



Montague Area Public Schools

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February 9, 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 Oehrli Elementary 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 the building principal, Sandie Lundquist, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/2K7hXxU>, or you may review a copy in the main office at your child's school.

For the 2022-23 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 2022-23. 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 2022-23. 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 2022-23. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not identified with any improvement labels for the 2022-23 school year. However, like all schools, we are addressing challenges we have identified. Our special education and economically disadvantaged subgroups consistently score below non-special education and non-economically disadvantaged student groups. This year's M-STEP data also shows that our male students outperformed our female students in grade 4 English language arts and math; and grade 5 science and social studies. It also shows females in grade 5 English language arts outperformed their male counterparts. We have carefully selected strategies that will address the needs of our special education and economically disadvantaged populations as part of our school improvement planning. The teaching staff has found that the lowest performing students come with very few life experiences which translates into a limited vocabulary. This makes comprehension of

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grade level text, especially informational text, difficult. Small group differentiated instruction with a focus on phonics at the early grades, professional learning to ensure equitable participation in mathematics, and the implementation of social emotional learning K-5 were specifically selected to support our struggling learners. Michigan Cares, a social emotional learning curriculum, coupled with the work of our local counselors and social workers has helped us to implement programming to support the social emotional needs of students in our school.

Students attending Oehrli Elementary include those who reside within the district's boundaries, or attend through Schools of Choice. Oehrli Elementary is the only elementary school in the Montague Area Public School District that serves 1st through 5th grade students. There are no overlapping grade spans in the Montague Area Public Schools, therefore students attend the school that provides education service for the respective age-grade level.

In accordance with Michigan's Integrated Continuous Improvement Process (MICIP), the Oehrli staff works together to conduct a comprehensive needs assessment which identifies strengths and weaknesses with the instructional program. Goals and objectives are developed as part of our district's MICIP plan. That is carried out over the course of 3-5 years. Oehrli Elementary School is in the third year of their MICIP plan. The four-year plan we have developed focuses efforts on providing professional development to ensure the building's system of curriculum, instruction, and assessment in all content areas matches the district's visions for high-quality subject specific instruction.

If you are interested in reviewing a copy of our core curriculum, you may contact the building principal. If you are interested in learning more about the Common Core State Standards, you may go to the Michigan Department of Education (MDE) website at <https://www.michigan.gov/mde>.

Acadience (formally DIBELS) is a local assessment we use to measure students' early literacy skills in grades 1-3. Our 2023 spring data in grades 1-3 shows 56% of students are proficient on this normed assessment. This is a decrease from our spring 2022 data which showed 60% of students 1-3 scored at or above grade level. Students in grades 4-5 shows 57% are proficient on this normed assessment. During the 2021-22 school year, students were assessed using the NWEA and showed 50% of students had a proficient score on the spring reading assessment. Special education and economically disadvantaged subgroups scored below the general student proficiency levels both years.

The 2023 spring Developmental Reading Assessment (DRA) for grades 1-5 shows 81% of students scored at benchmark while 78% were proficient in spring 2022. This assessment measures a student's ability to read with fluency and accuracy and retell

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the important information from the selection. In the last two years, our special education subgroup has had the largest gap in achievement.

During the 2022-23 school year, students in grades 1-3 took the Bridges Benchmark Assessment. At the end of the school year, 76% scored in the proficient range, compared to 81% for 2021-22. In grades 4-5, 67% scored proficient at the end of the year. Our 4th and 5th grade students took the NWEA math assessment in the 2021 - 22 school year for the first time. Students improved from 45% proficient in the fall to 55% proficient in the spring. On both assessments, special education and economically disadvantaged subgroups scored far below their non SE and non ED counterparts.

Oehrli Elementary is very proud of the participation and support of our parents and community. We have a strong core group of parents that volunteer their time to help work with students in the classrooms. During the 2022-23 parent teacher conferences, 90% or (413/460) were represented at fall conferences and 90% or (422/469) at spring conferences. This compares to our parent teacher conference participation in the fall of 2021, which was 83%. Staff illness was a significant reason for this unusually low attendance rate at parent teacher conferences. Spring of 2022 parent teacher conference participation was in line with the 2022-23 fall parent teacher conference participation. We have a very active parent group that helps raise funds to pay for study trips, supplies, and assemblies. We continually seek parent volunteers and members of the community to partner with us to help provide our students with the best educational experiences possible. We take pride in our school and the work we do to ensure that all of our students become Motivated, Articulate, Productive, and Successful.

Sincerely,

Sandie Lundquist - Principal