SPS Fall Benchmarking

A presentation to the School Committee
December 2022

Agenda

- Benchmark Assessments and Assessment Timelines
- Data Collection and Analysis Routines
- Noticings from the First Assessment Window
- Responses to the Data
- Next Steps

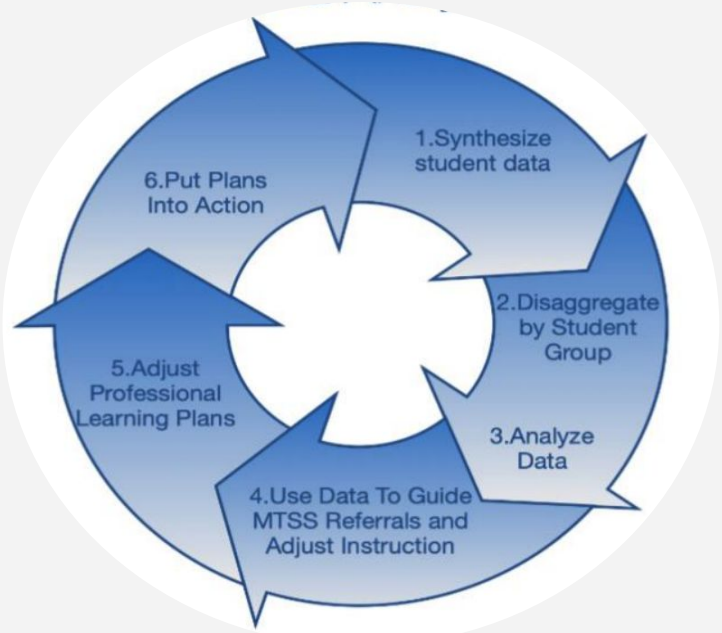
...the major purpose of assessment in schools should be to provide interpretive information to teachers and school leaders about their impact on students, so that these educators have the best information about what steps to take with instruction and how they need to change and adapt.

--John Hattie, *Education Week*, *vol 35, #10, October 28, 2015*

Sense of Belonging

Monitor Understanding

Strong Instruction



Monitor Understanding: Data Analysis Cycle

Acceleration Roadmap: Pathway to an Equitable Recovery

Wellness & Social-Emotional Learning

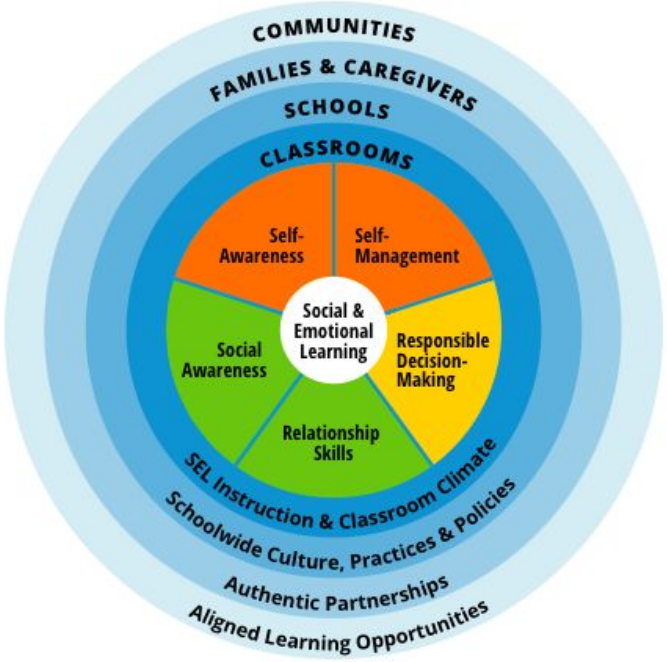
Whole School, Whole Community, Whole Child Framework

- Focuses on kids being healthy, safe, engaged, supported, and challenged in schools
- Schools are the primary institution responsible for childhood development, after the family
- Recognizes the symbiotic relationship between learning and well-being

Devereux Student Strengths Assessment (DESSA)

What it is and what it is not...

- Identify students' social-emotional strengths, underdeveloped skills, and progress monitors student learning
- Standardized, strength-based measure of 8 key social-emotional competencies derived from the CASEL model
- Norm-referenced behavior rating scale
- Universal screeners: Mini's contain 8 questions, Full DESSA contains 72 questions
- It is **NOT** a psychological or clinical assessment; it does not measure anxiety, depression, or other disorders



CASEL.org

Devereux Student Strengths Assessment (DESSA)

When are the benchmark assessments completed?

- Elementary teachers assess three times per school year
  - October, February, and May
- Middle school teachers assess two times per school year
  - November and May

Who is involved?

