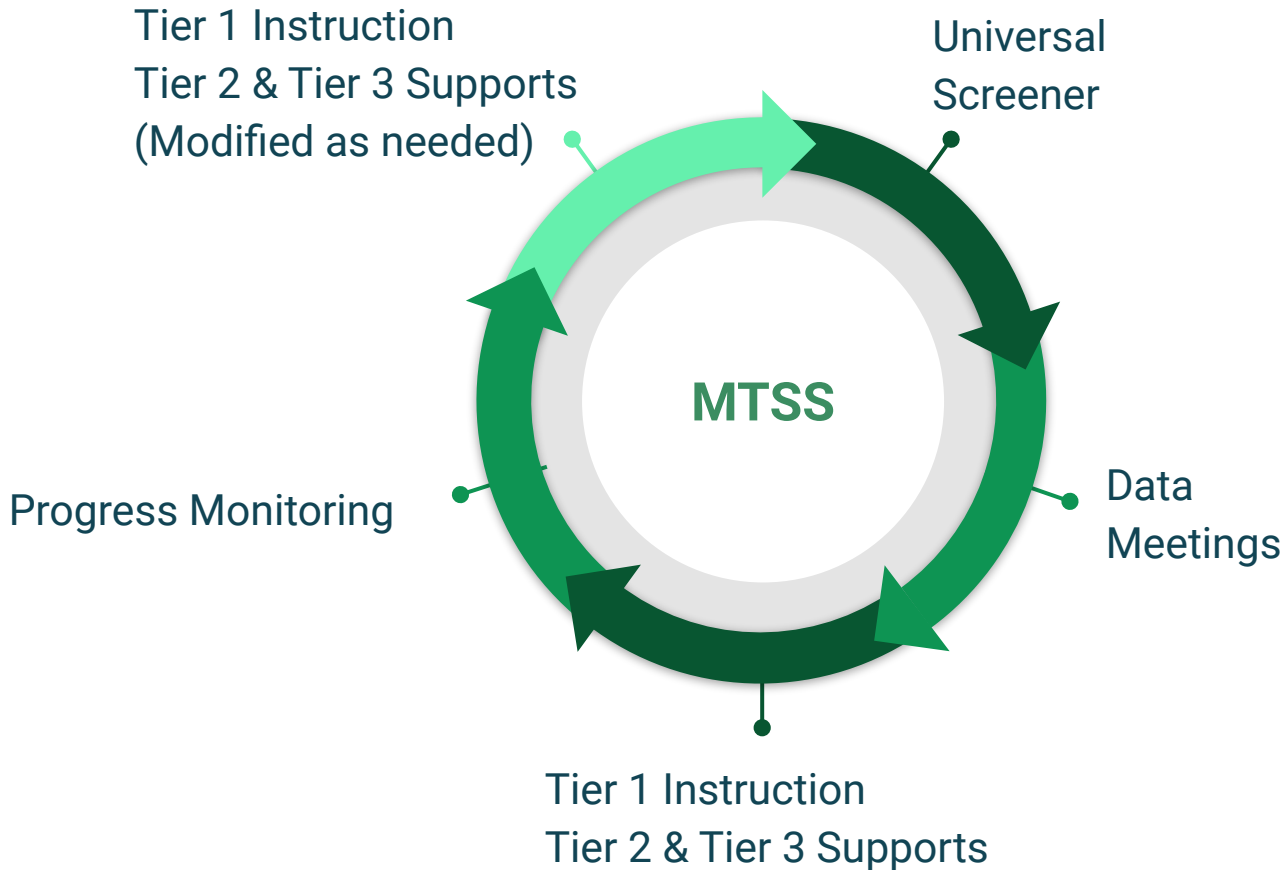
Goal 7: OPS has a clear public statement of its values and commitment to diversity, equity, and inclusion.

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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# 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 (2-8)
- 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 (2-8)
- MAP Growth Math (K-8)
- mySAEBRS (2-12)



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

*“For me, equity is about making sure every student is a powerful learner—that’s the equity goal we should be shooting for.”*

**Zaretta Hammond**

Author of *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (Corwin, 2014)

# 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.



<b>MAP Reading Fluency</b>		
	<b>Support</b>	<b>Target</b>
<b>K</b>	25%	75%
<b>1st</b>	23%	77%

	<b>MAP Growth- Reading</b>				
	<b>%ile &lt;21</b>	<b>%ile 21-40</b>	<b>%ile 41-60</b>	<b>%ile 61-80</b>	<b>%ile &gt;80</b>
<b>2nd</b>	18%	13%	13%	17%	39%
<b>3rd</b>	12%	9%	16%	16%	47%
<b>4th</b>	6%	9%	14%	21%	47%
<b>5th</b>	8%	8%	15%	28%	41%
<b>6th</b>	6%	11%	17%	31%	35%
<b>7th</b>	7%	7%	16%	31%	39%
<b>8th</b>	9%	13%	18%	33%	28%

	<b>MAP Growth- Reading</b>				
	<b>%ile &lt;21</b>	<b>%ile 21-40</b>	<b>%ile 41-60</b>	<b>%ile 61-80</b>	<b>%ile &gt;80</b>
<b>Economically Disadvantaged</b>	19%	19%	23%	23%	15%
<b>Non-Economically Disadvantaged</b>	7%	7%	14%	26%	45%
<b>Special Education</b>	39%	19%	18%	12%	12%
<b>Non-Special Education</b>	6%	9%	16%	27%	42%
<b>English Learner</b>	18%	20%	19%	20%	23%
<b>Non-English Learner</b>	9%	9%	16%	26%	41%
<b>Asian American</b>	7%	8%	14%	26%	44%
<b>Black or African American</b>	22%	17%	21%	18%	22%
<b>White</b>	9%	9%	17%	26%	39%
<b>Hispanic or Latino</b>	11%	20%	11%	22%	35%
<b>Two or More Races</b>	13%	11%	17%	23%	36%

## 2022-2023 Supports

\* Items identified as potential 98C supports

- Orton Gillingham training\*
- LETRS training
- FAME training\*
- Instructional coaching model (K-4), (5-12)
- Title I Reading Specialist
- NWEA Map Growth & Reading Fluency\*
- Progress Monitoring Tools\*
- 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.

