

OTTAWA ELEMENTARY SCHOOL

Duane B. Lockhart, Principal

CHIPPEWA VALLEY SCHOOLS



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February 2022,

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Ottawa Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact our Ottawa Elementary School administration for assistance.

The AER is available for you to review electronically by visiting the following MISchoolData website:

https://www.mischooldata.org/AER2019/CombinedReport2.aspx?Common_Locations=1-S,10018,1017,95&Common_LocationIncludeComparison=False&Portal_InquiryDisplayType=None,

the [Chippewa Valley website](#), or you may obtain a copy in the main office at your child's school.

For the 2020-21 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

At Ottawa Elementary our staff strives for continuous improvement in ourselves and in our students. Our instructional staff, consisting of teachers, para-educators, intervention specialists, and the administrator continuously work to improve student progress in all subject areas with a heavy focus on both reading and mathematics.

While our goal is continuous student improvement and growth, our school community has faced challenges recently. The spring 2020 school closure along with half of the 2020-21 school year being in a remote (virtual) setting, has had an impact on instruction and achievement. In review of 2021 M-Step data along with both spring and fall 2021 NWEA data, we are aware of which subgroups need

improvement and we are diligently working to improve the delivery of curriculum and learning of all students.

According to 2019 and 2021 M-Step data (M-Step was not taken in 2020 due to the COVID-19 school closures), our school continues to work to close the achievement gap among our subgroups (EL students, African American, Economically Disadvantaged, and special education students) although these continue to be areas in which we desire to improve.

Key challenges and areas that our school continues to seek improvement in are with proficiency levels for our students with disabilities, EL students, Economically Disadvantaged students, and African American students. In the 2020-2021 school year, our district and schools provided heavy emphasis on implementing teaching strategies and methods that align with the science of reading and implementing them when teaching our ELA curriculum. Our district and school look forward to the literacy improvements we feel these research-based science of reading strategies and methods will bring to our students.

The NWEA Measures of Academic Progress (MAP) assessment is used as our local district assessment for reading and math in all grades. In review of student achievement data using the local district NWEA (MAP) assessments for 2020-2021, when reviewing mathematics data from fall to fall, 1st-5th students on average met their projected growth. Our Kindergarten students did not have fall to fall data to compare.

When reviewing fall 2019 to fall 2020 NWEA (MAP) reading assessment data, 1st-4th on average met their expected growth. Our KDG students did not have fall to fall data to compare. Our 5th grade students did not meet the expected growth.

When reviewing fall 2020 to fall 2021 NWEA (MAP) math assessment data, on average our 1st, 2nd, and 4th grade students met their expected growth. Our 3rd and 5th grade students on average did not meet the expected growth. We will continue to adjust math instruction and interventions to work towards all grade levels meeting their projected growth targets in math.

When reviewing fall 2020 to fall 2021 NWEA (MAP) reading assessment data, on average our 1st, 3rd, 4th, and 5th grade students met their expected growth. Our Kindergarten students did not have fall to fall data to compare. Our 2nd grade students on average did not meet the expected growth we were hoping for. We will continue to adjust instruction and interventions to work towards all grade levels meeting their projected growth targets in reading.

Our school is hopeful that with the continued implementation of science of reading specific strategies, resources, and professional development, our school will continue to demonstrate growth in both teaching and learning in reading. Additionally, our school will be implementing specific math and reading interventions in an extended day program for specific students who are below grade level in math or reading. We look forward to seeing improvements for students in these areas.

Ottawa Elementary is committed to assuring that all students reach their highest level of academic success. In an effort to increase student achievement and close achievement gaps, the staff at Ottawa utilizes a Multi-Tiered System of Support (MTSS) program targeting specific skills of students struggling in English language arts (reading, writing, and listening). Our MTSS interventions take place daily for all grade levels for 30-45 minutes four days per week while the fifth day is used for progress monitoring. In addition to our MTSS program, staff members continue to provide students with learning experiences that will prepare them for the rigorous curricular standards in all core subject areas. For the 2021-22 school year Ottawa Elementary will add an extended day program for a limited number of students from K-5th grade to address specific math or reading skills.

Regarding support staff, currently our school has a bilingual para-educator to help support ESL students. In addition to our bilingual para-educator support, we also have an English Language teacher who services our K-5th grade EL students in various capacities. We also have three Title One reading para-educators to assist in our MTSS (Multi-Tiered Systems of Support) interventions.

