



# Mecosta-Osceola ISD Annual Reports

- 2023 / 2024 -



231-796-3543

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

# Dear Educational Partner



The MOISD Annual Report is designed to provide a summary of the 2023-2024 school year as well as provide detailed information regarding performance areas related to established goals. The Annual Report also intends to demonstrate how the MOISD operationalizes and strives to embrace its Mission/Vision/Core Values. From both an initial launch and long-term priority, building momentum, growing in efficacy, and communicating results have been priorities.

While there was intentionality in presenting information consistently, departmental priorities and focus areas are individualized. Departmental leadership was responsible for gathering and organizing their respective information, and it is likely that the personalities and values of each department will become evident throughout the document.

Though the Annual Report is not a comprehensive summary of the work and efforts of the MOISD, it is reflective of the district's priorities for the 2023-2024 school year.

Sincerely,

*Marie Wilkerson, Board President*  
[mwilkerson@moisd.org](mailto:mwilkerson@moisd.org)

*Steve Locke, Superintendent*  
[slocke@moisd.org](mailto:slocke@moisd.org)



# Our MOISD Board of Education



**Marie Wilkerson**

President



**Mike Wyman**

Vice President



**Larry Sredersas**

Treasurer



**Wayne Stickler**

Secretary



**Mark Sochocki**

Trustee



**Randy Ostrander**

Trustee



**Heidi Speese**

Trustee

# 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.



# Administration



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

**MOISD ADMINISTRATION**  
**Steve Locke**  
Superintendent

**CAREER CENTER**  
**Gretchen Spedowske**  
Assistant Superintendent of CTE  
Services

Caleb Martz – Principal

**Administrative Services**  
**Sheryl Presler**  
Assistant Superintendent of  
Administrative Services

**Josie Hill**  
Business Manager

**Instructional Services**  
**Amanda Kimball**  
Assistant Superintendent of  
Instructional Services

Jaime Knape-MTSS

**SPECIAL EDUCATION**  
**Jodi LaFeldt**  
Assistant Superintendent of  
Special Education Services

Pat Craven – Supervisor  
Jenny Knopf-Supervisor  
Ayla Lockhart -Supervisor  
Andrea Strickler- Supervisor

**TECHNOLOGY**  
**Fred Sharpsteen**  
Assistant Superintendent of  
Technology Services

**TRANSPORTATION**  
**Karlene Rader**  
Director



# Our Member Districts



## **BIG RAPIDS PUBLIC SCHOOLS**

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

Superintendent -Tim Haist

Board of Education

President – Pete Kent

Vice President – Jeff Godfrey

Treasurer – Shavon Jane

Secretary – Jeremy Mishler

Trustee – Dave Murray

Trustee –Michelle Rasmussen

Trustee –Trustee – Christopher Vennix

## **CHIPPEWA HILLS SCHOOL DISTRICT**

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

Superintendent – **Bob Grover**

Board of Education

President - Anthony Gibson

Vice President – Guy Stricker

Treasurer – Amanda Cornell

Secretary –Meagan Randall

Trustee–Sherry Anderson

Trustee – Brenda Donley

Trustee – Lionel MacKenzie

## **CROSSROADS CHARTER ACADEMY**

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

Superintendent – Diane Grondin

Board of Education

President - Dominic Pace

Vice President – Suzanne Finney

Treasurer – Andrew Peterson

Secretary – Angela Buys

Member –

## **EVART PUBLIC SCHOOLS**

<https://evartps.org/>

Superintendent – Shirley Howard

Board of Education

President - Alan Bengry

Vice President – Todd Bruggema

Treasurer – Eric Schmidt

Secretary – Karen Plyman

Trustee– Mark Moody

Trustee – Gerald Nichols

Trustee – Kelly Whitman

## **Morley Stanwood Community Schools**

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

Superintendent – Roger Cole

Board of Education

President - Emily Bongard

Vice President – Greg Babbitt

Treasurer – Mary Engelsman

Secretary – Dennis G. Smith

Trustee– Michelle Frisbie

Trustee – Randall LaPreze

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 – Nathaniel Vanderhoof

Secretary – Nicole Quinn

Trustee– Heidi Decker-Thomas

Trustee – Sherry Franklin

Trustee – Spenser Mund

# Administrative Services

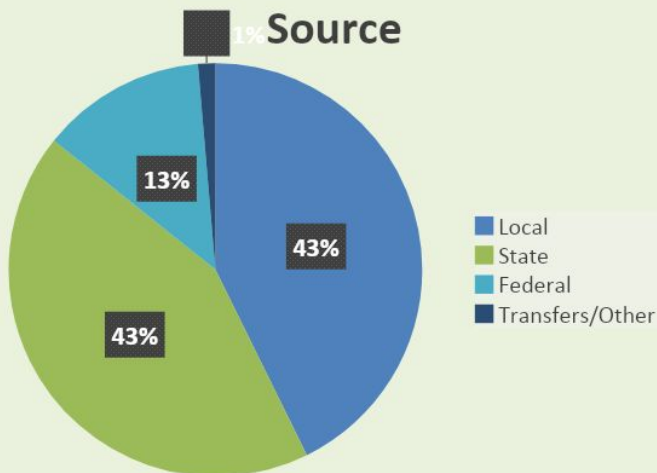
The Administrative Services Department provides leadership in the following areas:

