



# 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.



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

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



MAP Growth is a computer-adaptive assessment that measures academic growth in reading and math.



MAP Fluency is a computer-adaptive assessment that provides teachers with immediate objective results, actionable data, and instructional guidance to support individualized reading development for every student.

## Sample Parent Letter

**mapGROWTH**  
**Shawn Tolopsky**  
Spring 2018 Family Report

Page 1  
Student ID: ST529811468 | Grade 11  
Sample High School

What is this report? A summary of how your child is doing academically. How well your child has learned skills.

**Mathematics**

**Average Achievement** 60th Percentile

Term	Shawn	National Average
Winter '17	222	212
Spring '17	226	229
Fall '17	223	246
Winter '18	234	246
Spring '18	236	246

Shawn's overall score (RIT score) was a 236 on a scale of 100-350. Your child is in the 60th percentile, which means they scored better than 60% of their peers.

**High Growth** 86th Percentile

Your child's growth from Fall 2017 to Spring 2018 is in the 86th percentile, which means they made more progress than 86% of their peers.

Shawn is likely to be:

- Approaches on the State XYZ Assessment (if taken in Spring 2018)
- College ready on the ACT College Readiness (if taken in Spring 2018)
- Not On Track on the SAT (if taken in Spring 2018)

**Reading**

**High Achievement** 84th Percentile

Term	Shawn	National Average
Winter '17	220	207
Spring '17	226	227
Fall '17	236	247
Winter '18	236	247
Spring '18	236	247

Shawn's overall score (RIT score) was a 236 on a scale of 100-350. Your child is in the 84th percentile, which means they scored better than 84% of their peers.

**High Growth** 96th Percentile

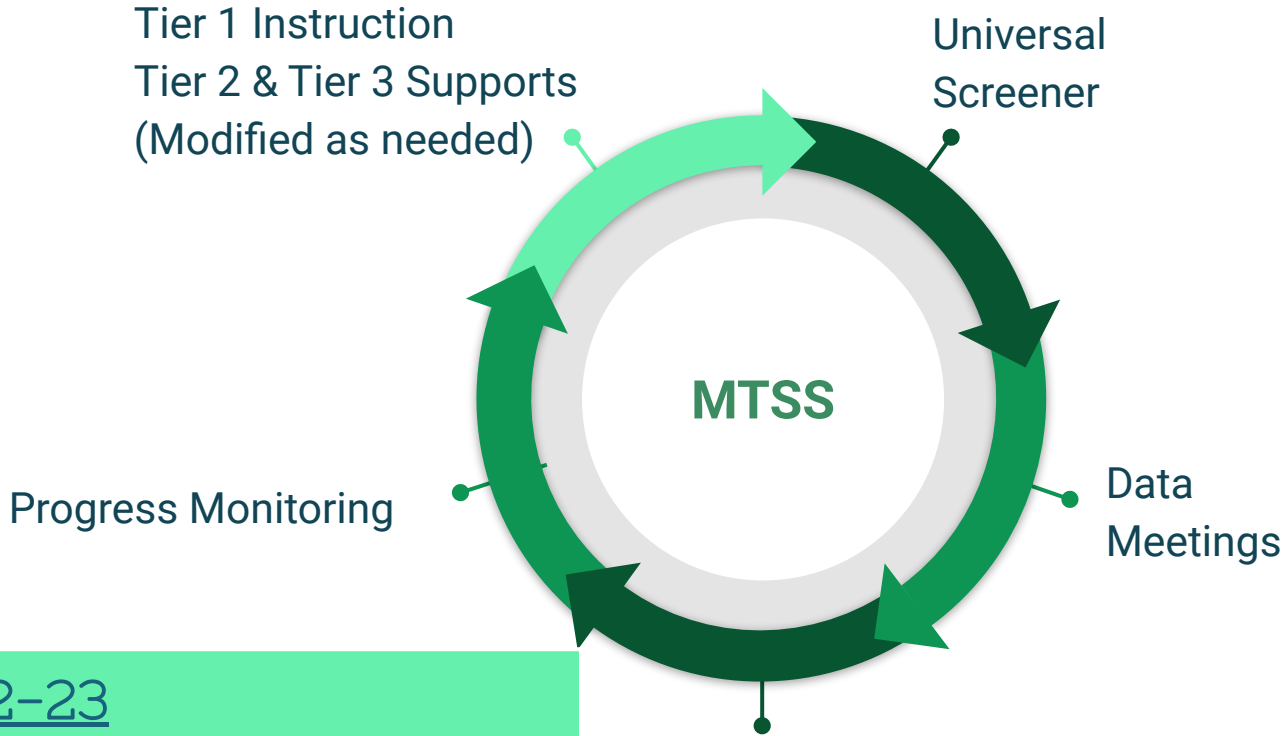
Your child's growth from Fall 2017 to Spring 2018 is in the 96th percentile, which means they made more progress than 96% of their peers.