- All classroom teachers complete the SEL assessments.
- Educator teams use the data to plan instruction, to set learning goals, and to monitor progress.

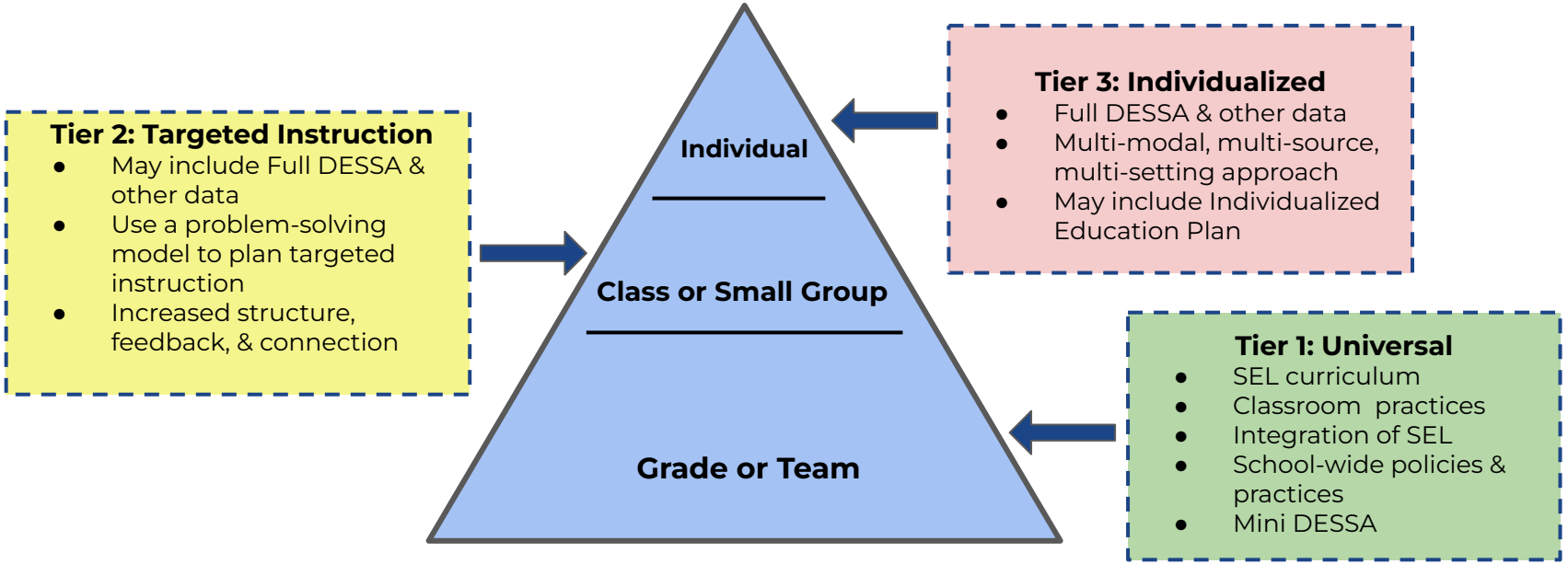
What is the process?

- Teachers assess social-emotional skills via observation
- Reflecting on the past 30 days and to rate the frequency in which the child demonstrates various social-emotional skills.