Many decisions regarding teaching and learning can be made during our school's Collaborative Team Time and in our Professional Learning Communities. Collaborative Team Time occurs on a regular basis during the school year. During Collaborative Team Time/PLCs, staff members utilize data from common formative assessments and summative assessments such as the NWEA MAP reading/math assessments, and the state M-STEP assessment to identify the specific learning needs of each child. Using this information and other assessment data, teachers determine areas of core instruction to be improved and enhanced, as well as place students into research-based interventions focusing on early literacy skills, reading fluency, vocabulary development, and comprehension strategies. The goal is to help our students continue to grow and develop.

Further efforts are taken as our teachers are provided professional development in the area of teaching reading with an emphasis on strategies and methods aligned with the science of reading. Additional support is provided in extended day programs for students. In the area of mathematics, specific students are identified for extended day services to better meet student needs and improve their math skills.

While our school understands the importance and need to demonstrate continuous academic improvement and growth, we have also recognized the value of educating the "Whole Child." Our district and school recognize the need for social-emotional learning and character education. Growth Mindset is something that our school began teaching and reinforcing with our students in 2014. In 2020-21, our school implemented daily use of the Positivity Project program which emphasizes daily lessons in character education. We are very proud of our commitment to character education, social emotional learning, and the overall development of the "whole child". Our team feels strongly that instilling strong character and work habits into our students will translate into better academic and social skills.

State law requires that we also report additional information.

- Pupils are assigned to each individual building based upon guidelines set forth by the Board of Education. Assignments are based upon the location of each student's residence. Transfer requests from within the district are also considered. The district also accepts applications from students who reside outside the district. Spaces are allotted at each school.
- In March of 2021, Chippewa Valley completed a comprehensive System Accreditation Engagement Review through Cognia, a nonprofit organization that provides quality assurance for schools, school districts, and education service providers. We have met rigorous Cognia Performance Standards and accreditation policies, demonstrated quality assurance through internal and external review, regularly analyzed student performance data, and consistently engaged in best practices in continuous improvement. The Engagement Review Team examined district and school improvement plans, reviewed data and artifacts, and interviewed stakeholders from schools and the community. The Team recommended to the Cognia Global Accreditation Commission that Chippewa Valley Schools earn the distinction of System Accreditation. Our Ottawa Elementary School Improvement goals focus on reading, writing, and culture and climate.
- Chippewa Valley has established an integrated and dynamic relationship among curriculum/standards, instruction, and assessments. These practices are based on the Michigan State Standards. More information about CVS curriculum can be found by visiting <http://www.chippewavalleyschools.org/for-parents/> and <http://www.chippewavalleyschools.org/academics/curriculum/>. You can also find more information on the Michigan State Standards by visiting http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html.
- Chippewa Valley School District administers the NWEA Measures of Academic Progress® (MAP®) common benchmark assessments to all students in grades K-10 in the areas of Mathematics and English. NWEA computerized, adaptive assessments are administered two to three times throughout the school year. The purpose of these assessments is to provide data on individual student's growth. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to better meet their student's specific needs. For more information on Chippewa Valley's balanced assessment program, please visit our district assessment page <http://www.chippewavalleyschools.org/academics/assessment>.
- Our NWEA results for Reading and Mathematics for 2019-20 and 2020-21 can be found on the next page and are summarized briefly above.
- During the fall 2021 school year, 90% of our students were represented when at least one parent or guardian attended fall conferences.

At Ottawa Elementary, we are committed to our community, teaching the value of character, fostering continuous student improvement, and developing the whole child. Through the endless efforts of our staff, students, parental support, and the Chippewa Valley School system, our students will develop the strategies and skills necessary to become life-long learners in a safe, engaging, and nurturing environment. With a growth mindset and positive character, we look forward to continuous growth in both teaching and learning.

We look forward to a wonderful year with your child.

