

2021/2022



ANNUAL REPORT

Dear Educational Partner

The MOISD Annual Report is designed to provide a summary of the 2021-2022 School year as well as provide detailed information regarding specific performance areas related to established goals. Additionally, this process intends to demonstrate how the MOISD's Mission/Vision/Core Values are being operationalized.

A second and equally important function of the MOISD Annual Report is to serve as a framework for establishing and tracking improvement measures and initiatives. To that end, it serves as a framework for continuous feedback and improvement.

The 2021-2022 Annual Report is the second year of this new process. From both an initiative launch and long-term priority, building momentum and growing in efficacy has been a priority.



While there was the attention given to a consistent presentation of the information, each departmental director and administration team were responsible for gathering and organizing their respective information. As a result, it is likely that the personalities and values of each department will become evident throughout the document and process.

Sincerely,

Marie Wilkerson, Board President
mwilkerson@moisd.org

Steve Locke, Superintendent
slocke@moisd.org

Table of Contents

- Career and Technical Education....page 7
- General Education....page 13
- Special Education....page 17
- Technology....page 22



MISSION

VISION

**CORE
VALUES**

OUR MISSION

*Supporting Schools
and Student
Achievement*



OUR VISION

*Impacting our
community through
high-quality educational
programs, services, and
learning experiences*

CORE VALUES

**LOCAL SUCCESS
IS OUR SUCCESS**

- Positive partnerships with the local districts are a top priority.
- We are committed to collaboration in support of our local districts' students, staff, and school success.

**EVERYONE
TOGETHER**

- We are one ISD with multiple departments working in collaboration.
- The biggest challenges require everyone pulling in the same direction.

PEOPLE FIRST

- All people are treated with respect.
- We value the roles and contributions of each employee and educational partner.
- We welcome feedback and are committed to self improvement.

STUDENT-FOCUSED

- Decisions are based on what's best for each student.
- We celebrate ALL student achievement.
- Resources are allocated to have the most significant impact on student supports and achievement.

MOISD School Board



MOISD BOARD OF EDUCATION GOALS 2021-2022

Goal: The MOISD will increase communication effectiveness.

Strategies	Action Steps	Responsible Person(s)	Timeline/ Frequency
1. Improve external communication	A personalized message highlighting specific content will accompany the Departmental Updates sent out to LEA Boards.	Rotational Basis, conducted through Public Relations Committee	Monthly
2. Improve internal communication	1. MOISD Board Members will provide hand-written feedback to an MOISD team or individual staff members. 2. One monthly message from a Board member to be shared with all MOISD staff.	All MOISD Board Members	As appropriate
3. Improve communication with the community	Every Board member attend a community event as a representative of the MOISD.	All MOISD Board Members	Minimum of 1x/Year

Goal: The MOISD will foster and support a positive culture

Strategies	Action Steps	Responsible Person(s)	Timeline/ Frequency
1. Foster and support a positive culture with community stakeholders	The MOISD will host an- professional development for local Boards to encourage collaboration, culture, and Board efficacy.	Board President/Superintendent	By June 30, 2022





<https://www.moisd.org/>



MOISD ADMINISTRATION

Steve Locke, Superintendent
Mark R. Klumpp, Assistant Superintendent

CAREER CENTER

Gretechen Spedowske – Director
Caleb Martz – Principal

FINANCE

Josie Hill – Business Manager

GENERAL EDUCATION

Tonya Harrison – Director

SPECIAL EDUCATION

Christy Miller - Director
Pat Craven – Supervisor
Jesse Gilding- Supervisor
Jaime Knape-Supervisor
Jenny Knopf-Supervisor
Ayla Lockhart -Supervisor

TECHNOLOGY

Fred Sharpsteen - Director

TRANSPORTATION

Karlene Rader - Director

Our Member Districts

BIG RAPIDS PUBLIC SCHOOLS

<https://www.brps.org/>

Superintendent - Tim Haist

Board of Education

President – Jeff Godfrey

Vice President – Michelle Rasmussen

Treasurer – Chris Jane

Secretary – Pete Kent

Trustee – Jeremy Mishler

Trustee – David Murray

Trustee – Jennifer Njenga

CHIPPEWA HILLS SCHOOL DISTRICT

<http://www.chsd.us/>

Superintendent – Bob Grover

Board of Education

President - Guy Stricker

Vice President – Marc Forrest

Treasurer – Sherry Anderson

Secretary – Mary Olshewski

Trustee – Jim Canham

Trustee – William “Buzz” Fate

Trustee – Meagan Randall

CROSSROADS CHARTER ACADEMY

<https://www.ccabr.org/>

Interim Superintendent – Ross Meads

Board of Education

President - Laura Vallette

Vice President – James Swartzendruber

Treasurer – Dominic Pace

Secretary – Angela Roman

Member – Angela Buys

Member – Marcee Purcell

EVART PUBLIC SCHOOLS

<https://evartps.org/>

Superintendent – Shirley Howard

Board of Education

President - Alan Bengry

Vice President – Gerald Nichols

Treasurer – Rosie McKinstry

Secretary – Kelly Millen

Trustee – Karen Plyman

Trustee – Eric Schmidt

Trustee – Kelly Whitman

Morley Stanwood Community Schools

<https://www.morleystanwood.org/>

Superintendent – Roger Cole

Board of Education

President - Matthias Stevens

Vice President – Greg Babbitt

Treasurer – Lisa Brauher

Secretary – Dennis G. Smith

Trustee – Randall LaPreze

Trustee – Emily Bongard

Trustee – Andrew Radle

REED CITY AREA PUBLIC SCHOOLS

<https://www.reedcityschools.org/>

Superintendent – Michael Sweet

Board of Education

President - Jamie Eichenberg

Vice President – Christine Mund

Treasurer – Sherry Franklin

Secretary – Nicole Quinn

Trustee – Derrick Bookwalter

Trustee – Spenser Mund

Trustee – Nathaniel Vanderhoof

Career and Technical Education

Mecosta-Osceola Career Center (MOCC)

CAREER CENTER Career Technical Education

<https://www.moisd.org/schools/career-center/>

- Allied Health
- Automotive Technology
- Certified Nurse Aide (CNA)
- Construction
- Corrections Academy
- Cosmetology
- Culinary Arts
- Cybersecurity & Information Technology
- Diesel Technology
- Emergency Medical Technician (EMT)
- Firefighter I & II
- Graphic Communications
- Innovative Engineering
- Public Safety
- Welding & Fabrication