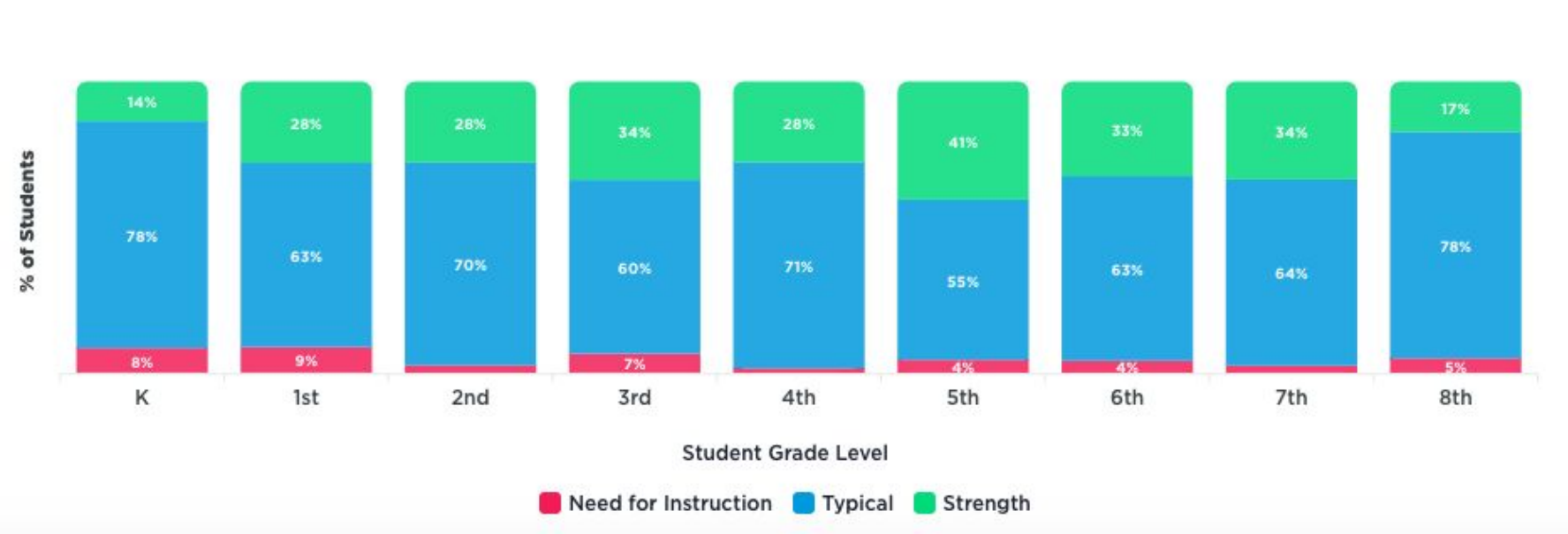
ruary	March	April	May	June
K-2 ny op				
ny ay es & **Learning** **ach Other** Classroom tegration ademics ature SEL es	-Harmony everyday practices & lessons -Calm Classroom -SEL Integration with academics -3 Signature SEL Practices	-Harmony everyday practices & **Unit 5: Supporting Our Community** -Calm Classroom -SEL Integration with academics -3 Signature SEL Practices	-Harmony everyday practices & lessons -Calm Classroom -SEL Integration with academics -3 Signature SEL Practices	-Harmony everyday practices -Calm Classroom -SEL Integration with academics -3 Signature SEL Practices
ny Goals ce and ations & r goals	Harmony Goals Reinforce and model expectations & behavior goals	Harmony Goals Reinforce and model expectations & behavior goals	Harmony Goals Reinforce and model expectations & behavior goals	Harmony Goals Reinforce and model expectations & behavior goals
al screen Mini-2 for students - 17 SSA, as ed	SEL Planning Meetings	Note: review B DESSA mini-3 questions 30 days prior to assessments	DESSA mini -3 for all K - 5 **May 22 - 26** Full DESSA, as indicated	SEL Reflection and EOY meetings
	SEL meetings for targeted supports SEL Planning doc			EOY Reflection Meeting

Using DESSA Data within a Multi-Tiered Systems of Support

Grade-level and middle school teams hold **SEL data meetings** at the end of each assessment cycle to identify strengths and areas in need of instruction, to monitor student progress, and to identify students who may need additional supports.



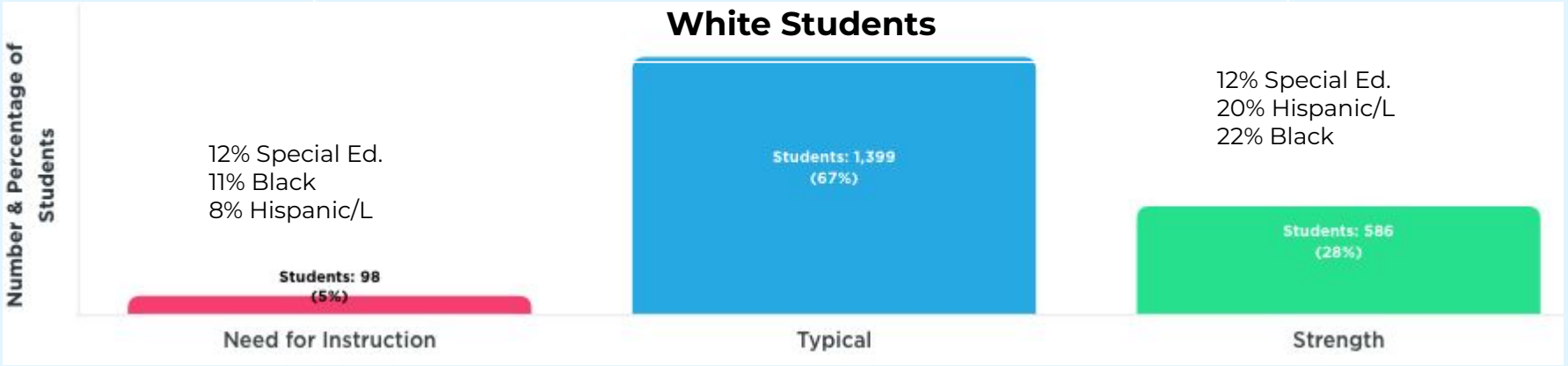
District DESSA Mini-1 Screen Results by Grade