- Financial Statements
- Treasury Management
- Business Strategies
- Budgeting
- Payroll
- Personnel Benefits
- Accounts Payable
- Accounts Receivable
- Federal and State Reporting
- Grant Monitoring
- Business Manager Meetings

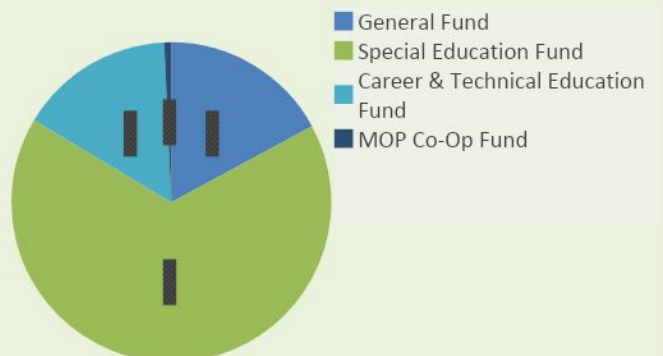


The largest revenue source for the school district is local property taxes, which benefit the students in our service area, which includes all or part of seven counties: Clare, Isabella, Lake, Mecosta, Montcalm, Newaygo, and Osceola. In 2023, the MOISD levied the following millages: 0.2463 general fund operating millage, 3.2984 special education millage, and 1.4785 vocational education millage.

### 2022-2023 Revenue By Source



### 2022-2023 Expenditures Per Fund



# Administrative Services



The MOISD financial statements resulted in low variances from budgeted expenditures to actual expenditures. Accurate budgeting is essential for current organizational and programmatic decisions as well as the long-term outlook for the school district

An annual financial audit is performed by a Certified Public Accountant (CPA) firm to ensure school district funds are handled appropriately. In 2022-2023, the CPA firm provided an “unmodified” opinion of the MOISD audit, which is the highest rating for compliance with accounting standards.

## Distribution to Local Districts 2022-2023 Total \$2,065,938



## DEPARTMENTAL PRIORITY/GOAL

Ensure new and existing employees are shown value in a positive and supportive manner.

The following is a list of some of the new #BeWell wellness activities that took place in 2023-2024.

Adopt-A-Highway

Community Service Projects

Weekly Yoga

Family Outings to Ferris Athletic Events

Information Session on Retirement/Pension Planning

Loan Relief and Tuition Assistance Programs

Run-Walk-Bike Club



# Career and Technical Education

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



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### MOCC CAREER TECHNICAL EDUCATION PROGRAMS:

- AgriScience and Natural Resources
- Allied Health
  - Certified Nurse Aide (CNA)
  - Emergency Medical Technician (EMT)
- Automotive Technology
- Construction
- Cosmetology
- Culinary Arts
- Cybersecurity & Information Technology
- Diesel Technology
- Educator Academy
- Graphic Communications
- Manufacturing Technology
- Public Safety and Corrections Academy
- Welding & Fabrication



### MECEOLA TECH OFFERS PROGRAMS IN THE FOLLOWING PATHWAYS:

- Health Sciences (Certified Nurse Aide)
- Phlebotomy – Mid Michigan
- Health Sciences (Emergency Medical Technician - EMT)
- Welding
- Manufacturing
- **Want more information?**  
<https://www.moisd.org/schools/career-center>



