



February 2026,

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Chippewa Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Jody Noble, CMS Principal, for assistance.

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 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school was identified for: Has Not Been Given One of These Labels.

A review of the Annual Education Report (AER) indicates that while Chippewa Middle School continues to demonstrate strong overall academic performance, areas of focus remain in closing achievement gaps among student subgroups and strengthening growth for students who are not yet meeting proficiency benchmarks in core content areas, particularly in mathematics and English Language Arts. Disaggregated assessment data highlight the need to accelerate progress for economically disadvantaged students, students with disabilities, and multilingual learners to ensure equitable outcomes. In response, the school is implementing targeted intervention blocks, strengthening Tier II and Tier III

supports within the MTSS framework, increasing data team cycles to monitor student growth, and providing professional development focused on high-impact instructional strategies and differentiation.

### ***PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL***

All 7th and 8th grade students in the Okemos Public School System are assigned to attend Chippewa Middle School.

### ***SCHOOL IMPROVEMENT***

Members of Chippewa Middle School learning community - parents, professional staff and support staff, are actively involved in our continuing improvement process led by our building school improvement team. The school improvement team meets regularly throughout the school year to review student needs and determine the impact of our school's instructional program on student achievement. The team is composed of classroom teachers, as well as specialists and support staff who serve the various needs of the students. Members serve as contact to the other building staff to convey information, seek input or discuss concerns. The building principal is an integral member of the team. Our team focuses on the mastery of Michigan Academic Standards as outlined in the Common Core Curriculum.

The building school improvement team uses a variety of data sources to establish on-going improvement goals and evaluate progress toward those goals.

### ***CORE CURRICULUM***

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understanding for their continuous growth and success as students within the school setting and as adults in society. The core curriculum at Chippewa provides learning experiences in all academic areas.

The format for curriculum review in Okemos Public Schools involves committees of teachers and administrators and generally operates on a seven-year cycle. Our curriculum is currently aligned with the Michigan Academic Standards which serve to outline learning expectations for all students. They are used as a framework by our schools for curriculum development with the curriculum itself prescribing instructional resources, methods, progressions, and additional knowledge valued by our local community. Furthermore, these standards provide a platform for state assessments, which are used to

measure how well schools are providing opportunities for all students to learn the content outlined by the standards. Curriculum summaries are presented to parents at all grade levels. The district has developed an aligned assessment plan and a written calendar for all standardized assessments for the core academic content areas.

The performance of students in grades 3-8 is assessed using data from the M-STEP (Michigan Student Test of Educational Progress) and the PSAT for students in grades 8. We administer NWEA as a universal screener in the areas of reading comprehension, math computation, and math concepts and applications. These screening assessments were given to Chippewa students three times during the school year. This data assists us as we further our implementation of Response to Intervention/Multi-Tiered Systems of Support. The district continues to identify students of high-ability and provide instructional differentiation in the classroom with the support of the Gifted and Talented Coordinators. Alternative measures of assessment are also used, for example: running records, non-routine problem-solving approaches, projects, writing portfolios, etc. Criteria have also been established for identifying students who are failing or at risk of failing.

***STUDENT ACHIEVEMENT DATA***

We utilize NWEA data to best support our students' reading and math intervention and acceleration needs. The NWEA testing provides nationally normed scores. Please view the table for our most current data:

**Percentage of Students Approaching to Exceeding Expectations**

<b>Grade</b>	<b>Assessment</b>	<b>2023-2024</b>	<b>2024-2025</b>
7	NWEA Reading	94%	95%
7	NWEA Math	91%	93%
8	NWEA Reading	93%	94%
8	NWEA Math	94%	97%

**PARENT/GUARDIAN-TEACHER CONFERENCES PARTICIPATION**

We continually seek feedback from stakeholders about the effectiveness of our instruction. Many opportunities are available for parents to become involved in Chippewa such as parent teacher conferences, parent group meetings, committees, school improvement meetings, open house, and many other activities.

Below is the percentage of parent/guardian participation at conferences:

	<b>FALL</b>	<b>SPRING</b>
<b>2024 - 2025</b>	94%	87%
<b>2023-2024</b>	92%	85%

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 Learners for Life.*

Sincerely,

Jody Noble  
Principal