### 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.



2022-23

- District MTSS Review
- Creation of District MTSS Committee

# 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.



## Literacy Goal Progress

	Mid-year Goals	Mid-year Data
Kindergarten & 1st grade students will demonstrate growth	75%	N/A
Kindergarten & 1st grade students will demonstrate proficiency	80%	72.5%
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%

~Grade **met the mid year goal** of 80% (K, 1)  
70% (2-8)

~Grade showed a **growth opportunity gap**  
as compared to other grades (>10%)

MAP Reading Fluency		
	Support	Target
K	38%	64%
1st	19%	81%



	MAP Growth- Reading					Above 61%tile
	%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80	
K	14%	19%	20%	17%	30%	47%
1st	16%	14%	16%	22%	31%	53%
2nd	18%	15%	13%	20%	34%	54%
3rd	15%	11%	16%	24%	35%	59%
4th	9%	11%	13%	29%	39%	68%
5th	11%	12%	21%	26%	30%	56%
6th	9%	12%	19%	28%	32%	60%
7th	9%	13%	19%	27%	32%	59%
8th	14%	14%	18%	30%	25%	55%

	MAP Growth- Reading					
	%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80	Above 61%tile
Economically Disadvantaged	20%	20%	24%	22%	14%	36%
Non-Economically Disadvantaged	7%	7%	14%	26%	45%	71%
Special Education	41%	19%	18%	12%	11%	23%
Non-Special Education	6%	9%	16%	27%	43%	70%
English Learner	22%	21%	20%	19%	19%	38%
Non-English Learner	8%	9%	16%	26%	41%	67%
Asian American	7%	8%	13%	26%	45%	71%
Black or African American	20%	18%	22%	18%	22%	40%
White	9%	9%	17%	26%	39%	65%
Hispanic or Latino	11%	20%	11%	22%	35%	57%
Two or More Races	15%	14%	17%	28%	26%	54%

- After-school programs for targeted groups
- Orton Gillingham training- fall, winter, & ongoing supports
- LETRS training- ongoing for 2 years K-4
- Title I Elementary Reading Specialist
- Reading Growth Plans (IRIPs)
- Professional Development- Literacy Essentials, differentiation, supporting students with Autism

~Group **met the mid year goal** of 70%

~Group showed a **growth opportunity gap** as compared to other groups (>10%)

**Performance Level Key**

- E Exceeds
- M Meets
- A Approaching
- B Below
- NE No Expectation

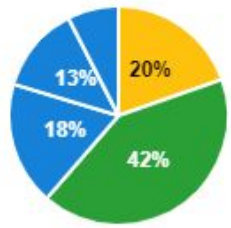
**DECODING**

**Phonological Awareness ?**



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

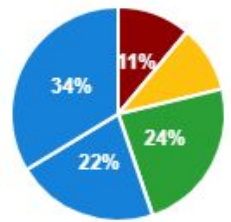
**Phonics / Word Recognition ?**



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

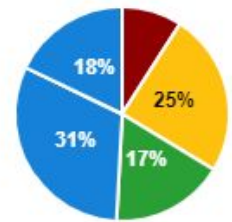
**DECODING**

**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%

FALL

Kindergarten

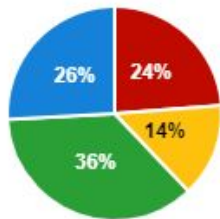
WINTER

Performance Level Key

- E** Exceeds
- M** Meets
- A** Approaching
- B** Below
- NE** No Expectation

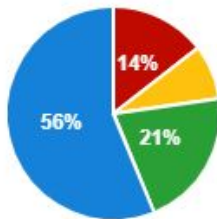
LANGUAGE COMPREHENSION

Listening Comprehension ?



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

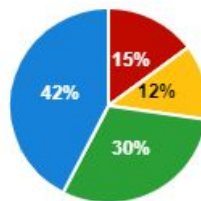
Picture Vocabulary ?



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

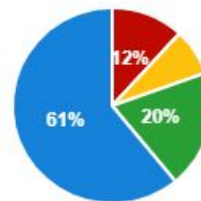
LANGUAGE COMPREHENSION

Listening Comprehension ?



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

Picture Vocabulary ?



