

# OTTAWA ELEMENTARY SCHOOL

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## CHIPPEWA VALLEY SCHOOLS

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February 10, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 educational progress for Ottawa Elementary. The AER addresses the complex reporting information required by federal and state laws. Our school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact the school administration for assistance.

The AER is available for you to review electronically by clicking [here](#), or you may review a copy in the main office at your child's school.

For the 2023-24 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. Ottawa Elementary 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.

Our goal is continuous student improvement and growth. A review of MSTEP data and a comparison of our fall and spring NWEA and Fastbridge data, we have determined the subgroups that are in need of improvement and are working to improve these areas. Analysis of data shows that English Language Learners, economically disadvantaged and special education students continue to be areas in which we desire to improve. Additionally, we are working to support the emotional well-being of our students.

The staff at Ottawa Elementary is committed to empowering learners for a lifetime of success. We work diligently to improve student performance in the core academic areas of reading, writing, math, social studies, and science. Our staff prides itself on the instructional practices and the interventions that are put in place to meet the needs of our diverse

student body. We recognize that in conjunction with our families, we play an important role in the success of every child.

**FastBridge**

Chippewa Valley School District administers the FastBridge FASTtrack assessment suite to students at various grade levels. FastBridge combines data from both broad and specific measures to provide intervention recommendations for the whole class and for individual students. In 21-22, we used this assessment suite to measure reading growth in grades K-2 and math growth in 2<sup>nd</sup> grade only. In 22-23, we used this assessment suite to measure both reading and math growth in grades K-3. These assessments are administered three times throughout the school year. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to meet their students' specific needs.

**NWEA**

Chippewa Valley School District administers the NWEA Measures of Academic Progress® (MAP®) common benchmark assessments to students at various grade levels. NWEA is a computer-adaptative test that provides teachers with accurate information to help inform instruction. The purpose of these assessments is to provide data on individual students' growth. In 21-22, we used this assessment to measure reading and math growth in grades 3-10. In 22-23, we used this assessment to measure both reading and math growth in grades 4-10. This assessment is administered two to three times throughout the school year. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to meet their students' specific needs.

For more information on Chippewa Valley's balanced assessment program, please visit our district assessment page: <http://www.chippewavalleyschools.org/academics/assessment>.

**READING**

<b>FastBridge</b>				
<i>% of students above the 50<sup>th</sup> percentile</i>				
<b>Grade Level</b>	<b>2021-2022</b>		<b>2022-2023</b>	
	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>
<b>Kindergarten</b>	<b>27%</b>	<b>7%</b>	<b>39%</b>	<b>27%</b>
<b>1<sup>st</sup> Grade</b>	<b>11%</b>	<b>22%</b>	<b>19%</b>	<b>31%</b>
<b>2<sup>nd</sup> Grade</b>	<b>25%</b>	<b>27%</b>	<b>28%</b>	<b>29%</b>
<b>3<sup>rd</sup> Grade</b>			<b>35%</b>	<b>28%</b>
<b>NWEA</b>				
<i>Achievement Percentile by Grade Level</i>				
<b>Grade Level</b>	<b>2021-2022</b>		<b>2022-2023</b>	
	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>
<b>3<sup>rd</sup> Grade</b>	<b>39%</b>	<b>22%</b>		
<b>4<sup>th</sup> Grade</b>	<b>41%</b>	<b>27%</b>	<b>50%</b>	<b>22%</b>
<b>5<sup>th</sup> Grade</b>	<b>22%</b>	<b>19%</b>	<b>31%</b>	<b>13%</b>