Fall 2022 Distribution by Grade

- Kindergarten, first, and third grade have more students coded as Need for Instruction from the screener compared to the other grades

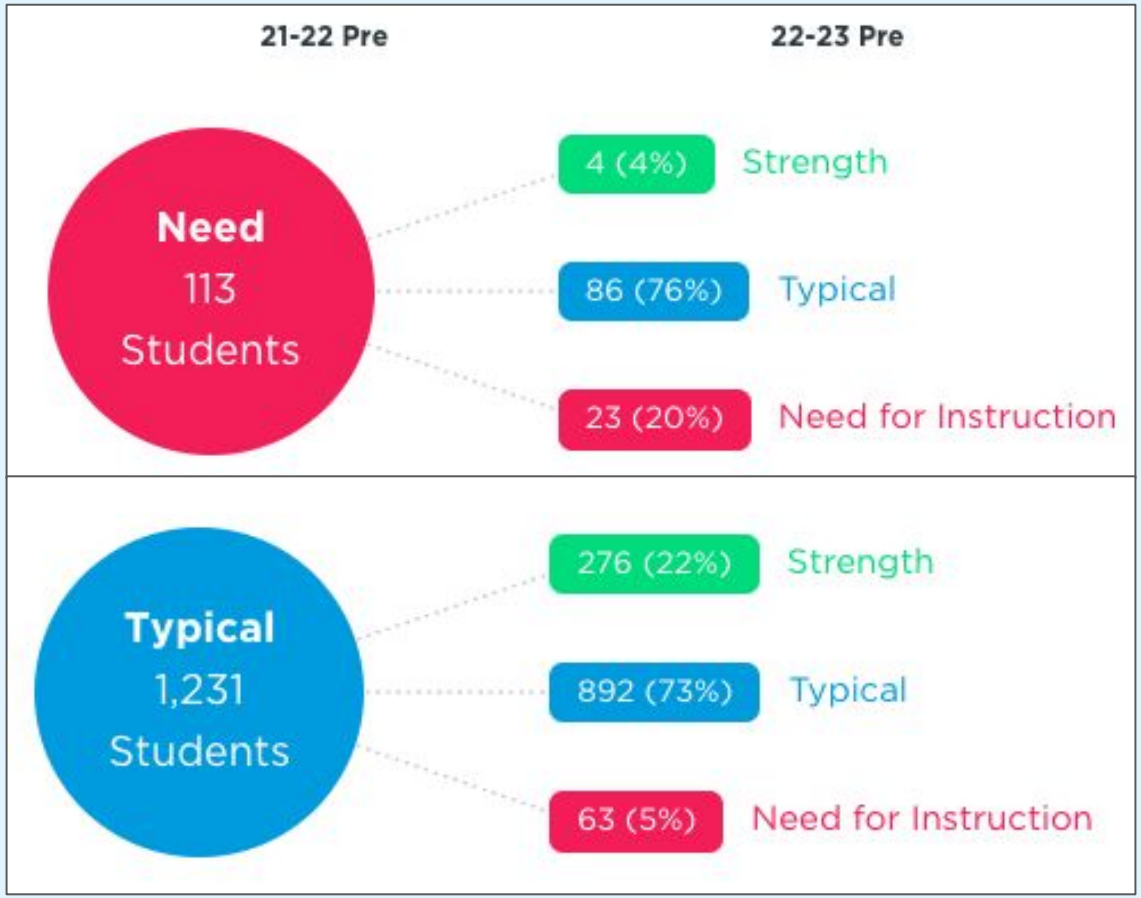
District DESSA Mini-1 Screen Results by Subgroups



Fall 2022 Distribution by Subgroups:

- 11% of Black students in grades K-8 were coded in the descriptive range as Need for Instruction. 22% of Black students were in the Strength range.
- 8% of Hispanic/Latinx students in grades K-8 were coded in the descriptive range as Need for Instruction. 20% of Hispanic/Latinx students were in the Strength range.
- 12% of students in grades K-8 receiving special education services were coded as Need for Instruction, and 12% were in the Strength range.

