



Jeffery S. Haase, Superintendent

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Dix Street Elementary Annual Education Report for 2020-21

February 12, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Dix Street 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 Holly McCaw, Director of Communications, for assistance.

The AER is available for you to review electronically by visiting the following link: [2020-21 Dix Street Elementary AER](#), or you may review a copy in the main office at your child's school.

For the 2019-20 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. Dix Street Elementary was not given one of these labels.

The 2019-20 school year was a unique one with the pandemic shut down two-thirds of the way through the year. Some things did not change, such as our focus on literacy and math, our dedication to research-based programs within our intervention protocols, rigorous professional development in literacy instruction and intervention, and our focus on educating the whole child including social-emotional wellbeing and co-curricular programming. School attendance has been a challenge for some families, and transportation to before and after school intervention has been inconsistent. Building and district initiatives, such as improving our RTI systems and keeping a dedicated focus on the tenets of Capturing Kids Hearts are also a source of frustration in the face of the daily social, emotional, and educational needs of the students.

State law requires that we also report additional information.

Process for assigning pupils to the school

Elementary students are assigned to one of three school buildings based on geographical boundaries, which are modified from time to time, to fully utilize the district's teaching and

facility resources. We try as much as possible to keep class sizes balanced. It is sometimes necessary to transfer some students from one attendance area to another. We attempt to assign Schools of Choice students to the closest building geographically, but it is first dependent upon availability.

The status of the 3-5 year school improvement plan

MATH

Dix Street's School Improvement Goals for Math seek high levels of math learning using RTI to meet students' individual needs. Delta math screeners inform intervention for students who have yet to master the readiness standards. Title 1 tutors, classroom teachers, and special educators will be consistently intervening with the identified students. K-2 and 3-5 common intervention time has been used to better utilize resources to serve all students for intervention and enrichment. Essential Learning Targets, curriculum maps/pacing guides, common unit assessments and lessons are used by grade-level teams to create consistency and give the PLCs the data necessary to make pedagogical and programming decisions. This data will also be used to target interventions for students who need more time to master the essential math skills. Staff has completed maps of the essential standards in each Math unit, developed pacing guides, and created common formative assessments to inform teaching and intervention.

READING

Dix Street Elementary utilizes Fountas and Pinnell Benchmarking Assessments to diagnose individual student's needs and identify next steps for instruction, goal setting, and intervention. Reading running record assessments are used to monitor progress, diagnose reading problems and tailor interventions to address reading issues. Reading Professional Development is focused on implementing a workshop model for English Language Arts instruction. These teaching, learning and assessment resources are subject to ongoing evaluation in light of resources, teacher mastery of the reading workshop, and The Units of Study for Teaching Reading. The workshop structure allows for individualized, differentiated instruction focused on each individual student's needs. Moreover, at the lower elementary, grades K-2, dedicated reading intervention time is used to better serve all students. Grades 3-5 have dedicated time for reading intervention throughout the day with assistance from the Title 1 tutors and special education teachers and paraprofessionals.

Tier I reading instruction includes Lucy Caulkins Units of Study for Teaching Reading, K-5; Units of Study in Phonics, K-2; Guided Reading, 2nd – 5th; Literature Circles, 3rd – 5th grade. PLCs continue to analyze data to make pedagogical and programming decisions as well as to inform individualized interventions for students.

WRITING

The K-5 Literacy PLC is beginning the process of identifying Essential Learning Targets for writing, using the Write Steps as the main teaching resource. As we move to a workshop model for Reading, the need to integrate writing into the workshop has become apparent. Several K-5 teachers piloted Lucy Caulkins' Writer's Workshop 2019-20 as we begin the process of improving our writing program.

SOCIAL STUDIES

The K-5 Social Studies PLC continued to identify Essential Learning Targets and creating common assessments. Concurrently, each grade level worked to implement TCI and Social Studies ALIVE! curricula. This was the 3rd year in the three year RTI-plan process for Social Studies. Due to the pandemic, additional time has been added to complete the RTI-plan process for Social Studies.

SCIENCE

The K-5 Science PLC began identifying Essential Learning Targets and creating common assessments. The Battle Creek Science Kits are transitioning to the Cereal City Science Kits in light of the Next Generation Science Standards. This was the 3rd year in the three year RTI-plan process for Science. Due to the pandemic, additional time has been added to complete the RTI-plan process for Science.