# Career and Technical Education

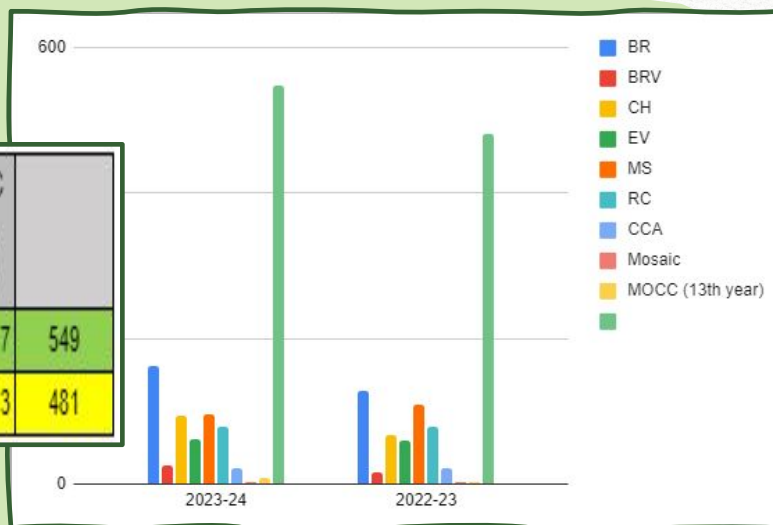


## DEPARTMENTAL PRIORITY/GOAL #1: ENROLLMENT and GRANTS

Is the Mecosta-Osceola Career Center programming relevant and aligned to support students' educational/career goals and the educational programming of the local districts?

### Enrollment by Local Districts

Enrollment by year/district	BR	BRV	CH	EV	MS	RC	CCA	Mosaic	MOCC (13th year)	
2023-24	162	25	94	62	96	78	22	3	7	549
2022-23	127	16	66	59	109	78	21	2	3	481



14%

Enrollment at the MOCC increased 14% from 2022-23 to 2023-24.

*Did You Know?*

In 2023-24, Mecosta and Osceola had **1072** 11th and 12th grade students.

**1072**

### Increase Grant Opportunities



- 61i Educator grant, Agriscience hoop house, \$48,000
- Early Middle College Planning grant, \$39,000
- Leprino grant - Greenhouse equipment, \$10,000
- Mecosta and Osceola Community Foundation grants for summer camps, \$7,000
- Nuts and Bolts - Welding camp, \$4000
- Applied
  - TC Energy
  - Michigan Department of Agriculture Rural Development (MDARD), \$100,000

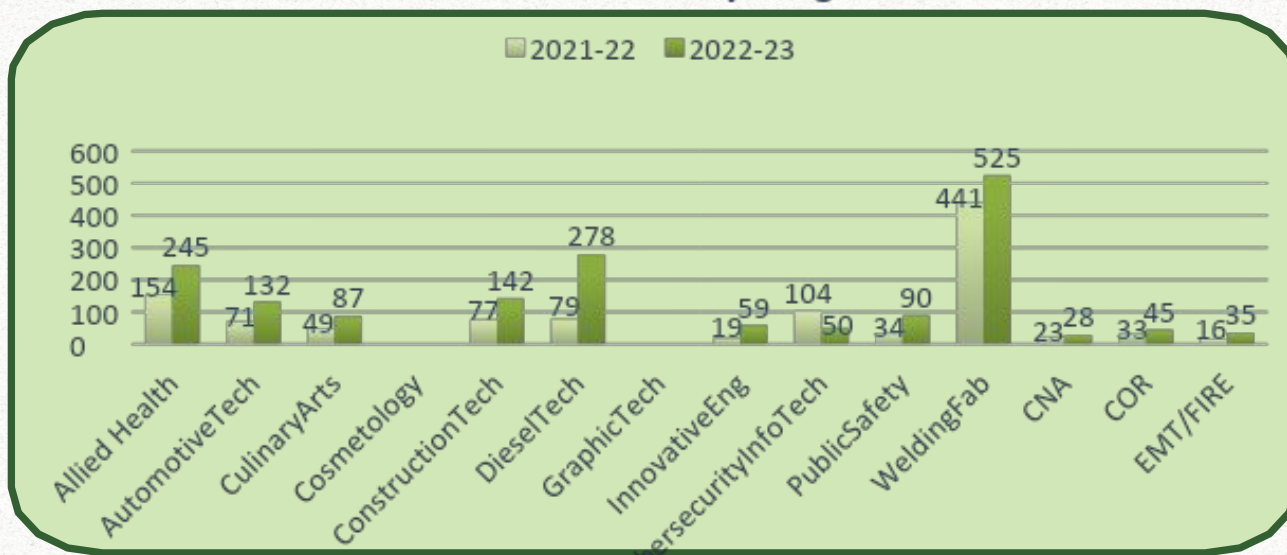
# Career and Technical Education

## DEPARTMENTAL PRIORITY/GOAL #3

What percentage of MOCC students earn an industry-recognized credential in their program?

MOCC programs offer state-approved certifications and supplemental credentials, which are recommended by business and industry.