DESSA Mini-1 Screen - Summary of Cohort Growth



Full DESSA District Report Fall 2022

Aggregate Report Grades K-8

- S-E Composite score - 34% (n= 92) students coded in Need for Instruction shown in red
- S-E Composite score - 65% (n= 178) students coded in Typical shown in blue
- N = 270 students who had a Full social-emotional skills assessment completed

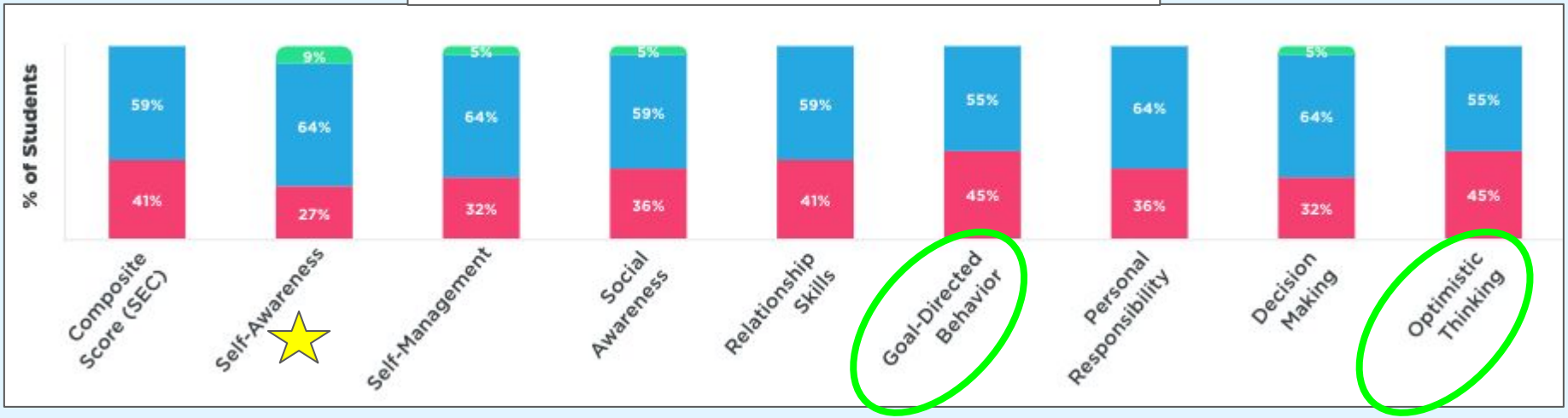
Full DESSA District Report by Race/Ethnicity

Black/African American Grades K-8

- S-E Composite score - 27% (n= 7) students coded in Need for Instruction shown in red
- S-E Composite score - 73% (n= 16) students coded in Typical shown in blue
- N = 23 students

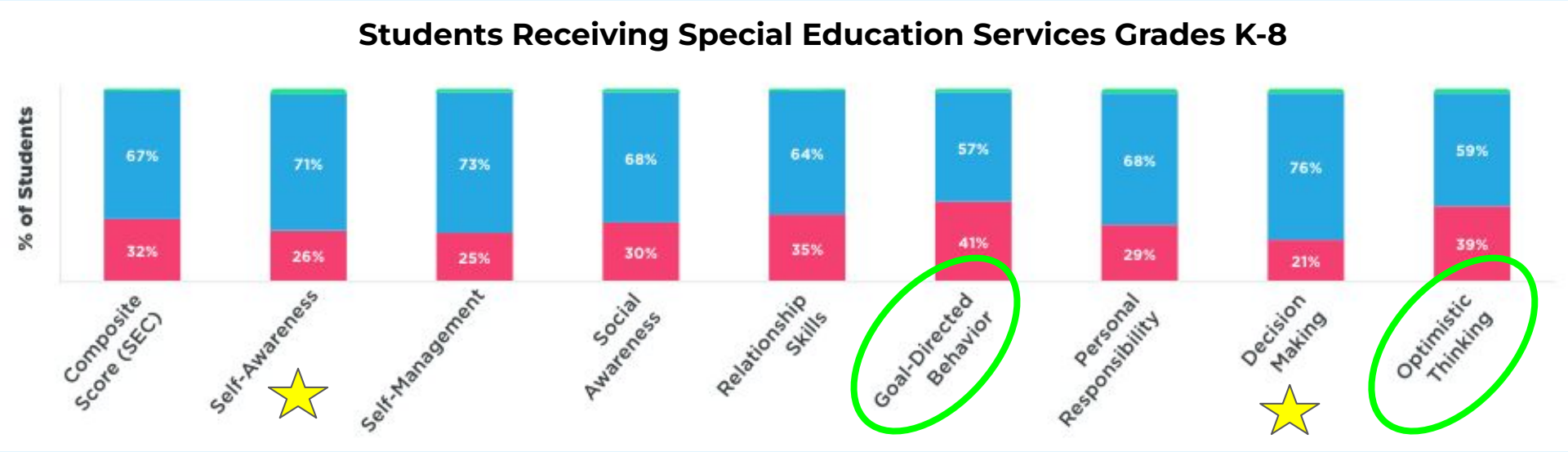
Full DESSA District Report by Race/Ethnicity