MECEOLA TECH

Programs and Pathways

<https://www.meceolatech.org/>

- Health Sciences (Certified Nurse Aide)
- Hospitality (Culinary Arts)
- Information Technology
- Manufacturing (Welding)
- Public Safety (EMT)
- Transportation (Automotive & Diesel Technology)

Career and Technical Education

MOCC Enrollment

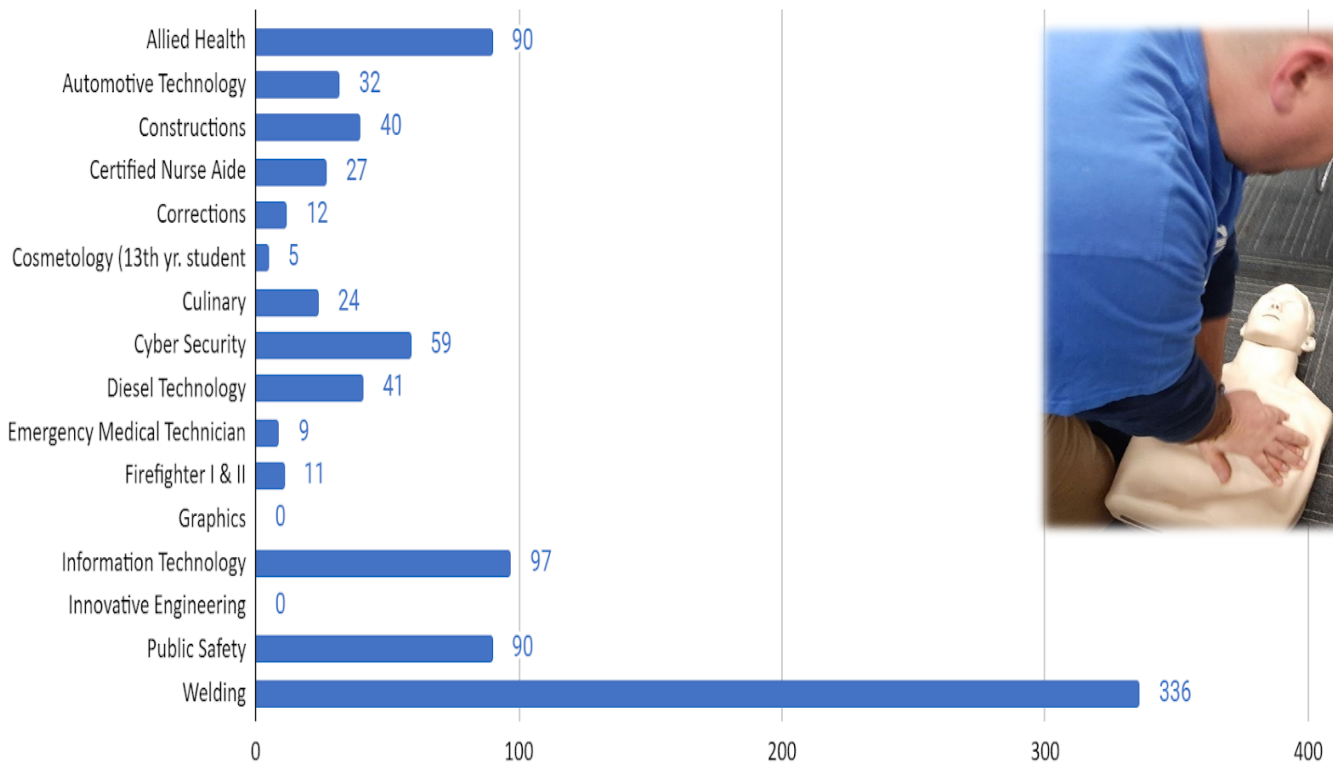
Increased enrollment at the MOCC is a priority and goal for the MOCC. The number of students attending the Mecosta-Osceola Career Center has declined over the past few years. The MOCC administration is looking at the data in attempts to determine variables influencing students participation. Enrollment initiatives such as summer camps, 8th and 10th grade visits, and the annual Open House are all designed to increase students, families, and the communities awareness of opportunities at the MOCC. The MOCC has established an annual growth goal for the next five year.

Preparing students for the Workforce and College

Many certifications can be earned in the local Career Technical Education (CTE) programs. Credentials and their requirements may vary by student ages and work-based learning requirements. These certifications range from giving students an advantage in gaining entry-level employment to being a state-required license necessary for employment.

Credentials are also used by some post-secondary institutions for granting articulated college credit. Articulated credit offers students the opportunity to receive college credit while in the CTE program.

Number of Certifications by Program 2020-2021



Career and Technical Education



MOCC students earned a total of 873 industry-recognized certifications during the 2020-21 school year.



Allied Health, Certified Nurse Aide, Emergency Medical Technician

- Heartsaver First Aid CPR and AED
- Basic Life Support
- Heartsaver First Aid
- Bloodborne Pathogens
- Michigan Licensing and Regulatory Affairs (LARA)
- National Registry of Emergency Medical Technicians (EMT)

Automotive Technology

- Automotive Service Excellence (ASE) Entry Level
- S/PS Safety

Building Trades

- OSHA - 10 hour

Culinary

- Servsafe, Management
- Servsafe, Allergen
- Servsafe, Food handler

Diesel Technology

- Automotive Service Excellence (ASE) Entry Level
- Forklift

Information Technology

- CompTIA
- Microsoft Office Specialist

Michigan Sheriff's Coordinating and Training Council (MSCTC) Corrections

- Officer OSHA - 10-hour

Public Safety and Fire Fighter I & II

- Michigan Licensing and Regulatory Affairs (LARA)
- Heartsaver First Aid CPR and AED
- Basic Life Support
- Heartsaver First Aid
- Bloodborne Pathogens

Welding

- American Welding Society (AWS)
- Sense Level I

Career and Technical Education

Mecosta Osceola Career Center (MOCC) supports local students and local districts.

Career Center students in Mecosta-Osceola have a graduation rate of 94.72%. CTE student graduation rates are 14.2 percentage points higher than the local district average.

In October of 2021, 238 students who achieved “concentrator” status in 2019-20 school year were surveyed regarding their current employment and continuing education status. **Here are some highlights from the data:**

- 185 former students responded.
- 35% are continuing their education at a post-secondary institution.
- 77% of respondents are studying in a field related to their CTE program.
- 73% are employed.
- 48% of are working in a field related to their CTE program.
- 24% are employed **and** continuing education at a post-secondary institution.
- 46% are both working and studying in a field related to their CTE program



Program Advisory Committees

Program advisory committees are a required component of state-approved CTE programs. Professionals from related business and industry serve essential roles in providing high-quality CTE programs

A program advisory committee meets a minimum of twice each school year; however, more frequent meetings may be needed. Business/Industry, post-secondary, student parents/guardians and special populations representatives are invited to attend to promote a continuous flow of new ideas that help keep the committee’s advice current and relevant.

