



Jeffery S. Haase, Superintendent

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Otsego Middle School 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 the Otsego Middle School. 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 Otsego Middle School 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. Otsego Middle School was not given one of these labels.

Currently, we are struggling with students not being at grade level in reading. To help support this challenge, we have implemented a new curriculum, Lucy Calkins reading and writing workshop model. Each ELA class has also established a non-negotiable of 10-15 minutes of DEAR daily within their classrooms. To assist students in a more targeted fashion, Read 180 classes have been implemented for all grade levels for students who are less than 2 years behind target. Students who are more than 2 years behind are provided a small group reading class to personalize their reading instruction.

State law requires that we also report additional information.

Process for assigning pupils to the school

Otsego Middle School houses all of our 6th-8th grade students.

The status of the 3-5 year school improvement plan

School Improvement Goals have been established at Otsego Middle School for the purpose of continued review and improvement of our entire academic program.

- By the end of the 2019-2020 school year, 80% of Otsego Middle School students will achieve 80% proficiency on a local equations assessment. This goal was met and exceeded.
- By the end of the 2019-2020 school year, 100% of Otsego Middle School students who are economically disadvantaged will achieve 80% proficiency on a local solving equations assessment. This goal was met and exceeded.
- All students at Otsego Middle School will be proficient readers. This goal is on-going and will be adjusted for the next school improvement cycle to reflect specific growth statistics (SMART GOAL).
- Students who are economically disadvantaged will improve their reading comprehension. This goal is on-going and will be adjusted for the next school improvement cycle to reflect specific growth statistics (SMART GOAL).
- All students at Otsego Middle School will be proficient writers. This goal is on-going and will be adjusted for the next school improvement cycle to reflect specific growth statistics (SMART GOAL).
- Students who are economically disadvantaged will improve their writing skills. This goal is on-going and will be adjusted for the next school improvement cycle to reflect specific growth statistics (SMART GOAL).

In the fall of 2018 Otsego Middle School began a new school improvement cycle. New goals were established using the information from our Comprehensive Needs Assessment/Student Data Plan to best develop a process that will be most beneficial to the specific needs of our student population. Pre and Post assessments were developed to address specific goals established for this particular school improvement cycle. Assessment data has been collected throughout the year to support our current school improvement goals. Best Practice Strategies have been selected and technology has been and will continue to be a key component in our instructional practice. Goal specific activities are continually being planned and carried out to assist our staff and students throughout each school improvement process. All activities and strategies used have been designed to enhance student learning. For the next 3 year school improvement cycle we will establish SMART goals that Strategic and Specific, Measurable, Attainable, Results-based, and Time-bound. Each member of our staff participated on a School Improvement Sub-Committee to further address specific needs in our School Improvement Plan. Sub-Committees and their goals include:

School Leadership Team – this group works through building issues before engaging the entire staff. The goal is to create a culture that is committed to learning and a coordinated system of structures and processes to ensure high levels of learning for all of our students.

Student Assistance Team – the goal is to develop a collaborative culture that incorporates a philosophy of continuous improvement at our school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of instructional practices to best meet the differentiated needs of individual learners.

School-Community Team – we believe that parents, families, and the community-at-large are partners in helping students and the school succeed. We will seek to actively and continually involve parents, families, and our community in student learning and other school related activities.

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 COVID-19 end of the year summative and nationally normed achievement tests were not completed.

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

2019-20 School Year

Fall

- 6th grade – 50% - up 9% from previous year
- 7th grade – 41 % - up 10% from previous year
- 8th grade – 35% - down 2% from previous year

Winter

- 6th grade - 27% - down 4% from previous year
- 7th grade – 23% - down 9% from previous year
- 8th grade – 16% - down 2% from previous year

Spring:

- **There were no spring conferences due to school closure**

2018-19

Fall

- 6th grade – 50%
- 7th grade – 41 %
- 8th grade – 35%

Winter

- 6th grade - 27%
- 7th grade – 23%
- 8th grade – 16%

Spring

- 6th grade – 27%

- 7th grade – 23%
- 8th grade – 16%

Percentage attendance at orientation or open house – 89%

We are very proud of all we do and offer at Otsego Middle School. We have a dedicated staff of 32 highly-qualified, certified teachers, a School Social Worker and 20 support staff (office staff, ancillary staff and custodians) who help our 560 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,

Melissa Koenig
Otsego Middle School Principal