### Total Credentials by Program



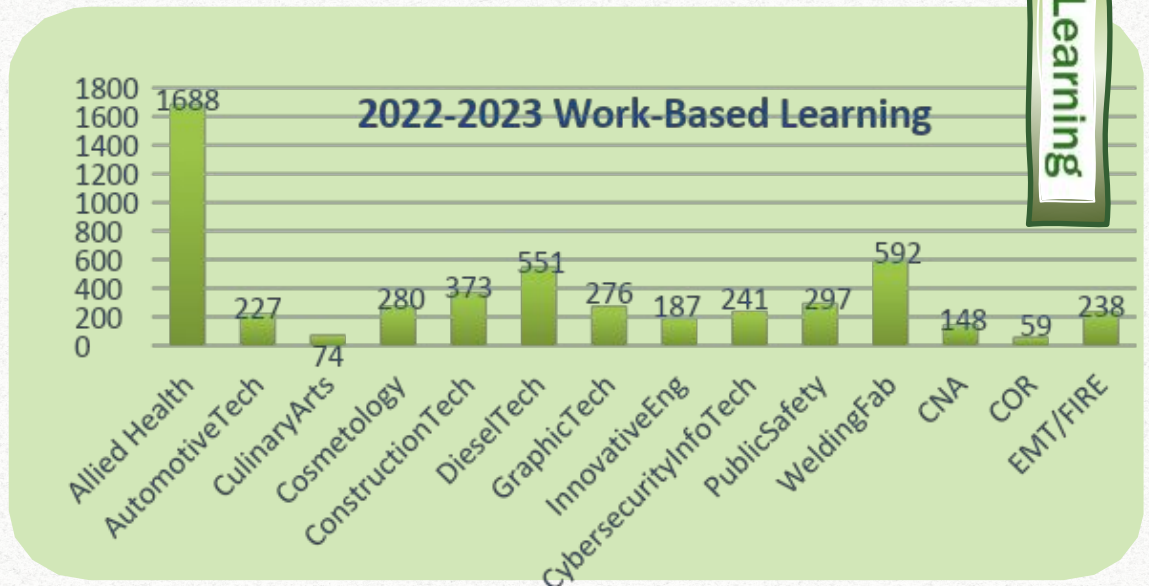
**24.02%**  
in  
2022-2023



MOCC students earned a total of **1716** industry-recognized certifications during the 2022-23 school year.



MOCC had **5231** total WBL Experience by Program in 2022-2023.



# Career and Technical Education



## DEPARTMENTAL PRIORITY/GOAL #7

Are we valued educational partners with our local districts? Do our processes ensure effective collaboration with the local districts (grading, attendance, communication, etc.)

Student Advancement Factor	Weight	CIP Codes Reporting by Segments	CIP Codes Reporting by Competencies
Less than a Participant	.5	Less than 4 Segments	Less than 1 PCC
Participant	1	4-7 Segments	1 PCC
Concentrator	5	8-11 Segments	2 PCCs
More than a Concentrator	10	12 Segments -OR- 8 Segments plus earned an OCTE-approved credential reported by the June enrollment report submission deadline	3 or More PCCs -OR- 2 PCCs plus earned an OCTE-approved credential reported by the June enrollment report submission deadline

176 Former students received the survey.

45% are working in a field related to their CTE Program.

93.2% responded to the survey.

67.1% are employed .

51% are continuing their education.

17% are studying in a field related to their CTE program.

## Early Middle College Programs

- An early middle college (EMC) is a Michigan Department of Education approved five-year program of that provides students with opportunities to earn post-secondary outcomes while enrolled in high school.

## Early Middle College Enrollment

- In 2021 school year, MOCC enrolled 10 students in the Early Middle College program. In 2022-23 school year, enrollment increased to 25 students!

There are **15,076** students enrolled in a Michigan Early Middle College program.

*Did You Know?*

Michigan students in Early Middle College programs have earned **173,282 credits.**

# Instructional Services

<https://www.moisd.org/departments/instructional-services>

Instructional Services programs and services are designed to improve student achievement, classroom instruction, and district collaboration. The Great Start Readiness Program, in collaboration with families, provides preschool instruction to our local preschool students. The Great Start Collaborative assists in building, maintaining, and enhancing the Early Childhood system in Mecosta and Osceola Counties.



## Did You Know?

The MOISD operates ten GSRP programs for our local districts. In 2023-24, **180** children attended these programs.

The Instructional Services Department established two departmental questions that when answered with data collected annually, can help us to measure the effectiveness of our department, areas we have improved, and areas that we can focus on in the coming year for continued improvement. **Those questions are:**

1

• Is the Instructional Services Department aligned with the needs and requests of the local districts?

2

• Is the multi-tiered system of support (MTSS) framework and implementation support offered to local districts improving the quality of core instruction for all students and meeting intended outcomes?

## Did You Know?

Math, Science, and Instructional coaching were provided to 15 classrooms across the MOISD and to support staff in Morley-Stanwood, supporting nearly 775 students.

