



Okemos High School

February 2025,

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-2025 educational progress for Okemos High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information regarding student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Dr. Daniel Kemsley, Principal, at daniel.kemsley@okemosk12.net.

The AER is available for you to review electronically by visiting the following website [Annual Education Reports](#), or you may review a copy in the main office at your child's school.

For the 2024-2025 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 in 2018-19. 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 in 2017-18. 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% in 2016-17. Some schools are not identified with any of these labels. *In these cases, no label is given, and I am proud to announce that Okemos High School was not identified by the state as having a support category.*

State law requires that we also report additional information. Additional information that may be of interest to parents/guardians and community members includes:

OHS DUAL ENROLLMENT AND ADVANCED PLACEMENT

- 50 students exercised the state-mandated dual enrollment option and were enrolled in one or more postsecondary courses during the 2023-2024 school year.
 - OHS offered sixteen Advanced Placement courses.
 - 469 OHS students (31% of the student body) took 737 Advanced Placement exams in twenty-seven subjects*, disaggregated by grade level:
 - Class of 2023 (seniors) 586 exams taken by seniors*
 - Class of 2024 (juniors) 371 exams taken by juniors*
 - Class of 2025 (sophomores) 153 exams taken by sophomores*
 - Class of 2026 (freshmen) 10 exams taken by freshmen*
- * Some students took AP exams in subjects for which OHS does not offer an AP course

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Members of the Okemos High School learning community—parents/guardians, professional staff, support staff, and community members--are actively involved in the continuing improvement process led by our building school improvement team. The high school's improvement process focuses on student academic achievement--the core of our mission and

Beliefs: The mission of Okemos High School is to educate all students in a supportive, challenging, and structured environment to become lifelong learners whose performance is a credit to themselves and a benefit to society. We believe that:

- It takes a team effort from the community, parents/guardians, students, and staff for Okemos High School to continue to excel.
- All students are given the opportunity to achieve and reach their goals.
- Extracurricular activities for students are an integral part of our curriculum.

The Okemos High School learning community identifies areas for continuous improved instructional effectiveness and student performance in accordance with the standards set by the North Central Association of Colleges and Schools Council on Accreditation and School Improvement (NCA CASI). In 2006, NCA, the largest of six regional accrediting associations established in 1895, was reorganized as NCA CASI, and joined other regional accreditation associations from thirty states under the name AdvancED. As part of this larger group, NCA CASI shares research based, inter-related accreditation standards that reach across local, state and national boundaries.

Okemos High School achievement is assessed in part by the completion of an Annual Standards Assessment Report, a self-assessment based on the seven research-based accreditation standards that are defined by multiple indicators. In February 2011, Okemos High School hosted a visiting team for a Quality Assurance Review, at which time the team completed a comprehensive assessment of the high school's improvement efforts. Following their visit, the team provided an Accreditation Progress Report to the high school and AdvancEd. The report reflected that Okemos High School met the requirements for continued accreditation.

The Quality Assurance Review Team commended Okemos High School for the following strengths and accomplishments:

- Okemos High School has a strong academic tradition. Establishing high academic expectations, student support, and a safe learning environment provides students, staff, and community members a strong foundation in which to meet the challenges of an ever changing student demographic.
- There is a culture of high expectations, safety, and collaboration for staff and students. Collaboration and communication among the faculty, staff and administration have allowed Okemos High School to remain an outstanding educational institution in the midst of change.
- The staff is very adept at creating and gathering perception survey data. This established process of continuous input from stakeholders provides to them meaningful roles in the decision making process of the school.

The Quality Assurance Review Team identified the following opportunities for growth:

- The staff is in a transition between the old NCA process and the new AdvancED process. Once the administration and school improvement chairs align the three major goal areas of reading, writing and math with the seven standards identified by AdvancED, the staff will have a clear understanding of the process.

- The staff needs to create a plan for the use of student work to inform and improve instruction. Such a plan will enable the staff to demonstrate growth in student performance.
- The staff should design and implement a comprehensive assessment program using formative and summative data for student performance, specifically for student subpopulation performance. The school will continue its legacy as an academic powerhouse by utilizing student assessment data to improve instruction to meet the needs of all students and ensure a common curriculum within the classroom.

Based on the findings of the Michigan State Council for the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Okemos High School's AdvancED Executive Team began the process of determining a 5-year goal for the continuous improvement process. After surveying students, staff, and parents/guardians, a subcommittee was formed to analyze the data, identify patterns/trends, and determine next steps. Based on this work, a clear goal emerged and at the April 2014 faculty meeting, the faculty supported the new school improvement goal and began work on developing strategies to support the goal. Additionally, throughout the 2015-2016 school years, staff created subcategories for learning opportunities for individualized instruction and explored authentic learning collaborations related to individualized instruction and data collection opportunities. As a result, each staff member implemented an individualized instructional strategy, collected data and reflected in teams in March-April. The Cross Curricular School Improvement Committee also facilitated conversations around common language and thus the term "differentiation" was added to our goal statement.

May 2015 Revised Goal Statement:

Students will engage in individualized / differentiated instructional opportunities provided by Okemos High School to enhance learning as indicated by a 10% increase in semester course pass rates by 2020. In March 2016, an External Review was conducted and the External Review Team recommended to the AdvancED Accreditation Commission that Okemos High School earn the distinction of accreditation by AdvancED. The "Powerful Practices" identified were:

- an intentional commitment to cultural competency and diversity is fortifying an already highly supportive learning environment for all students.
- the principal's positive rapport with staff and stakeholders cultivates a supportive and collaborative environment.

And, the "Improvement Priorities" identified were:

- Create a formal process and timeline for aligning and revising curriculum and assessment
- Establish a comprehensive and accessible system for collecting data from multiple assessments and provide professional learning for staff to interpret and analyze data to inform instruction and overall curricular decisions

Throughout the 2016-2021 school years, Okemos High School has focused on engaging students in individualized/differentiated instructional opportunities as well as the improvement priorities as identified by the AdvancED External Review Team (March 2016), specifically in the area of curriculum mapping. An emphasis on building our cultural competency has continued to be a focus for both faculty and the student body each year as part of the district's strategic and equity Plans.

CORE CURRICULUM

The goal of education is to provide all learners with the solid foundation of skills, knowledge, and understanding necessary for their continuous growth and success as students within the school setting and as adults in society. The core curriculum of the Okemos School District is approved

by the Board of Education in language arts (reading, writing, speaking, listening, and spelling), health, math, science, social studies, fine arts, and physical education. As a result of the district's long-range school improvement planning process, Okemos has adopted content standards and exit outcomes that are consistent with the State of Michigan Standards. The Okemos High School Curriculum Guide is available on the high school webpage.

PARENT/GUARDIAN PARTICIPATION

Parents/guardians actively collaborate with Okemos High School faculty. Opportunities parents/guardians seize to positively impact students include but are not limited to: participating with the OHS Parent Group, serving on the District Parent Advisory Council, representing parent voices on various high school and district committees, coordinating the Senior Farewell program for graduating seniors, and organizing the post prom party. They also meet with teachers during scheduled parent-teacher conferences every November and March (done remotely). And, parents/guardians actively participate in athletic, music, drama, and art booster groups.

Moreover, the Okemos Public Schools are committed to working in partnership with the community to provide broad, comprehensive educational opportunities and a superior quality academic curriculum, individualized to allow students to realize their highest potential and gain a lifelong love for learning. We welcome you to join us in the continued pursuit of our district's mission- Educating with Excellence, Inspiring Each Learner for Life.

Sincerely,

Daniel Kemsley
Principal