Hispanic/Latinx Students Grades K-8



- S-E Composite score - 41% (n= 9) students coded in Need for Instruction shown in red
- S-E Composite score - 59% (n= 13) students coded in Typical shown in blue
- N = 22 students

Full DESSA District Report by Special Education Services

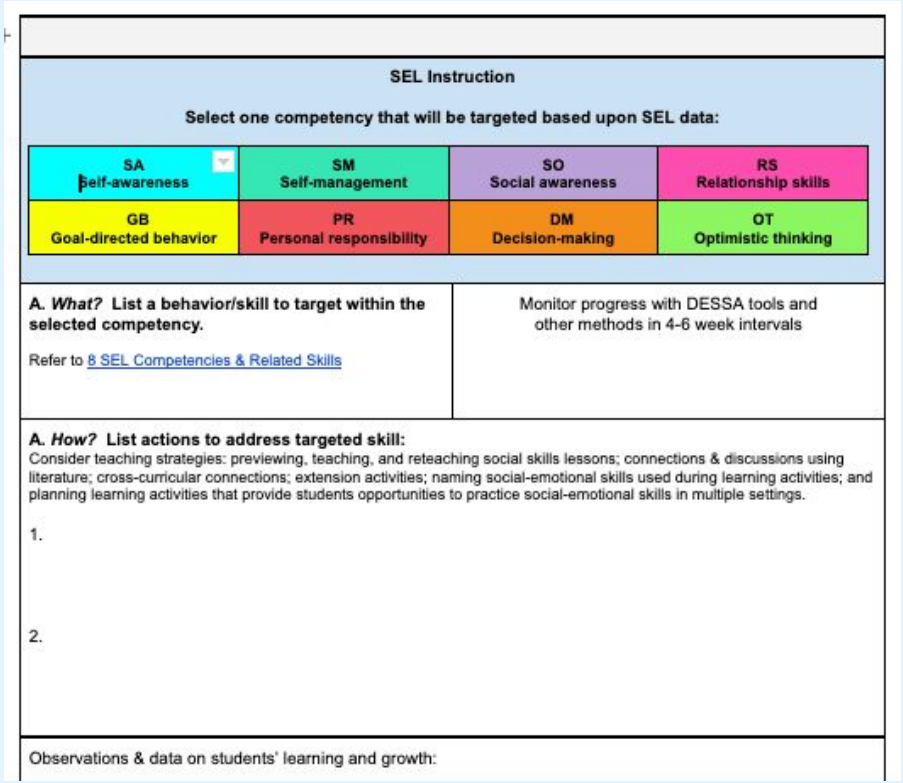


- S-E Composite score - 32% (n= 53) students coded in Need for Instruction shown in red
- S-E Composite score - 67% (n= 110) students coded in Typical shown in blue
- N = 163 students

Responding to Data: Student-Focused Planning

How are the results used to inform instruction, provide supports, adjust curriculum, and monitor progress?

- Data meetings following benchmarking cycles
- Review data to identify students' strengths and growth areas
- Educator teams develop plans for targeted instruction & supports
- Educators monitor student learning
- At year end, teams review data sets, and collaborate on effective instructional practices and routines



SEL Instruction

Select one competency that will be targeted based upon SEL data:

SA Self-awareness	SM Self-management	SO Social awareness	RS Relationship skills
GB Goal-directed behavior	PR Personal responsibility	DM Decision-making	OT Optimistic thinking

A. *What?* List a behavior/skill to target within the selected competency.

Refer to 8 SEL Competencies & Related Skills

Monitor progress with DESSA tools and other methods in 4-6 week intervals

A. *How?* List actions to address targeted skill:

Consider teaching strategies: previewing, teaching, and reteaching social skills lessons; connections & discussions using literature; cross-curricular connections; extension activities; naming social-emotional skills used during learning activities; and planning learning activities that provide students opportunities to practice social-emotional skills in multiple settings.

1.

2.