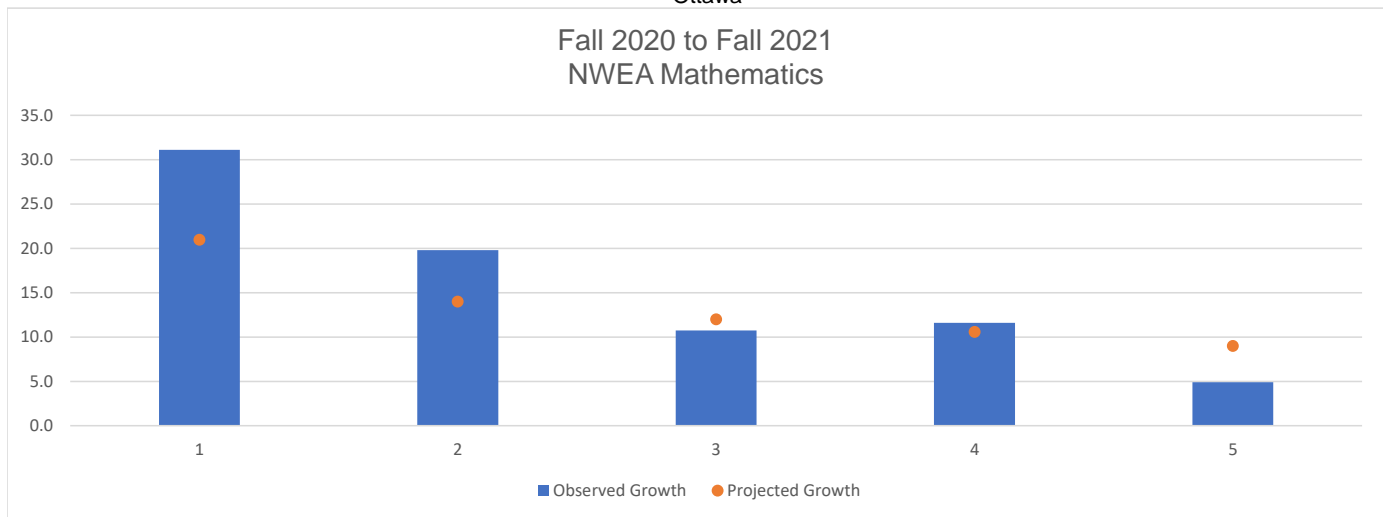
Sincerely,

Duane B. Lockhart

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Principal of Ottawa Elementary

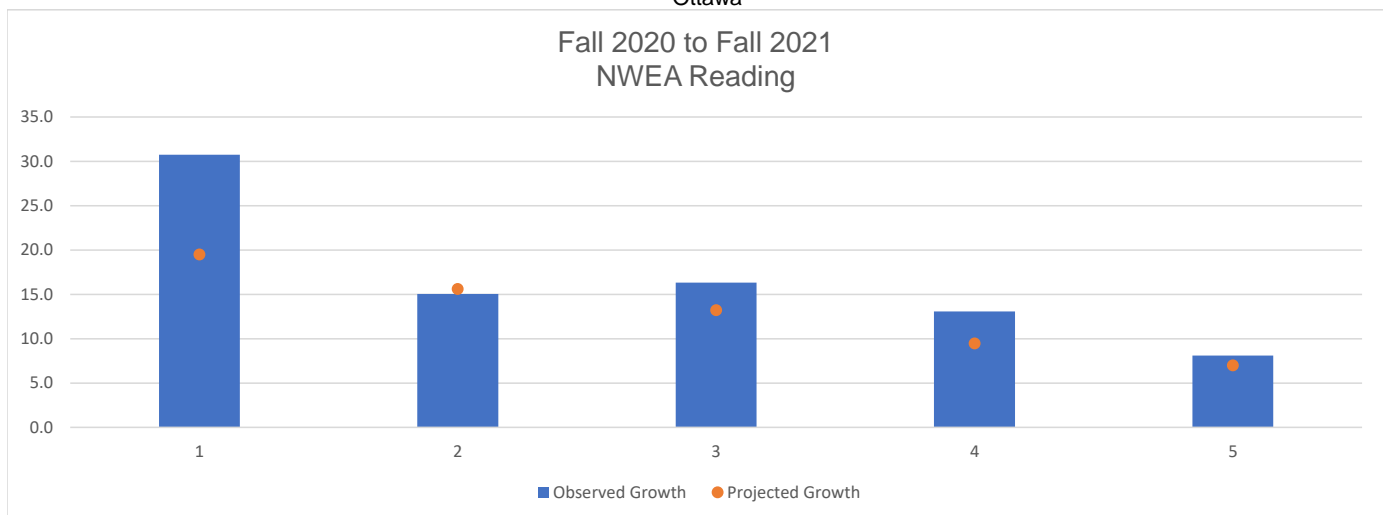
Ottawa		Mathematics								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	165.7	99	165.7	99						
1	171.9	83	171.9	83	31.1	21.0	52	27	51.9%	57
2	180.3	66	180.8	67	19.8	14.0	42	23	54.8%	61
3	188.9	50.5	188.9	50.5	10.7	12.0	54	21	38.9%	32
4	198.5	54	198.5	54	11.6	10.6	51	25	49.0%	44
5	204.0	44	203.8	44	4.9	9.0	45	12	26.7%	15

