January 31, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 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 school administration for assistance.

The AER is available for you to review electronically by visiting the following web site http://bit.ly/2tZuSG8, or you may review a copy in the main office at your child’s school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has 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 is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

At Ottawa Elementary our staff strives for continuous improvement in ourselves and in our students. Our instructional staff, consisting of teachers, paraeducators, intervention specialists, and the administrator continuously work to improve student progress in all subject areas with a heavy focus on both reading and mathematics. According to 2017-18 and 2018-19 M-Step data, our school continues to work to close the achievement gap among our subgroups (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, Economically Disadvantaged students, and African American students. The 2017-18 school year was the first year of implementation for our Journeys ELA curriculum. Our district and school look forward to the literacy improvements we feel this ELA core curriculum will bring forth.

The NWEA Measures of Academic Progress (MAP) assessment is used as our local district assessment three times a year for reading and math in all grades. Growth was earned. Optimal growth is our priority. In order to achieve this, students set classroom goals and test taking goals for themselves. Teachers review this with the students throughout the year. We will continue to make adjustments to instruction and interventions in order to work toward all grade levels meeting their projected growth targets in math.
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). During data review, which occurs systematically throughout the school year, staff members utilize data from the NWEA MAP reading assessments 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 in an effort to help our students continue to grow and develop. 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.

MTSS (Multi-Tiered Systems of Support) interventions at Ottawa include an after school extended day program for a limited number of students in upper elementary grades that we use to address reading challenges. We also have added a full time English Language teacher who services our K-5th grade students who are identified as needing tier 2 or tier 3 interventions. We also have five Title One paraeducators to assist in our MTSS (Multi-Tiered Systems of Support) interventions.

While our school understands the importance and need to demonstrate continuous academic improvement and growth, we have also recognized the value and need for Socio-Emotional Learning. In 2018-19, Ottawa Elementary celebrated over 150 students, who exhibited working hard and being nice to people each and every day. This was celebrated throughout the year. Once a child earned the award, it stayed with the child. It was earned and could not be taken away.

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.
- The School Improvement Plan for Ottawa Elementary is based on the AdvancED criteria approved by the Michigan Department of Education for school accreditation. In March of 2016, the district completed a comprehensive External Review for System Accreditation through AdvancED. In order to receive AdvancED Accreditation, school districts must meet AdvancED Standards and accreditation policies, demonstrate quality assurance through internal and external review, provide student performance data and analysis, and engage in continuous improvement. The External Review Team examined district and school improvement plans, reviewed data and artifacts, visited classrooms, and interviewed stakeholders from schools and the community. The AdvancED Accreditation Commission approved the External Review Team’s recommendation that Chippewa Valley Schools earn the distinction of System Accreditation until 2021. 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 https://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 https://www.michigan.gov/mde/0,4615,7-28753_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 [https://www.chippewavalleyschools.org/academics/](https://www.chippewavalleyschools.org/academics/). Our NWEA results for Reading and Mathematics for 2017-18 and 2018-19 can be found on the next page and are summarized briefly above.

- During the fall 2017-18 school year, 95% our students were represented when at least one parent attended fall parent-teacher conferences. During the fall 2018-19 school year, 95% of our students were represented when at least one parent or guardian attended fall conferences.

Through the continuing efforts of our Ottawa 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, respectful, and responsible environment. Our journey in this ever-changing world will be defined in a Future of Excellence. With a growth mindset, our staff and students will continue to work hard and be nice to people.

We look forward to a wonderful year with your child.

Sincerely,

Duane B. Lockhart
Principal
Ottawa Elementary
### Ottawa Elementary
**NWEA Student Growth Summary Report Fall 2018 to Fall 2019**

**Mathematics**

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<tr>
<th>Grade (Fall 2019)</th>
<th>Growth Class</th>
<th>Mean RIT</th>
<th>SD</th>
<th>Percentile</th>
<th>Mean RIT</th>
<th>SD</th>
<th>Percentile</th>
<th>Observed Growth</th>
<th>Observed Growth SE</th>
<th>Projected Growth</th>
<th>School Conditional Growth Index</th>
<th>School Conditional Growth Percentile</th>
<th>Count with Projection</th>
<th>Count Met Projection</th>
<th>Percent Met Projection</th>
<th>Student Median Conditional Growth Percentile</th>
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**Ottawa Reading**

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<th>Mean RIT</th>
<th>SD</th>
<th>Percentile</th>
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**Mathematics & Reading**

- **RIT Growth**
  - **Observed Growth**
  - **School Norms Projected Growth**

Grade 1 to Grade 5 for both Mathematics and Reading.