**775**

### Multi-Tiered System of Support (MTSS)

Coaching was provided to 53 staff members in Big Rapids spread across six buildings and 15 staff members in Reed City spread across 3 buildings.



Guided one district through the creation of a collaboration system where six building-level teams created district-wide expectations (with student input), discipline referral, and parent .

# Instructional Services

## NEW TEACHER TRAINING SERIES

33 new teachers attended the eight-part New Teacher Learning Series sessions delivered by the coaching team monthly.

24 new teachers signed up for coaching from the instructional services team.

Instructional coaches logged over 100 hours with New Teachers, supporting in classrooms through the New Teacher Learning Series!

## Quotes From Participants

- “Great experience. Can’t wait for next year!”
- “The program was amazing and so helpful and gave us the opportunity to ask questions and collaborate with others.”
- “Interacting with other teachers is by far the most useful. The stories of success, failure, and struggle were probably the most beneficial.”
- “While taking a 3-hour session after school is exhausting, I wouldn’t want to miss a session. It was valuable.”

*Did You Know?*

100

MOISD Behavior Coach provided trauma-informed de-escalation training for over 100 educators, transportation staff, and support staff through Crisis Prevention Institute’s (CPI) customizable Nonviolent Crisis Intervention Training.



# Instructional Services

## DEPARTMENTAL PRIORITY/GOAL

Are GSRP students kindergarten-ready as defined by the COR? Does professional development support student growth in Early Literacy and Early Math, as demonstrated through the end-of-year COR data?

The benchmark score for Kindergarten readiness, as defined by the Child Observation Record (COR), is 4.0. Our teachers look at each child's development throughout the school year to ease the transition to kindergarten and help each child grow. Knowing each child's level of developmental progression is fundamental to the teacher's ability to support the transition to school readiness.

### Percent of Children Defined as School Ready

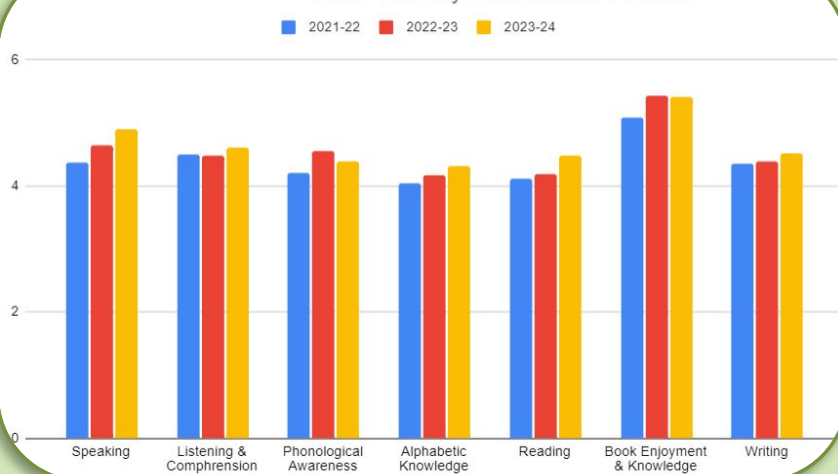
2021-2022: 88%

2022-2023: 89.8%

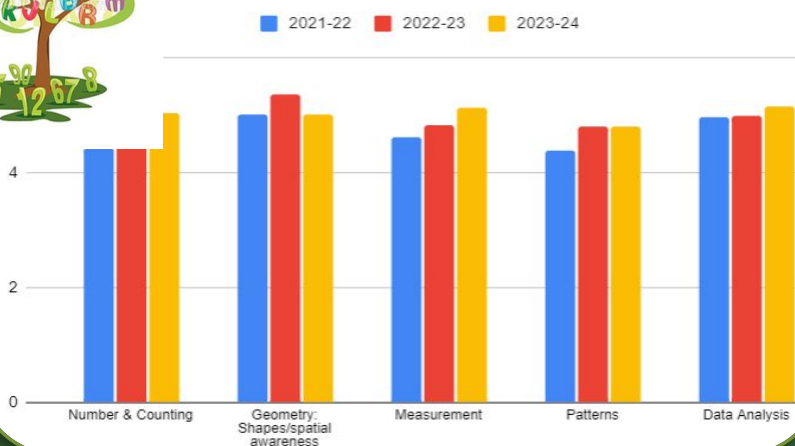
2023-2024: 93.8%



GSRP Literacy Outcomes in Period 3



GSRP Math Outcomes in Period 3



GSRP teachers utilize the Child Observation Record (COR) ongoing assessment to determine student levels of growth. Teaching teams received ongoing professional development throughout the year centered around phonological awareness and early literacy skills.