A brief description of each specialized school

Programs and services located in the Otsego Public Schools include:

Early Childhood Special Education - a special education classroom designed to provide preschool aged students with disabilities services to prepare them for Kindergarten.

Hearing and Visual Consultant Services - specialists in the areas of hearing and visual impairments work with students in our local schools to support them in the general education classroom.

Social Work, Speech Pathology and Occupational Therapy services are available to all students. Autism Spectrum Disorder Consultant Services - specialists in the area of Autism Spectrum Disorder work with both students and teachers in our local schools to support their success in the educational environment.

Walk in services and small group learning opportunities for students with disabilities ages 3 - 5 who qualify.

Level 3 Programs - these programs are designed to provide educational and functional services to students specifically in the area of Autism who need more intensive communication, sensory, independence, and behavior support both in the classroom and in life.

Level 2 Programs - these programs are designed to provide educational services to students with disabilities who need more intensive learning support both in the classroom and in life.

Level 1 Programs - these services are designed to provide students with disabilities academic and social support within the general education classroom and curriculum.

In addition to the programs and services provided locally in the Otsego Public Schools, students with special needs also attend specialized county programs at the Hillside Learning and Behavior Center. Hillside's West campus houses programs for students with severe cognitive, physical, and neurologic impairments. Hillside's East campus houses programs for students with severe emotional and behavioral impairments.

Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state's model

As mandated by the State of Michigan, Otsego Public Schools has developed a core curriculum at all school levels. Outcomes to be achieved by all students have been defined based upon the district's educational mission, student performance objectives, Common Core State Standards, the Michigan Grade Level Content expectations and the Michigan High School Content Expectations. Common Core State Standards are used in K-12 for English Language Arts and Math. GLCES are followed for all other subjects in K-8 and HSCES for all other subjects 9-12. Common Core State Standards are available online on the Curriculum and Instruction Webpage.

For more information, please contact Heather Kortlandt, Director of Instruction at 269-694-7904.

The aggregate student achievement results for any local competency tests or nationally normed achievement tests.

Due to school closures in March 2020 because of COVID-19, end-of-year achievement tests were waived. We have listed our 2019 information for your reference.

2019 MATH

End of year Delta Math Screener Data:

Kindergarten: 95% at or above 80% on 1st grade readiness standards
1st grade: 80% at or above 80% on 2nd grade readiness standards
2nd grade: 79% at or above 80% on 3rd grade readiness standards
3rd grade: 86% at or above 80% on 4th grade readiness standards
4th grade: 90% at or above 80% on 5th grade readiness standards
5th grade: 93% at or above 80% on 6th grade readiness standards

2019 READING

End of year Fountas & Pinnell Benchmark data

Kindergarten: 62.5% at benchmark
1st grade: 70.5% at benchmark
2nd grade: 78% at benchmark
3rd grade: 77% at benchmark
4th grade: 60% at benchmark
5th grade: 79.5% at benchmark

End of year Instructional Reading Level (STAR/Early STAR Reading Assessment):

Kindergarten: 97% of Students tested above grade level in reading
1st grade: 74% of Students tested above grade level in reading
2nd grade: 65% of Students tested above grade level in reading
3rd grade: 62% of Students tested above grade level in reading
4th grade: 68% of Students tested above grade level in reading
5th grade: 62% of Students tested above grade level in reading

Identify the number and percent of students represented by parents at parent-teacher conferences

2019-20 School Year

- 77% of families were represented at the orientation in August 2019
- 72% of families were represented at the Open House in September 2019
- 91% of students had a parent/guardian attend conferences in the fall of 2019
- 94% of students had a parent/guardian attend conferences in the spring of 2020

2018-19

- 74% of families were represented at the orientation in August 2018
- 69% of families were represented at the Open House in September 2018
- 88% of students had a parent/guardian attend conferences in the Fall of 2018.
- 93% of students had a parent/guardian attend conferences Spring of 2019.

We are very proud of all we do and offer at Dix Street Elementary. We have a dedicated staff of 23 certified teachers, a School Social Worker and several tutors and paraprofessionals who help our 332 students learn to their full potential. We are always looking at ways to improve student achievement on the individual student level and look forward to another great year ahead.

Sincerely,

Mark Rollandini, Ph.D.
Dix Street Elementary Principal