Career and Technical Education



MOCC offers post-secondary courses in CTE programs through the Early Middle College process.

Cybersecurity & Information Technology (CsIT) is a one or two-year program designed to prepare students for a career in IT. Using industry-recognized certifications as the program's cornerstone, CsIT prepares students for technical support and IT operational roles. Students learn to troubleshoot and problem solve computer issues ranging from hardware and software, operating systems, and networking. Second-year students focus on cybersecurity and networking technologies. The instructional material is computer-based learning supplemented with hands-on labs in the classroom.

Students Can Earn One or More of the Following Certifications:

Microsoft Office Specialist, CompTIA A+, Network+ and Security+. Motivated students can earn additional certifications from Microsoft, CompTIA, Cisco, EC-Council, and others.



Additionally, CsIT students have the opportunity to earn college-credit at little to no cost. Students can earn up to 24 credits by dual-enrolling with Mid Michigan Community College (MID) and Ferris State University (FSU). Students by enrolling in the Mecosta-Osceola CTE Early College program can also earn up to 48 credits.

Opportunities for Students to Earn College-Credits at Little to NO COST!

Up to 24 Credits Through Dual Enrollment!

Up to 48 Credits Through The Mecosta-Osceola TE Early College Program!

Cybersecurity & Information Technology:

Spring, 2021 Ferris State University offered Cohort 1 and 2 a savings of \$3,400.00.



Career and Technical Education

Career Tech Student Organizations (CTSO)

Despite of all of the challenges, many MOCC students participated in CTSO competitions. CTSOs provide students with the opportunity to develop and demonstrate leadership and occupational skills in a competitive environment with other CTE students across the state.

Cosmetology, Public Safety, and Culinary Arts all participated in state-level competitions.

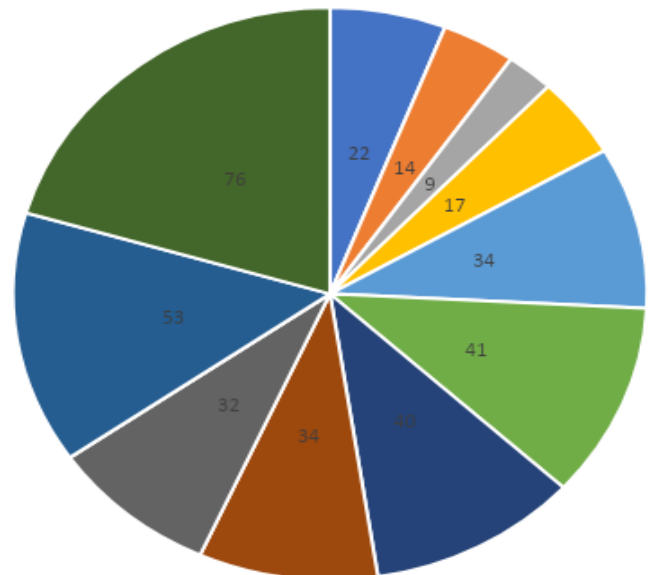
Congratulations Aurora Cox (Cosmetology Student from Chippewa Hills High School and model Allie Allen (Cosmetology Student from Chippewa Hills High School) for achieving 3rd place in the Esthetics at SkillsUSA State Leaderships and Skills Conference that was held in Grand Rapids, Michigan on April 8-10.

Congratulations to Megan Knuth (Culinary Arts Student from Big Rapids High School) for achieving 1st place in Job Interview at SkillsUSA State Leadership and Skills Conference that was held in Grand Rapids, Michigan on April 8-10! Megan will be traveling to Atlanta, Georgia June 20-24, 2022 with her family and Ms. Hallman, Culinary instructor and Ms. Paquette, Job interview mentor.

CTE Work-Based Learning 405 Students Participated in Work Based Learning!

Quality CTE Work-Based Learning (WBL) is demonstrated by a full continuum of experiences progressing in quality and intensity that is accessible to every student at some point during their program of study. To prepare a dynamic workforce for the future of Michigan, students need to be exposed to as many career options as early as possible. Career and technical education (CTE) students refine their career goals through coursework consistent with their career interest area, contextual learning, and career preparation while meeting academic and technical standards. The goal of WBL experiences for CTE student learners is to provide more advanced real-world experiences that help students link their educational decisions to career options.