Observations & data on students' learning and growth:

MetroWest Adolescent Health Survey

November 2021

Survey Administration

Spring 2022

Key Findings Report

June 2022

Full Report Released

October 2022

Supplemental Reports Subgroups

MetroWest Adolescent Health Survey

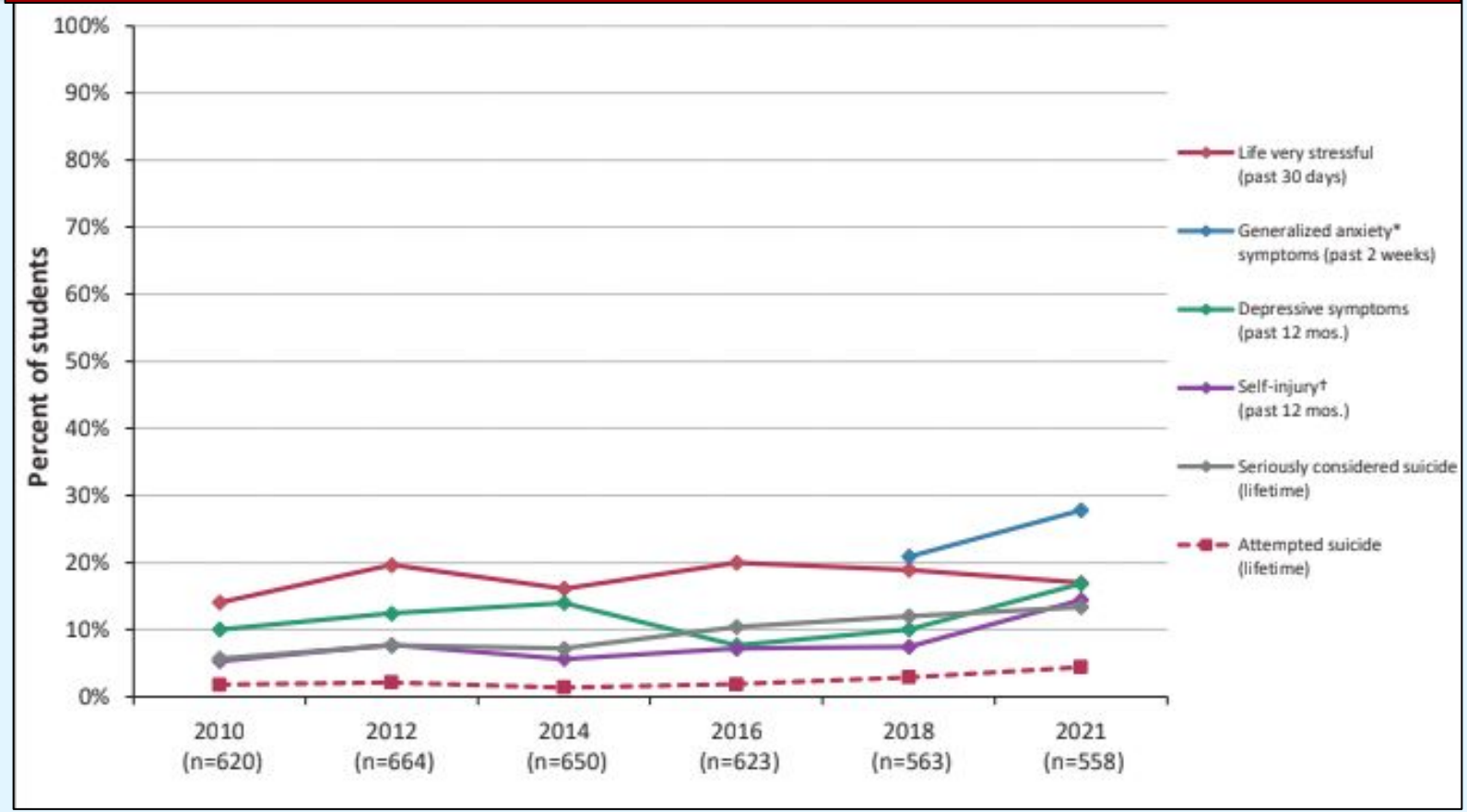
What it is …

- Regional youth health survey, administered during the fall of 2021, 39,396 middle & high school students from 25 communities
- Based upon CDC's Youth Risk Behavior Surveillance Survey (YRBSS)
- Grant-funded project by the MetroWest Health Foundation
- Curtis students completed survey online on November 10, 2021

  **COVID Implications: 2020/21 - Hybrid, 2021/22 - masking requirement, seating & small group restrictions*
- **Curtis n = 838, grades 6 - 8, representing 96% of student body**
- Anonymous and voluntary
- Over 120 questions on risk and protective factors