### Did You Know?

Beginning in the 2016-2017 through the 2023-2024 school year, the MOISD has instructed **over 1,200 preschool children!**



Our goal is to continue to build capacity with GSRP teaching teams. The early childhood focus will be on helping teachers foster nurturing relationships and ask higher-order thinking questions with an emphasis on instructional support.

# Special Education Department

<https://www.moisd.org/departments/special-education/>



## P R O G R A M S

- Mecosta Osceola Education Center:
  - Elementary Moderately Cognitive Impaired (MoCI)
  - Intermediate Moderately Cognitive Impaired (MoCI)
  - High School Moderately Cognitive Impaired (MoCI)
  - Elementary Severe Emotional Impairment (SEI)
  - Elementary Resource Room (2)
  - Secondary Resource Room
  - Elementary Severe Cognitive Impaired (SCI)
  - Secondary Severe Cognitive Impaired (SCI)
  - Adult Transition Classroom
- Downtown Adult Transition Center
- Early Childhood Special Education (ECSEP)
- Satellite Resource Room- Riverview Elementary
- Satellite Resource Room- GT Norman Elementary
- Satellite Emotionally Impaired Classroom- Reed City Middle School
- Pineview Homes

## SERVICES

- Early On
- MiPSE Support Specialists
- Occupational Therapists
- Physical Therapists
- Pupil Accounting Support
- School Psychologist
- School Social Workers
- Speech and Language Pathologists
- Teacher Consultants



In Michigan, it is mandatory to provide a Free Appropriate Public Education to students from birth through age 26 who are found eligible for 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 assistance to educators. Prior to the passage of 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 Mecosta and Osceola counties.

## Did You Know?

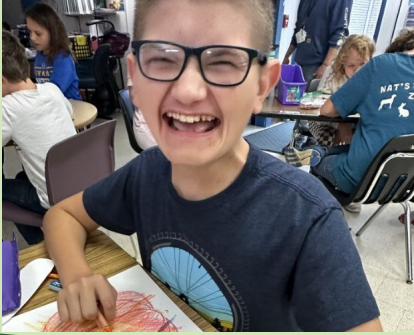
Total Students Eligible for Special Education - 1283 (16.33% of all students)

**16.33 percent**

Related Service	# of Students	% of SE Students Receiving Service
Occupational Therapy	129	10%
Orientation and Mobility	8	>1%
Physical Therapy	57	4%
School Social Work	393	31%
Special Transportation	197	15%
Speech	758	59%
Deaf and Hard of Hearing Teacher Consultant	19	1%
Teacher Consultant for Visual Impairment	23	18%



# Special Education Department



The special education department has identified six key questions that serve as benchmarks for measuring our department's effectiveness. By collecting data annually to answer these questions, we gain valuable insights into our performance, areas for improvement, and opportunities for further enhancement. These questions guide us in maximizing our resources to better support students with disabilities and ultimately improve outcomes.

1

• Does the MOISD Special Education Department have a continuous improvement system that identifies and supports improvement in identified areas of need?

2

• Does the MOISD Special Education Department allocate resources and technical assistance to facilitate improved performance?

3

• Does MOISD Special Education Department ensure that appropriate supplementary aids and services, along with specially designed instruction, are in place to promote the least restrictive environment?

4

• Does the MOISD Special Education Department staff and administration collaborate well with one another and with local districts to produce positive outcomes for students?

5

• Does data analysis lead to planning, implementing, and evaluating improvements within the Special Education Department?

6

• Does the MOISD Special Education Department foster positive partnerships and relationships with local districts, among staff, families, and the community??

Reviewing data from the previous year and analyzing our current needs, the MOISD Special Education Department chose four departmental priorities to target throughout the 2023-2024 school year. The five departmental priorities included:

High Quality IEP Development

MIPSE  
Implementation

Discipline

Child Find

Below is a review of the 2023-2024 school year initiatives to support improvements in these areas, including the department questions and priorities that align with each initiative.

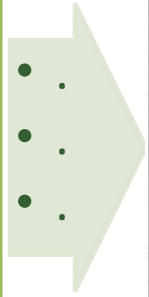
## DEPARTMENTAL PRIORITY/GOAL

**Does the MOISD Special Education Department have a continuous improvement system that identifies and supports improvement in identified areas of need?**

The General Supervision Monitoring Team engaged in a self-assessment of our existing continuous improvement system for special education. The self-assessment tool is intended to assist ISD teams, in collaboration with the Michigan Department of Education Office of Special Education (MDE OSE), to assess the development and implementation of a system of General Supervision that supports the improvement of educational results and functional outcomes for students with IEPs, as well as meeting the requirements of the Individuals with Disabilities Education Act.