	<b>MAP Growth- Math</b>				
	<b>%ile &lt;21</b>	<b>%ile 21-40</b>	<b>%ile 41-60</b>	<b>%ile 61-80</b>	<b>%ile &gt;80</b>
<b>K</b>	6%	8%	14%	26%	47%
<b>1st</b>	7%	9%	16%	25%	44%
<b>2nd</b>	14%	10%	14%	25%	37%
<b>3rd</b>	13%	13%	15%	22%	37%
<b>4th</b>	8%	12%	18%	27%	37%
<b>5th</b>	11%	9%	20%	23%	37%
<b>6th</b>	10%	15%	27%	25%	24%
<b>7th</b>	6%	17%	21%	29%	27%
<b>8th</b>	12%	16%	23%	26%	24%

	<b>MAP Growth- Math</b>				
	<b>%ile &lt;21</b>	<b>%ile 21-40</b>	<b>%ile 41-60</b>	<b>%ile 61-80</b>	<b>%ile &gt;80</b>
<b>Economically Disadvantaged</b>	26%	19%	24%	16%	15%
<b>Non-Economically Disadvantaged</b>	6%	10%	18%	28%	39%
<b>Special Education</b>	42%	18%	16%	14%	10%
<b>Non-Special Education</b>	6%	11%	19%	27%	37%
<b>English Learner</b>	14%	18%	19%	22%	26%
<b>Non-English Learner</b>	9%	11%	19%	26%	35%
<b>Asian American</b>	4%	8%	14%	23%	51%
<b>Black or African American</b>	34%	19%	13%	20%	13%
<b>White</b>	8%	13%	22%	27%	31%
<b>Hispanic or Latino</b>	24%	16%	19%	20%	20%
<b>Two or More Races</b>	15%	14%	17%	28%	26%

## 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)

\* Items identified as potential 98C supports

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

## 2022-2023 Supports

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

\* Items identified as potential 98C supports

SEL 5th-8th Grades	Fall
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%
Hispanic or Latino	85%
Two or More Races	90%

## 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%
Two or More Races	84%

## Future Supports

- Staff to provide academic support\*
- 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\*

\* Items identified as potential 98C supports



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Differentiation

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

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Social Emotional Learning

Organizational Capacity

Instructional Learning

Facilities

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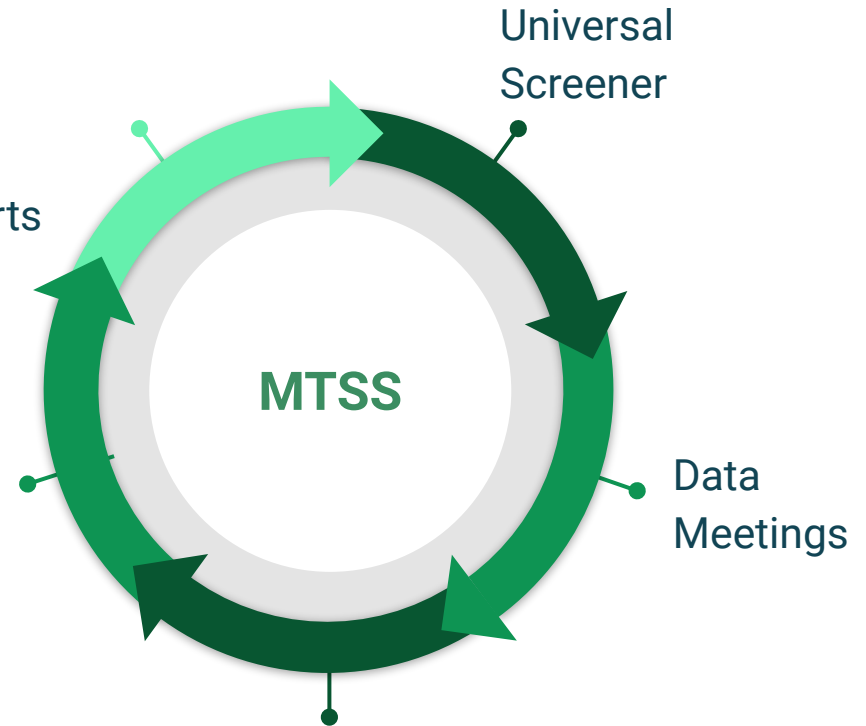
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## Ongoing Review & Revise Process

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

Targeted interventions and supports within 98c will be assessed throughout the year to determine if they are making an impact, and adjustments will be made. These reports will be shared with the Board and community.

Progress  
Monitoring



Tier 1 Instruction  
Tier 2 & Tier 3 Supports

**“ Excellence in education  
is when we do everything we can  
to make sure that they become  
everything that they can. ”**

*- Carol Ann Tomlinson*