405 students participated in Work Based Learning



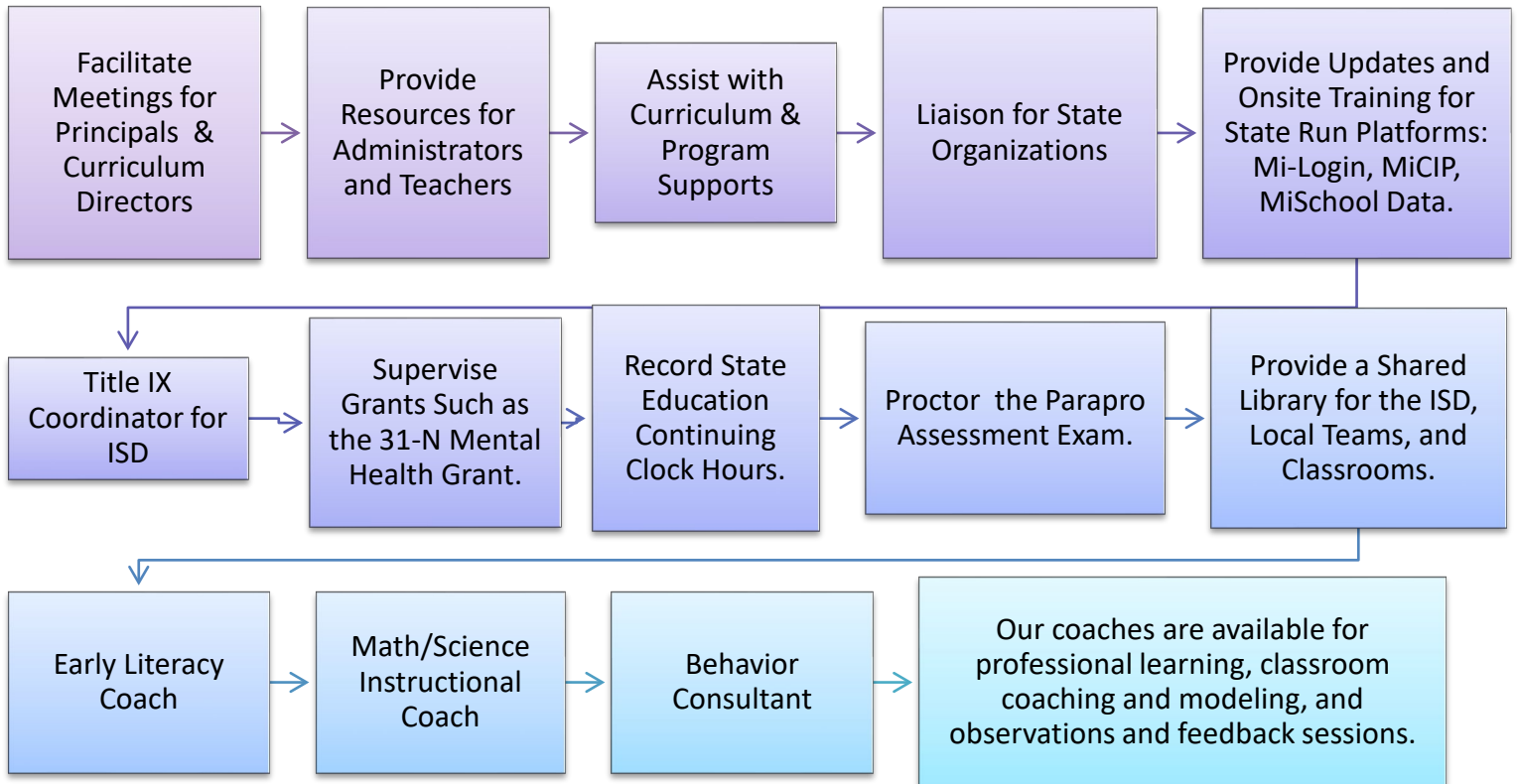
- Graphics Communications
- Systems Administration/Administrator
- Computer and Information Systems Security/Information Assurance
- Cosmetology
- Cooking & Related Culinary Arts, General
- Public Safety/Protect Services
- Construction Trades
- Automobile Technician (ASE Certified)
- Medium/Heavy Truck Technician (ASE Certified)
- Machine Tool Technology/Machinist
- Welding, Brazing/Soldering
- Therapeutic Services



General Education

The General Education Department at the Mecosta Osceola Intermediate offers schools within the Mecosta-Osceola region a variety of learning opportunities and services designed to improve student achievement, classroom instruction, collaboration amongst districts and assist local district teachers and administrators.

MOISD General Education and Local District Collaboration



Learning Opportunities
&

Improved Student Success and Achievement

General Education

Classroom Supports and Instructional Services

Positive Relationships/Student Engagement:

- Crisis Prevention Intervention (CPI)
- Therapeutic Crisis Intervention for Schools
- Restorative Practices

Technology Practices for Classrooms

- Google Apps for Instruction
- Google Classroom Tutorials
- Swivel and the Classroom
- Remote Learning Strategies
- Skyward Training

Instructional Practices

- Essential Practices for Early Literacy
- Number Talks and Math Recovery
- Mentor/Mentee Meetings
- Munetrix Trainings
- Data Hubs
- MDE-Spring Workshops-Office of Field Services
- MiCIP & Mi-Strategy Bank

Leadership

- Instructional and Literacy Leadership Workgroup
- Principal Network
- Curriculum Leaders Network

Supporting Local Districts

The MOISD general education team works to support the local district at its own pace of growth. The ultimate goal is to improve instruction, while increasing student data scores for local and state assessments. Our team has provided training on the ISD site and in the local districts, working with data, comprehensive needs assessments, and the consolidated application. Local districts now complete their plans from the district perspective with district goals, supported by the building goals using the MICIP (Michigan Integrated Continuous Improvement Process) platform. Data is fed into the platform through the Michigan Data Hubs. The data is then used to write goals, determine gaps, and collectively decide on the best strategies and activities to use in the buildings.



Coaches and consultants are available to all teachers and administrators. Connection is made through direct request, inquiry surveys, and monthly connections at our curriculum meetings.

Our literacy coach is supporting specific state initiatives including the LETTRS training. Over the past four years, our literacy and math coaches have provided coaching in each district through individual teachers, grade level team meetings, and para-educator training.

Professional Learning

The General Education team provided professional learning to all adults in our local districts and the MOISD. Our goal is to design learning opportunities for districts to adjust their systems, practice, and learning environments that will optimize learning. We have offered a variety of learning opportunities, however, over the past three years, we have focused on Early Literacy and Trauma Informed Classrooms. The General Education Department focuses on supporting adults in the long term efforts of making an impact on student growth; academically and socially/emotionally. We strive to achieve this goal through our statewide learning networks, local meetings, ISD-wide and local professional learning, and classroom coaching and consulting.

General Education

Cultivating and supporting a collaborative systems approach to supporting young children, families and care providers through community coordination with the local districts and community agencies make up the work and focus of GSRP and GSC (Great Start Collaborative). GSRP is a state funded preschool program which provided approximately \$1.9 million in funding for our GSRP and Community Based Partnerships (FSU and Blended Head Start classrooms) for the 2021-22 school year.



The entire state is facing a shortage in qualified preschool lead and associate teachers, and our region is not exempt from this problem. We are working with Ferris State University and Central Michigan University to place interns from their programs in our classrooms, hoping that if they complete their internship they will stay in our region and classrooms.

The MOISD-GSRP program coordinates with local districts to offer instruction, primarily in local elementary schools. Our classrooms use the High Scope curriculum for a high quality instructional program. Achievement and school readiness is gauged with the Child Observation Record (COR) assessment platform. The COR is an assessment tool for teachers to take anecdotal evidence of student performance, aligned to the High Scope program. Students are “assessed” in literacy, math, science, social studies, and social/emotional/behavioral skills. The data is used to scaffold our lesson planning to meet the academic and social needs of the students. Our goal is to not only provide instruction in the High Scope but also prepare students for their next stage of education: Kindergarten.



Parent and Family Engagement

In addition to academics and social learning, Parent and Family Engagement are critical to the child outcomes and student success. Staff across the department work to engage families. Keeping families at the center of our education aligns with the Great Start Collaborative initiative. Our GSC coordinator works closely with the GSRP teaching team and our Family Engagement/Parent Liaison, who supports families beyond our GSRP program. Our liaison plans events, leads parent meetings, and shares information and resources with our GSRP and community families. She acts as the liaison between the agencies and is a voice for our parents and their needs.