Ottawa

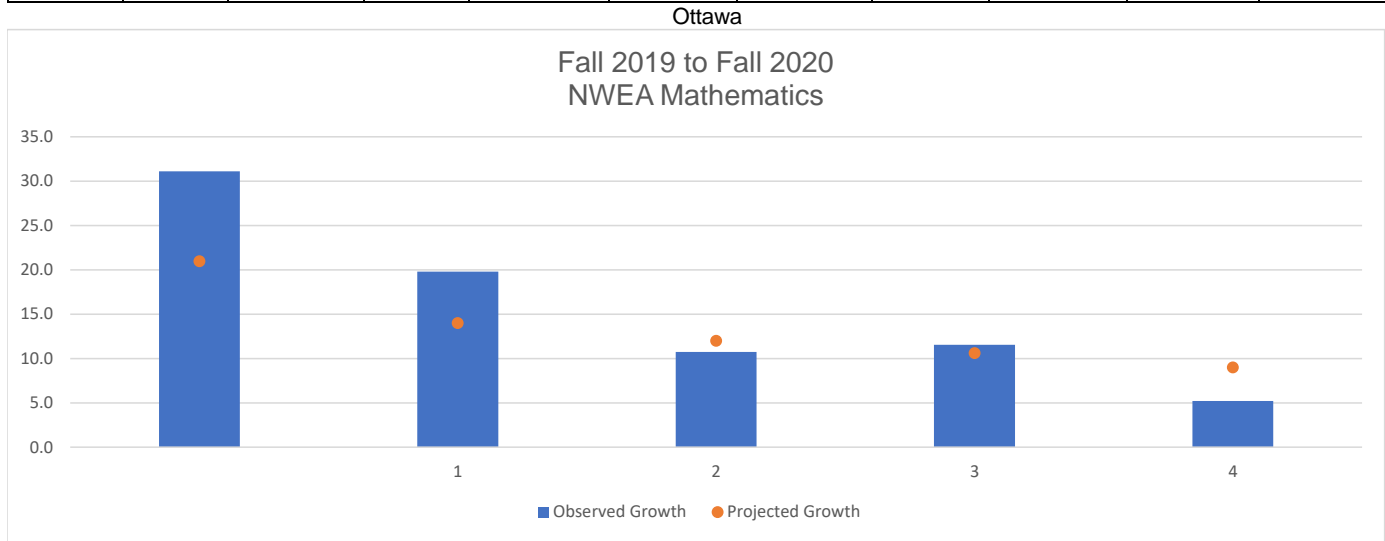


Ottawa		Language Arts								
Grade	Fall 2020		Fall 2021		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	164.7	98	164.1	98						
1	169.5	90	169.5	90	30.8	19.5	54	34	63.0%	87
2	175.0	63	175.0	63	15.0	15.6	43	18	41.9%	34
3	188.9	58	188.3	58	16.3	13.2	55	28	50.9%	48
4	195.7	52	195.7	52	13.1	9.5	52	26	50.0%	46.5
5	201.3	51	201.9	51	8.1	7.0	45	23	51.1%	47

Ottawa



Ottawa		Mathematics								
Grade	Fall 2019		Fall 2020		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	139.1	48	165.7	99						
1	161.6	54.5	171.9	83	31.1	21.0	52	27	51.9%	57
2	177.3	59	180.3	66	19.8	14.0	41	23	56.1%	61
3	188.1	49	188.9	50.5	10.7	12.0	54	21	38.9%	32
4	198.7	51	198.5	54	11.6	10.6	48	24	50.0%	48
5	210.2	55	204.0	44	5.2	9.0	44	12	27.3%	17.5



Ottawa		Language Arts								
Grade	Fall 2019		Fall 2020		Growth					
	Mean RIT	Percentile	Mean RIT	Percentile	Observed	Projected	Student Count	Students who met projection	Percent met Projection	Median Conditional Growth Percentile
K	137.6	54	164.7	98						
1	159.2	56	169.5	90	30.8	19.5	54	34	63.0%	87
2	171.8	52	175.0	63	15.0	15.6	43	18	41.9%	34
3	185.2	44	188.9	58	16.8	13.2	54	28	51.9%	48.5
4	194.4	48	195.7	52	13.1	9.5	52	26	50.0%	46.5
5	202.4	42	201.3	51	8.5	7.1	43	23	53.5%	47