## MATH

<b>FastBridge</b>				
<i>% of students above the 50<sup>th</sup> percentile</i>				
<b>Grade Level</b>	<b>2021-2022</b>		<b>2022-2023</b>	
	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>
<b>Kindergarten</b>			<b>51%</b>	<b>49%</b>
<b>1<sup>st</sup> Grade</b>			<b>42%</b>	<b>46%</b>
<b>2<sup>nd</sup> Grade</b>	<b>36%</b>	<b>32%</b>	<b>36%</b>	<b>32%</b>
<b>3<sup>rd</sup> Grade</b>			<b>32%</b>	<b>31%</b>
<b>NWEA</b>				
<i>Achievement Percentile by Grade Level</i>				
<b>Grade Level</b>	<b>2021-2022</b>		<b>2022-2023</b>	
	<b>Fall</b>	<b>Spring</b>	<b>Fall</b>	<b>Spring</b>
<b>3<sup>rd</sup> Grade</b>	<b>15%</b>	<b>24%</b>		
<b>4<sup>th</sup> Grade</b>	<b>33%</b>	<b>30%</b>	<b>42%</b>	<b>29%</b>
<b>5<sup>th</sup> Grade</b>	<b>25%</b>	<b>17%</b>	<b>34%</b>	<b>15%</b>

At Ottawa Elementary we are dedicated to helping students work toward their highest potential. We use best practice instructional strategies to ensure that students meet their learning goals. Strategies being used by our school to demonstrate student growth include implementing the practices of the Science of Reading into our daily instruction.

Our school district continues to focus on reading strategies and methods that align with the science of reading. Since this implementation began, we have continued to improve our practice and develop resources aligned to the Science of Reading. Along with these efforts to apply strategies and methods aligned to the Science of Reading, teachers meet in collaborative teams to discuss and use the data collected from M-STEP, NWEA and FastBridge to guide their instruction and make decisions to meet the individual needs of our students.

Additionally, Ottawa has an MTSS system in place that identifies students who are at-risk and in need of intervention in reading. Teachers analyze student data during collaborative team meetings to make instructional decisions and to place students in best fit interventions. We are utilizing Sound Partners in first grade as an intervention and SIPPS in grades 2-5 as an intervention. We utilize 3 curriculum and 1 English Language paraprofessionals to assist in carrying out these needed interventions for students. Interventions occur 5 days a week with progress monitoring embedded. Furthermore, we have adopted a Reading Interventionist to assist in providing resources and support to staff as we implement the practices of the Science of Reading into our daily instruction.

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 2021, Chippewa Valley Schools 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 the 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. Ottawa's school improvement goals focus on reading, writing and school culture and climate.
- Chippewa Valley Schools 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/academics/curriculum> and <http://www.chippewavalleyschools.org/for-parents/>. 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](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html).
- Chippewa Valley School District administers the FastBridge FASTtrack assessment suite to students at various grade levels. FastBridge combines data from both broad and specific measures to provide intervention recommendations for the whole class and for individual students. In 21-22, we used this assessment suite to measure reading growth in grades K-2 and math growth in 2<sup>nd</sup> grade only. In 22-23, we used this assessment suite to measure both reading and math growth in grades K-3. These assessments are administered three times throughout the school year. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to meet their students' specific needs.
- Chippewa Valley School District administers the NWEA Measures of Academic Progress® (MAP®) common benchmark assessments to students at various grade levels. NWEA is a computer-adaptative test that provides teachers with accurate information to help inform instruction. The purpose of these assessments is to provide data on individual students' growth. In 21-22, we used this assessment to measure reading and math growth in grades 3-10. In 22-23, we used this assessment to measure both reading and math growth in grades 4-10. This assessment is administered two to three times throughout the school year. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to meet their students' specific needs. For more information on Chippewa Valley's balanced assessment program, please visit our district assessment page: <http://www.chippewavalleyschools.org/academics/assessment>

- Parent-Teacher communication is key to student success. We are committed to partnering with our families to support student success. Ottawa families have an outstanding participation rate at fall conferences; 87% of our students had parent representation in fall 2022. During fall 2023, 97% of parents attended conferences. The conferences allow families and teachers to focus on individual student growth and goal setting.

Ottawa Elementary is in Clinton Twp., Michigan. Our enrollment is approximately 525 students. We are a schoolwide title one school that services kindergarten through fifth grade students.

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.

Respectfully,

A handwritten signature in black ink that reads "Michael R. Johnson". The signature is written in a cursive style with a large, prominent initial "M".

Michael R. Johnson  
Assistant Principal  
Ottawa Elementary