Communication is a crucial component to all classroom success. Our teaching teams communicate regularly with their parents through the Kaymbu app, which allows parents to see uploaded photos and anecdotal notes on their children’s progress. It is a simple and easy way to stay connected.

General Education

Great Start Collaborative

Mecosta-Osceola Community Baby Shower

Although Covid impacted the number of activities we were able to hold this year, one of our biggest successes was the Community Baby Shower. The purpose of the Mecosta-Osceola Community Baby Shower put on by the Great Start Collaborative is to help families who are expecting or have a child under one year of age get connected to the local resources available to them and have a better understanding of what the community has to offer their family.

2021-2022 110 Families Received Goodie Bags Through Community Partner Donations.					
Mid Michigan Community Action Agency	District Health Department 10 WIC	Community Mental Health	MeCeola Children's Council	Spectrum Health	Tri County Body Shop

This was the largest amount of families served since the community baby shower was created. The families received mom and baby care items, as well as a folder with fliers from numerous additional community partners including: Early On, Angels of Action, Life Resources, GSRP/NEMCSA Preschool Partnership, Great Start to Quality, and local libraries.



Talking is Teaching Initiative

We are reaching parents through play groups and the Talking is Teaching initiative.

Over 160 families are being served monthly with the Talking is Teaching newsletters and learning materials!

A brand new Talking is Teaching playground is coming to Morley this summer (a similar playground was recently put in at the Big Rapids Public Library). Summer playgroups are back in session with activities being planned, where children will be able to play, create crafts, and enjoy time with other children.

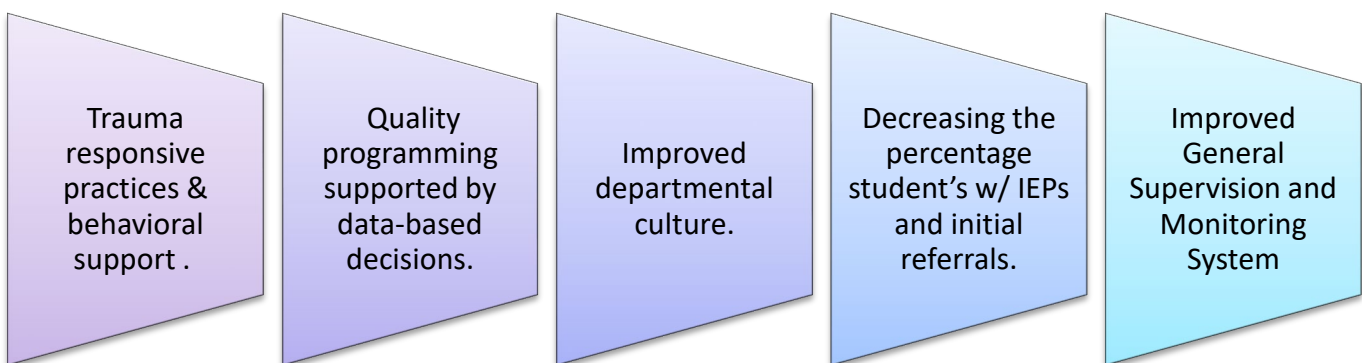
Special Education

In Michigan, it is mandatory to provide a Free Appropriate Public Education to student's birth- 26 found eligible for services under the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education. The Mecosta-Osceola ISD Special Education Department supports each local district's obligation to provide FAPE to their students by providing programming, services, and technical supports to local districts and students. Prior to the passage PL 94-142, the Education for All Handicapped Children Act in 1975 (later to become IDEA in 1997), the MOISD has been supporting the education of students with special needs in our 2 county ISD.

The special education department has established 6 departmental questions, that when answered with data collected annually, can help us to measure the effectiveness of our department, areas or where we have improved, and areas that we can focus on in the coming year for continued improvement. **Those six questions are:**

1. Are our students benefiting from their special education instruction (are our students making growth)?
2. Does the MOISD SE team create an environment & culture that helps students feel safe and appreciated at school?
3. Does the MOISD SE team support the local districts in meeting state and federal results and compliance standards as well as model best practice?
4. Does MOISD SE department staff and administration collaborate well with one another and with locals to do what is best for students?
5. Does MOISD SE department staff and administration work with parents as partners in their student's education?
6. Are MOISD SE department staff and administration effective in their areas of discipline and do they continue to hone their skills through professional growth?

Reflecting on data from previous years, the MOISD special education department chose five departmental priorities to focus on for growth through targeted activities over the course of the 2021-2022 school year. **The five special education departmental priorities included:**



Below is a review of the initiatives taken throughout the year to support improvements in these areas, as well as data that is aligned with these priorities and our departmental questions for review.

Special Education

DEPARTMENTAL PRIORITY #1 TRAUMA RESPONSIVE PRACTICES AND BEHAVIORAL SUPPORT *Supports growth on Departmental Questions 1, 2 & 6*

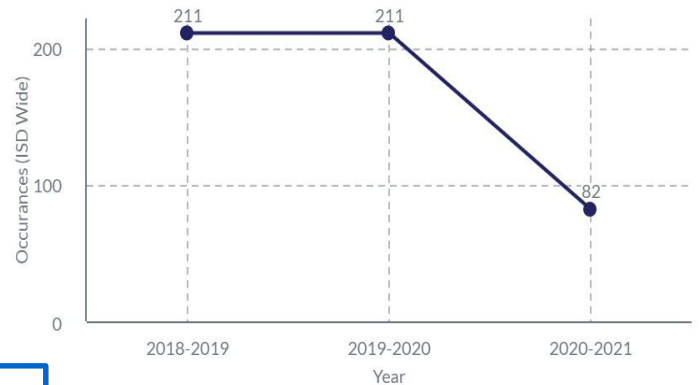


ENVIRONMENT & CULTURE SCORES

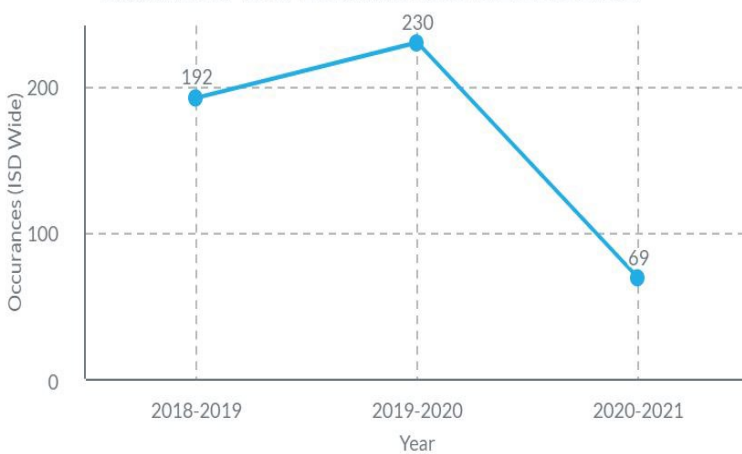
As a department, our special education professional and support staff have an average of 3.66 out of 4 on their evaluations in the area of classroom environment and culture related indicators in the 20-21 school year. Our goal is to continue to grow in this area and work to ensure all students feel supported while at school.