# Special Education Department

The ISD has chosen four areas, embedded within our continuous improvement plan for the 2024-2025 school year based on this self-assessment data. It is important to note that activities within the self-assessment are reflective of an exemplary General Supervision System:



Spring of 2024 Self-Assessment Data		MOISD % Implementation
<u>ISD's Focus on the State Performance Plan Indicators</u> -Are we communicating with our districts about this data? -Do our districts understand their role related to this data? -Does the ISD allocate resources to support growth? -Do we regularly analyze this data to prioritize our focus areas?		60%
<u>Data on Results and Processes</u> -Do we regularly review data with our member districts and ISD? -Is data submitted in a timely manner? -Are we supporting our member districts with their data quality?		50%
<u>Integrated Monitoring Activities</u> -The ISD implements monitoring activities designated by the Michigan Department of Education Office of Special Education. -Monitoring results trigger corrective action, technical assistance and/or improvement strategies to ensure timely correction.		50%
<u>Policies, Procedures, and Effective Implementation of Evidence-Based Practices</u> -The ISD has procedures aligned with the Michigan Administrative Rules for Special Education -The ISD provides training, technical assistance, and support to Member Districts when <u>developing</u> and implementing improvement or corrective actions. -The ISD actively supports the implementation of evidence-based practices.		60%

Each year, ISDs receive a rating based on the Michigan Department of Education's Accountability Matrix. This score is based on results indicators and compliance indicators based on the State's performance plan indicators driven by the Individuals with Disabilities Education Act.

- Results Data: English Language Arts and Math proficiency on the M-Step, percentage of students with IEPs who graduate, percent of students who have dropped out
  - Compliance Data: Suspension/expulsion data, timely initial IEPs, timely transitions from Early On to preschool, over/under-representation of students with IEPs in specific eligibility categories
- MOISD was in the "Needs Assistance" category and dropped to "Needs Intervention" during the 2021-2022 school year. However, due to an increase in student results, we have moved back into "Needs Assistance." While student results and compliance are not where we would want them to be, we are seeing better results for our students with disabilities.

DETERMINATIONS DATA			
	Results	Compliance	Determination
2019	40	88.9	Needs Assistance
2020	30	77.8	Needs Assistance
2023	30	94.4	Needs Assistance
2022	25	77.8	Needs Intervention
2023	50	77.8	Needs Assistance

*Did You Know?*

You can scan our QR Code to join our Special Education Facebook page?



# Special Education Department

## DEPARTMENTAL PRIORITY/GOAL

**Does the MOISD Special Education Department allocate resources and technical assistance to facilitate improved performance?**

It was determined during the 2022-2023 school year that an improved special education database was needed for the purpose of supporting IEP development and accurate MSDS data submission to the State of Michigan. Beginning the summer of 2023, training began for MiPSE, our new special education system. While training team members in utilizing the new system, we also focused on quality IEP development at the same time, with a focus on establishing quality baseline to determine if students are making progress on their Individualized Education Plan (IEP) goals.

Our MOISD Supervisors focused on professional learning and coaching tied to our focus areas:

### TOPIC

MiPSE,  
High-Quality  
IEP  
Development,  
Discipline

Professional  
Learning/  
Technical  
Assistance

83 Hours  
Provided



The MOISD special education department ticket system/help desk provided quick responses to questions from the field and community. During the 23-24 school year, the ticket system received approximately 11,000 tickets. Of those 11,000 tickets, 95% were closed within 24 hours, and 31% were closed within just one hour.

**95%**

## DEPARTMENTAL PRIORITY/GOAL

**Does MOISD Special Education Department ensure that appropriate supplementary aids and services, along with specially designed instruction, are in place to promote the least restrictive environment?**

In addition to the extensive training that occurred during the 23-24 school year, the MOISD Least Restrictive Environment Coach walked alongside many IEP teams to support them in data collection, quality plan development, and student plan implementation.

Professional  
Learning &  
Coaching/Technical  
Assistance

Topic: Least  
Restrictive  
Environment

Coaching hours  
provided at the  
MOISD and within  
our local districts

**136** HRS

# Special Education Department



## DEPARTMENTAL PRIORITY/GOAL

Does the MOISD Special Education Department foster positive partnerships and relationships with local districts, among staff, families, and the community?

Regular and ongoing meetings with Head Start, GSRP and Early On to refine our Preschool Guidelines.

You Make a Difference Awards.

MOISD special education administration and local district special education coordinators met regularly as a community of practice. We spent over 30 hours connecting, listening, sharing, supporting, taking action, and developing plans and procedures to enhance our special education departments.



On April 17th, the Parent Advisory Committee recognized 39 individuals because they “Make a Difference.” Nominees included administrators, Instructional Services teachers, special education teachers, itinerant staff (e.g., speech pathologist, school psychologist), community members, and peers. Over 125 came to celebrate these amazing individuals.