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

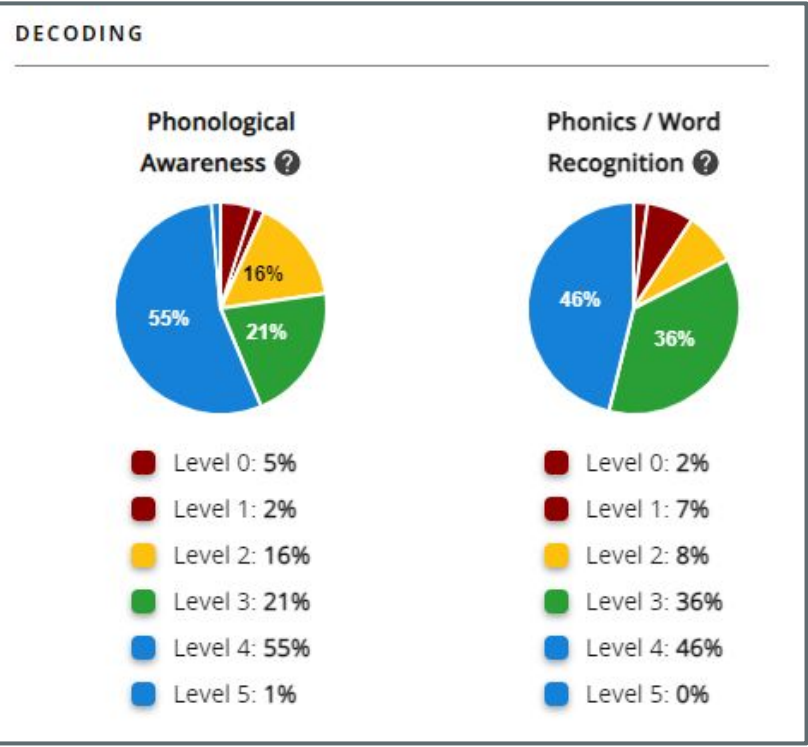
FALL

Kindergarten

WINTER

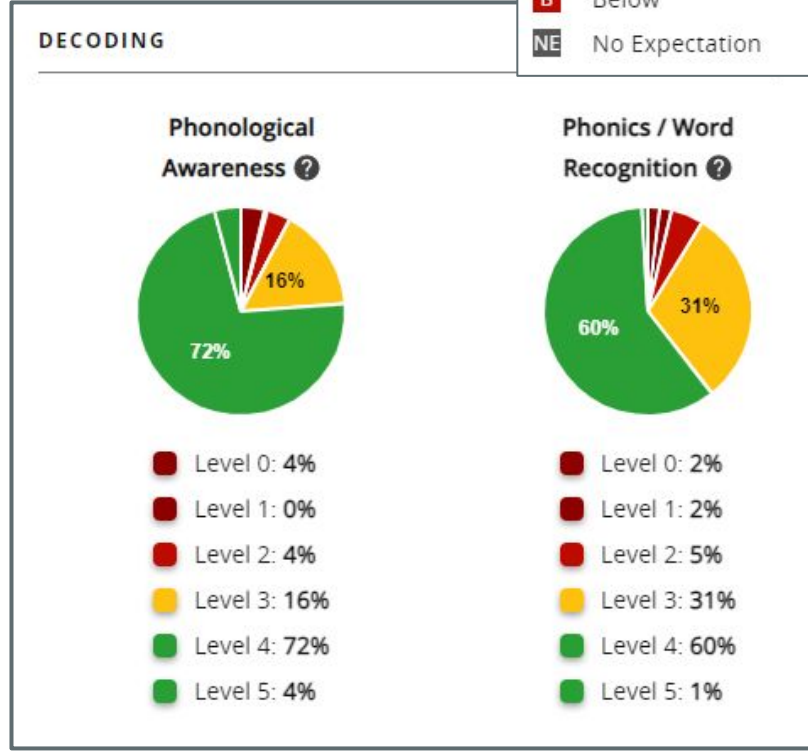
**Performance Level Key**

- E** Exceeds
- M** Meets
- A** Approaching
- B** Below
- NE** No Expectation



FALL

1st Grade



WINTER

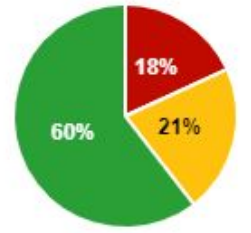


Performance Level Key

- E** Exceeds
- M** Meets
- A** Approaching
- B** Below
- NE** No Expectation

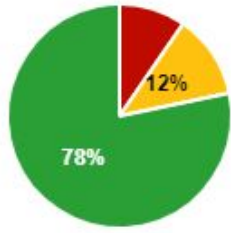
LANGUAGE COMPREHENSION

Listening Comprehension ?