Across the ISD, a piece of data that is tracked by the state is the number of students with an IEP that are secluded or restrained while at school. The data below indicates a reduction in the number of students that were secluded and restrained. We will continue to track the data as one indicator of whether the training and support provided to our staff and local staff has an impact on results for students.

Students with Disabilities RESTRAINED



Students with Disabilities SECLUDED



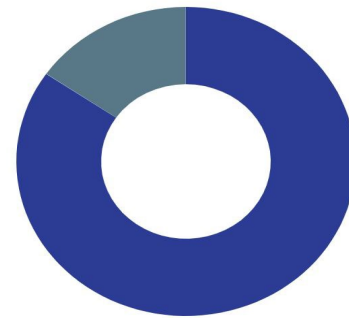
This year the MOISD special education department focused on continuing to provide our staff with tools for trauma responsive practices, as well as behavioral supports for students and staff. The MOISD special education department provided over 15 hours of professional development to ISD staff in the area of trauma informed practices and behavioral supports including training in restorative practices, positive behavior interventions and supports, functional behavioral assessments, and CHAMPs (a proactive behavioral management system).

Special Education

DEPARTMENTAL PRIORITY #2 QUALITY PROGRAMMING SUPPORTED BY DATA-BASED DECISIONS *Supports growth on Departmental Questions 2, 3, & 4*

As a special education department, we believe that basing decisions upon student data is essential to ensuring that students continue to make progress towards their goals and the general education curriculum. We also recognize that analyzing data and designing targeted interventions is a skill that we need to continue to ensure we are supporting in our staff. This year, the MOISD special education department provided over 10 hours of professional development opportunities for local and district staff. In addition to that, our least restrictive environment coach provided targeted support to local districts and ISD teams for over 50 students in the 21-22 school year.

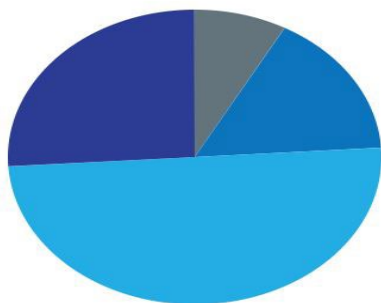
After going through the considerations coaching process, I have a better understanding of IEP development and what it takes to consider a more restrictive placement, for future use.



■ YES (84.6%) ■ NO (15.4%)

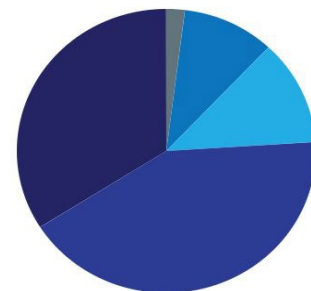
DEPARTMENTAL PRIORITY #3 IMPROVED DEPARTMENTAL CULTURE *Supports growth on Departmental questions 1, 2 & 6*

Values the Role of Staff and Partners



■ Disagree (8%) ■ Neutral (16%)
■ Agree (50%) ■ Strongly Agree (26%)

All People Treated with Respect



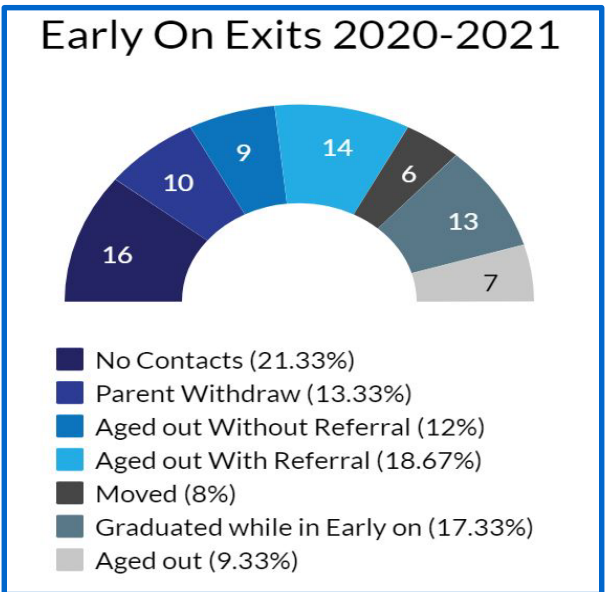
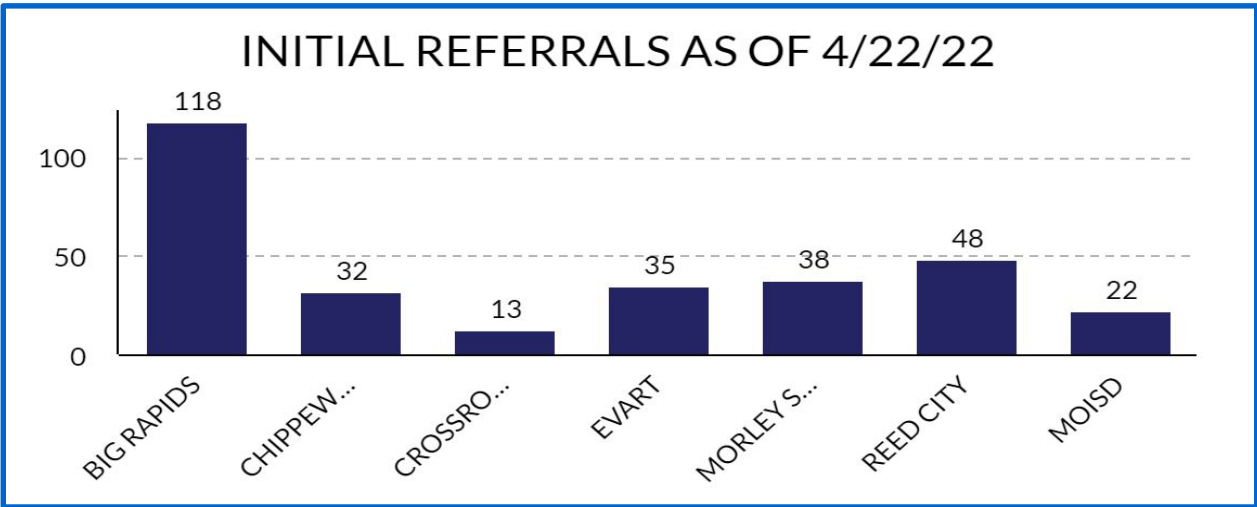
■ Strongly Disagree (2%) ■ Disagree (10%)
■ Neutral (12%) ■ Agree (42%)
■ Strongly Agree (34%)

Special Education

To support the growth of departmental culture, the MOISD supervisors provided opportunities for staff to engage with one another on a more personal level, increase positive reinforcement and feedback through personal notes, phone calls, and texts, and increase purposeful moments to listen to stakeholders and provide support.