MOISD special education administration and local district special education coordinators met regularly as a community of practice. We spent over 30 hours connecting, listening, sharing, supporting, taking action, and developing plans and procedures to enhance our special education departments.



## 243 Students Were Served!

Early On provides coaching to families to support our infants/toddlers from birth to age three! During the 2023-24 school year:

- **229** infants/toddlers were referred to Early On.
- **124** infants/toddlers were evaluated.

# Technology Department



## DEPARTMENTS AND SERVICES

- Financial Software
- Mop Co-Op
- Pupil Accounting
- Services Data Center Shared Services
- Student Information



## DEPARTMENTAL PRIORITY/GOALS

What data is used to measure the technology department's effectiveness?

How is departmental performance communicated to or perceived by users?

How do you evaluate the overall performance of the systems? (Data Center, Networks)

The MOISD Technology department team stands ready to support schools and student achievement. We also help impact our community through high-quality services that assist them with learning experiences. We are committed to planning, acquiring, deploying, and supporting appropriate technology for all local districts in an efficient, timely, and cost-effective manner.

One of the major areas of concentration of the MOISD technology team is having an outstanding customer and student focus that supports and surpasses the metrics of K-12 organizations and others in the educational sector.

## TECHNOLOGY TEAM CUSTOMER SATISFACTION

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.

2023-2024  
98.0%

2022-2023  
100%

2021-2022  
100%

2020-2021  
98.0%

2019-2020  
98.0%



Collaborative partnerships formed with local districts save all schools money and help meet their core values. They further demonstrate that "Everyone Together" creates a TEAM atmosphere. No entity stands alone. This approach demonstrates that "Local Success is Our Success" creates a positive partnership and the commitment to collaborate with all partners.

# Technology Department

## DEPARTMENTAL PRIORITY/GOAL

How is departmental performance communicated to or perceived by users?

How do you evaluate the overall performance of the systems? (*Data Center, Networks*)

Over the last year, the team has continued to improve and automate 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 over the previous years.

### Ticket system for measuring success

2023-2024 Tickets for the year: 11950

Average response time: 20 HRS. 33 Min

Average time to completion: 26 Hrs. 48 Min

2022-2023 Tickets for the year: 10382

Average response time: 25 HRS. 34 Min

Average time to completion: 50 Hrs. 44 Min

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

Are Technology services and support aligned to support student performance and maximize efficiencies for instructional staff?

Data Integrity and timely reporting

MIPSE

MSDS Reporting Pilot

MSDS and SIS (Data Quality and reporting

Michigan State Education Network (Internet Services) All 56 ISDs

MICIP

MIData Hubs

## Did You Know?

After a support ticket is completed, we receive perception data through a survey. This gives us quick feedback on the service experience.



## Service Uptime Goals

2022-2023

2023-2024

Internet Connection 99.999%

Internet Connection 100%

Skyward Above 100%

Skyward Above 100%

SDS All Districts 100%

SDS All Districts 100%

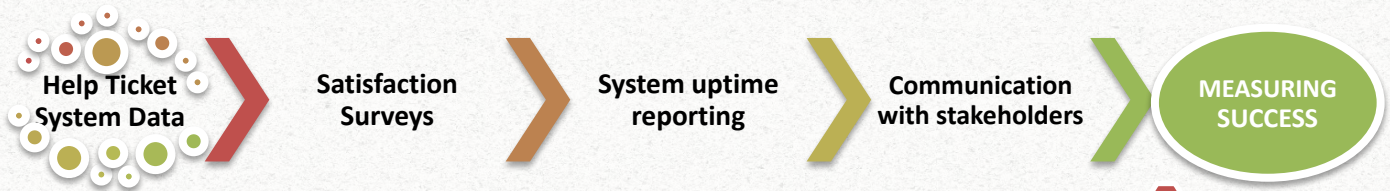
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# Technology Department

How does the Technology Department provide support and leadership to the local districts?

The MOISD helps provide leadership with cyber security. Cyber security is uncharted territory for us in government and education. The “bad actors” are continuing to evolve and change their attacks. The MOISD has been able to provide additional leadership by leading by example. We took on the challenge of measuring the security of the Active Directory system that is the basis of all our security. We run an assessment during the year to check and see if our baseline has improved or regressed. The vendor we worked with said the ISD has one of the highest scores they have seen in over 400 assessments.



The technology team continues to help move the MOISD and the LEAs forward with new, innovative technology. A high level of support is important to maximize moments of learning opportunity for the students of the MOISD and local school districts. The team is looking forward to helping all students be successful in the upcoming school year.

*Did You Know?*

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