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

Picture Vocabulary ?



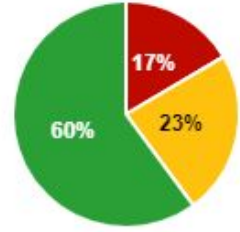
- Below: 10%
- Approaching: 12%
- Meets: 78%
- Exceeds: 0%

FALL

1st Grade

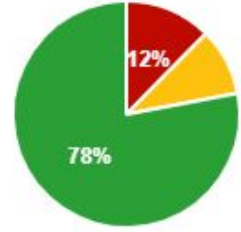
LANGUAGE COMPREHENSION

Listening Comprehension ?



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

Picture Vocabulary ?



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

WINTER

## 2022-2023 Supports

- FAME training- ongoing for 3 years K-12
- Instructional coaching model (K-4), (5-12)
- After-school programs for targeted groups
- Orton Gillingham training- fall, winter, & ongoing supports
- LETRS training- ongoing for 2 years K-4
- Title I Elementary Reading Specialist
- Reading Growth Plans (IRIPs)
- Professional Development- Literacy Essentials, differentiation, supporting students with Autism



# 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.

## 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%

MAP Growth- Math						
	%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80	Above 61%tile
K	14%	9%	17%	24%	37%	61%
1st	10%	15%	18%	31%	26%	57%
2nd	16%	9%	19%	29%	27%	56%
3rd	15%	12%	17%	28%	29%	57%
4th	10%	16%	25%	22%	26%	48%
5th	15%	16%	21%	25%	24%	49%
6th	15%	19%	28%	18%	20%	38%
7th	11%	16%	18%	29%	26%	55%
8th	17%	16%	19%	22%	27%	49%



~Grade **met the mid year goal** of 70%

~Grade showed a **growth opportunity gap** as compared to other groups (>10%)

	MAP Growth- Math					
	%ile <21	%ile 21-40	%ile 41-60	%ile 61-80	%ile >80	Above 61%tile
Economically Disadvantaged	32%	22%	22%	15%	9%	24%
Non-Economically Disadvantaged	9%	12%	20%	28%	31%	59%
Special Education	47%	18%	14%	12%	8%	20%
Non-Special Education	10%	14%	21%	27%	29%	56%
English Learner	22%	15%	20%	23%	19%	42%
Non-English Learner	22%	15%	20%	23%	19%	42%
Asian	6%	10%	16%	25%	43%	68%
Black or African American	39%	20%	17%	17%	7%	24%
White	8%	13%	22%	27%	31%	58%
Hispanic or Latino	24%	16%	19%	19%	22%	41%
Two or More Races	15%	14%	17%	28%	26%	54%

- After-school programs for targeted groups
- Increasing access to advanced programming
- Updating criteria for school day interventions and supports

~Group **met the mid year goal** of 70%

~Group showed a **growth opportunity gap** as compared to other groups (>10%)

## 2022-2023 Supports

- Collaboration with ISD Math Consultant
- FAME training
- Instructional coaching model (K-4), (5-12)
- Professional Development on Differentiation- Math Expressions, CMP3

# 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.

## Social Emotional Health Goal Progress

	Mid-year Goals	Mid-year Data
2nd-12th grade students will demonstrate healthy social, emotional, and academic behaviors as measured by mySAEBRS.	85%	86%

## 2022-2023 Supports

- Implementation of CR-PBIS
- Full-time SSAs in each building
- Two Counselors
- District Clinical Social Worker
- After-school programs for targeted groups

~Group **met the mid year goal** of 85%

~Group showed a **growth opportunity gap** as compared to other groups (>10%)

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
- District Clinical Social Worker
- Wolf Pack
- Increase in Student Clubs

~Group **met the mid year goal** of 85%

~Group showed a **growth opportunity gap** as compared to other groups (>10%)

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



## 2022-2023 Supports

- District Clinical Social Worker
- Special Education Coach/LINKS
- Instructional Coach
- Wolf Pack
- Increase in Student Clubs

~Group **met the mid year goal** of 85%


~Group showed a **growth opportunity gap** as compared to other groups (>10%)

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



## Future Supports

- Professional Development to support educators in meeting students' needs- academic, behavioral, & emotional (April 20)
- Summer learning opportunities for targeted learning needs
- NWEA for 9th Grade 2023-2024



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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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4406 N. Okemos Rd.  
Okemos, MI 48864



**OKEMOS  
PUBLIC SCHOOLS**

www.OkemosK12.net  
517-706-5000