DEPARTMENTAL PRIORITY #4 DECREASING THE PERCENTAGE STUDENTS WITH IEPS AND INITIAL REFERRALS *Supports growth on Departmental Questions 1 & 4*

Prior to the COVID-19 pandemic, initial referrals for special education were rising in our ISD, and the impact of the pandemic has not slowed rates of referral. It is a goal of the special education department to support local districts in their prereferral work through MOP Co-Op shared special education supervisors and the involvement of special education itinerant staff on teacher assistance/ staffing meetings. Moving into the future, the MOISD special education department would like to continue to support local districts as they works to review their tiered intervention processes in light of special education referral.



Our Early On (0-3 year-old services) numbers continue to rise as we continue to see the impact of the pandemic of our students. Impacts are seen with students in classrooms, but also with our youngest students receiving services in their homes. As we know early intervention and the work that our Early On service providers are providing to our babies and toddlers has an impact upon student success and need in the future. A data point that we continue to track is Early On student exits and whether students exit with an IEP (needing continued services) or exit for another reason including "graduation".

Special Education

DEPARTMENTAL PRIORITY #5 IMPROVED GENERAL SUPERVISION AND MONITORING SYSTEM *Supports growth on Departmental questions 3, 4, & 6*

The MOISD continues to be classified as *Needs Assistance* by the Michigan Department of Education office of Special Education Services. This remains consistent with previous years since the determinations process began. The MOISD has been found to have fairly strong data in the area of compliance but continues to fall short in the area of results for students with disabilities (consisting of graduation rate, dropout rate, and performance on state testing).

DETERMINATIONS DATA

YEAR	RESULTS	COMPLIANCE	DETERMINATIONS
2019	40%	88.9%	NEEDS ASSISTANCE
2020	30%	77.8%	NEEDS ASSISTANCE
2021	30%	94.4%	NEEDS ASSISTANCE

In order to support districts in improving results for students with disabilities, the MOISD monitoring team did a deep dive into current IEP practices using 10% pulls and an IEP rubric. The IEP is where a student's team lays out a plan for how a student will continue to make progress on their goals and in the curriculum, therefore a well written and well calculated plan is essential in assuring positive results for students.

IEP Best Practices Rubric Summary - Fall 21 MOISD AGG

District	General Information				PLAAFP					Goals				Supplemental Aids/Services		Programs/Services			Ass. Notice		Overall			Transition			Total Points	Points Possible	Percentage				
	Timelines	Invitation	Participants	Eligibility	Parent Input	Need Areas	Strengths	Needs	Adverse Impact	Behavior	ESY	Goal/Barrier	PLAAFP/Goal	Measurable	STO User Interface	Time	Connections	Connected to Disability	Time	Connected to Needs	Statewide Assessment	Notice	Narrative Quality	Uploads	FAPE Timeline	Progress Reports				Pre/Interests	Goal	Activities	Connect to IEP Goal
BR	1.46	1.37	1.54	1.91	1.46	1.15	0.31	0.63	0.71	1.57	0	0.8	0.63	0.31	0.14	0.97	0.83	1.17	0.74	0.71	1.77	0.17	0.97	1.71	1.74	0.6	1.13	1.63	1.25	1.25	30.63	60	51.0
CCA	1.4	1	1.6	1.5	1.4	1.4	1	1.2	1.2	1.8	0	1	0.8	0.4	0.8	1.8	1.4	1.6	0.8	0.8	2	0.4	1	1.4	1.2	0.2	2	2	2	2	37.1	60	61.8
CHSD	1.33	1.03	1.25	1.9	1.2	1.55	1.33	1.28	1.25	1.75	0.05	1.48	1.13	0.75	1.2	1.53	1.52	2	1.65	1.85	2	0.28	1.35	1.55	1.85	0.55	1.3	1.7	1.1	0.7	39.41	60	65.6
EPS	1.5	0.95	1.73	1.68	1.36	1.5	1.18	1.18	1.27	1.73	0.05	1.41	1.23	1.18	1.45	1.05	1.23	2	1.82	1.77	2	0.5	1.41	1.77	1.95	1.27	1	2	1.67	0.67	41.51	60	69.1
MSPS	1.42	0.63	1.33	2	1.33	0.67	0.17	0.63	0.63	1.5	0.4	0.79	0.63	0.21	0.46	0.25	0.17	1.17	0.63	0.58	1.46	0.04	1	0.42	1	1.67	1.4	1	1	0.6	25.19	60	41.9
RCAPS	1.46	1	1.08	1.96	1.62	0.96	0.23	0.77	0.77	1.73	0.12	1.08	0.54	0.38	0.31	0.19	0.12	1.54	0.92	0.96	1.65	0.42	1.08	1.08	1.54	0.81	1	2	0.83	1.17	29.32	60	48.8
MOISD	1.67	1	1.6	1.6	1.53	1.6	1.2	1.13	1.6	1.6	0.2	1.4	1.07	0.87	1.2	2	1.87	2	1.87	1.87	2	0.47	1.4	1.67	1.87	1.33	2	2	2	1.67	45.29	60	75.4
Average Score Per Indicator	1.46	1.00	1.45	1.79	1.41	1.26	0.77	0.97	1.06	1.67	0.12	1.14	0.86	0.59	0.79	1.11	1.02	1.64	1.20	1.22	1.84	0.33	1.17	1.37	1.59	0.92	1.40	1.76	1.41	1.15			
Total Points Earned and Points Possible: 248.45 420																																	
Percentage of IEP Rubric Points Earned: 59.1																																	
avg 1.4 1 0.8 1.1 1.4 1.8 0.3 1.3 1.4																																	

Our team has created a plan to support district practices through on-site monitoring using a 3-year cohort model and both universal and targeted training and support. Starting with Morley-Stanwood Schools in the 2020-2021 school year.

Technology

Technology Team Standards

The technology department has a customer satisfaction rating of 100%, an outstanding achievement in any industry. This shows the commitment to the **“Student-Focused”** team effort. It is also indicative of the team’s commitment to a **“People First”** approach that invites the students, staff, and the community to give us feedback. It is shown in the empathy with which the support is performed.

Technology Team Customer Satisfaction Rating:

2021-2022 100%

- Excellent 91.4 %
- Good 8.6 %

2020-2021 98.0%

- Excellent 93.0%
- Good 5.0 %

2019-2020 98.0%

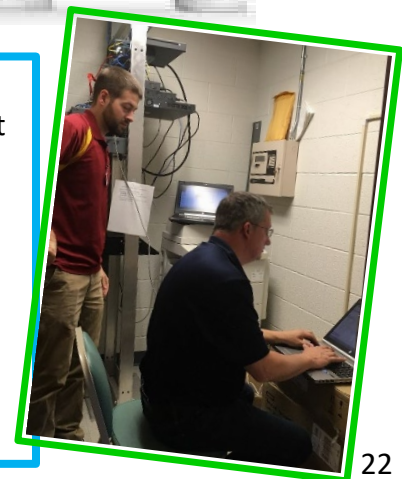
- Excellent 87.0%
- Good 11.0%



Shared Services With Local Districts



Collaborative partnerships formed with local districts saves all schools money and helps to meet the core values of the MOISD. It further demonstrates that **“Everyone Together”** creates a TEAM atmosphere. No entity stands alone and, as the acronym spells out Together - Everyone - Achieves - More. This approach demonstrates that **“Local Success is Our Success”** creates a positive partnership and the commitment to collaborate with all partners.

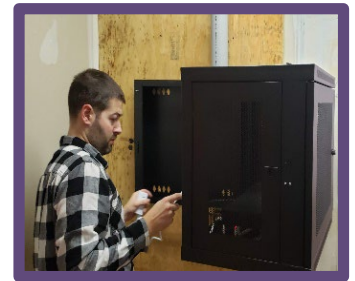
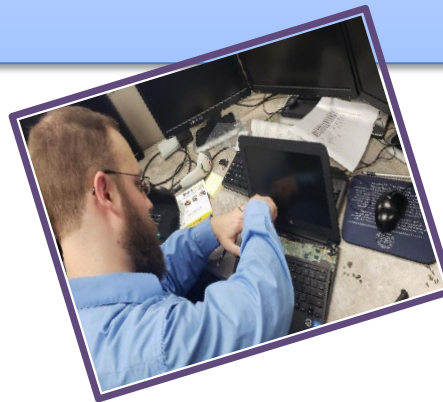


Technology

The MOISD Technology Department's impact can be seen through high-quality services that assist in learning. Commitment to planning, acquiring, deploying, and supporting the appropriate technology that positively affects student learning through good research is the goal of the team.

The support and assistance with technology services provided by the MOP Co-Op at the MOISD encompasses four of the six local school districts. The MOISD is also an anchor institution for the libraries to connect to the MISEN.

The team continues to provide outstanding customer focused support that surpasses the metrics of the K-12 organizations and others in the educational sector.



Three of the technology team members have Michigan School Business Officials (MSBO) technology training and certification. Staff were also provided with opportunities to get industry-standard certifications that lead to increases in roles and responsibilities. This helps with workforce development and fosters the creation of a pathway towards growth within the organization, rather than leaving to pursue those growth opportunities.

Project Moonshot Morley Stanwood Community Schools & MOISD



The MOISD Technology department, in partnership with Morley Stanwood Community schools, was a recipient of a prestigious award. The award was the 2022 Distinguished Partnership Award for Community-Engaged Services. This work identified the relationship between having a good internet connection at home and a technology device and the larger effect size that this has on a student's success and an indicator of them continuing to higher education.

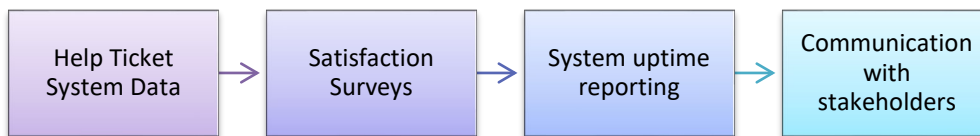
Technology

Working With Other Departments and Organizations

The technology team has touchpoints with all six school districts, including six public schools and three private schools, and all departments within the MOISD.



Measuring Success



Over the last year, the team has improved and automated the help ticket systems in an effort to gain efficiency in supporting the users. Improvements have been made in the Identity Management Systems. In the last year, the support of users has increased by 140% and 200% over the previous two years.

Ticket system for measuring success

The team averaged 171 tickets a week in the 2021-2022 school year.

2021-2022 Tickets for the year: **8908**

Average Response Time: **25 Hrs. 40 Min**

Average time to completion: **56 Hrs. 58 Min**

2020-2021 Tickets for the year: **6327**

Average Response Time: **22 Hrs. 40 Min**

Average time to completion: **49 Hrs. 13 Min**

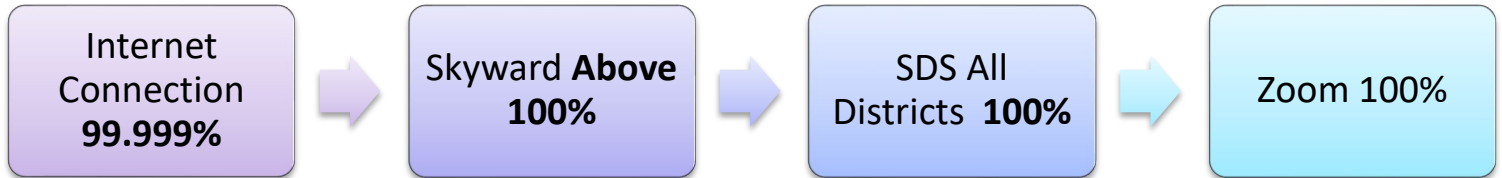
2019-2020 Tickets for the year: **4376**

Average Response Time: **27 Hrs. 31 Min**

Average time to completion: **78 Hrs. 57 Min**

Technology

SERVICE UPTIME GOALS



Leading and Paying it Forward



Reed City Public schools hired Chad Marshall full-time from our MOP Co-Op team at the beginning of the school year. Chad was a level one tech at the MOISD and was hired in 2016. Chad has continued to grow and took on a leadership role this year as coach for the Reed City Public Schools robotics team. The team won fourth place in the world robotics competition. It is exciting to watch Chad's career growth and example of how to exemplify the **"Everyone Together"** and **"Student-Focused"** goals and activities. This is also an example of **"Local Success is our Success"**.