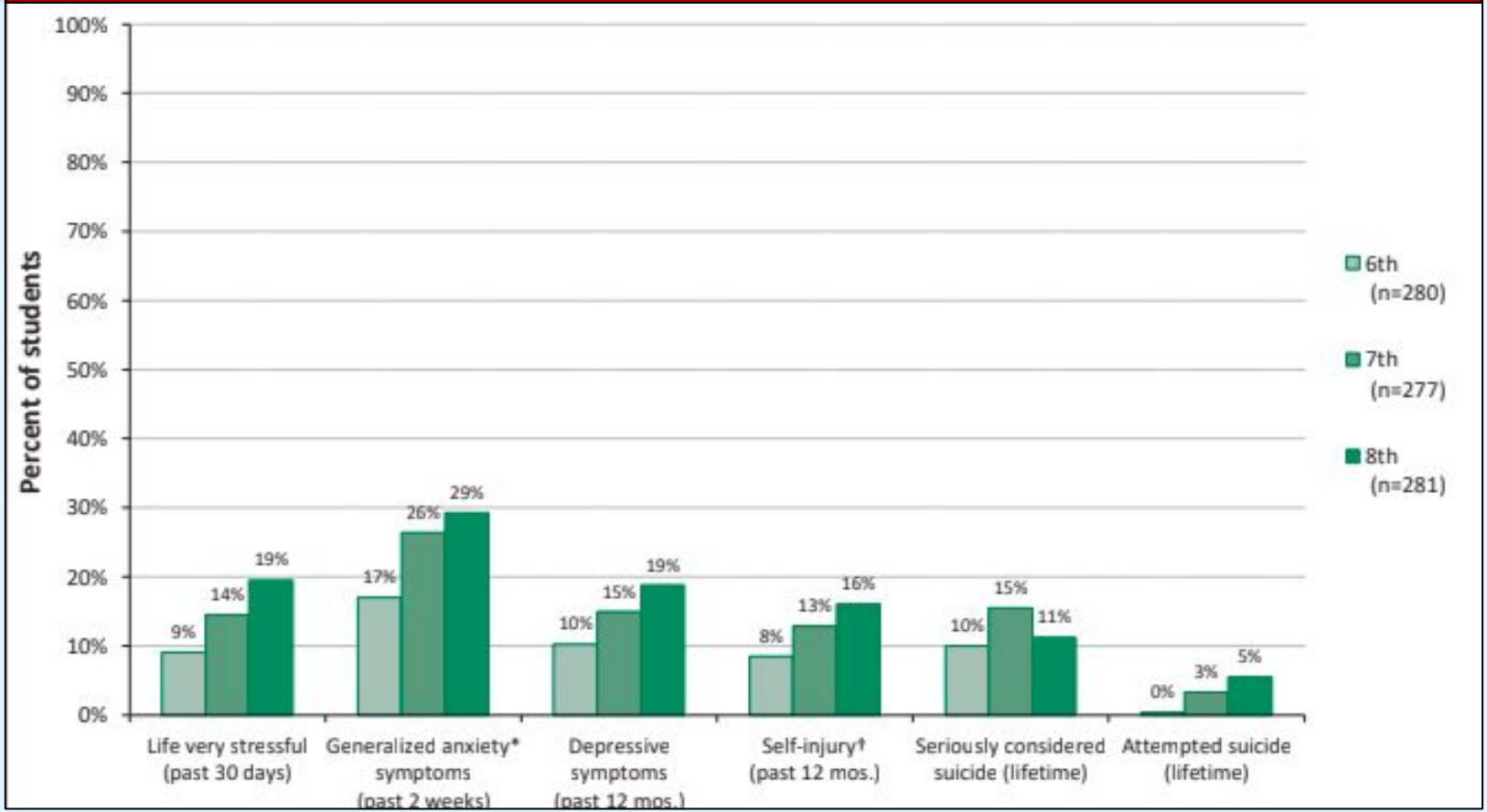
Mental Health & Suicidality Trends

Curtis 7th & 8th Grade Students - November 2021



Mental Health & Suicidality

Curtis Students by Grade - November 2021



Mental Health & Suicidality by Subgroups

November 2021

	Race/Ethnicity		Sexual Orientation Gender Identity LGBTQ+?		Learning Disability?		Physical Disability?		Always Live in U.S.?	
	Non-W n=342	**White** n=451	**Yes** n=184	**No** n=629	**Yes** n=84	**No** n=730	**Yes** n=54	**No** n=760	**Yes** n=761	**No** n=75
Life Very Stressful Past 30 days	15%	15%	**28%**	11%	**31%**	13%	**28%**	14%	14%	16%
Depressive Symptoms Past 12 months	**18%**	13%	**31%**	10%	**26%**	13%	**28%**	14%	14%	**27%**
Self-Injury Past 12 months	**16%**	11%	**30%**	8%	**23%**	11%	**33%**	11%	11%	**24%**
Considered Suicide In LIfetime	15%	11%	**29%**	8%	**20%**	11%	**25%**	11%	11%	**25%**
Attempted Suicide In Lifetime	**5%**	2%	**8%**	2%	**7%**	3%	**15%**	2%	2%	**11%**

* 2021: Demographics questions were added to the survey for these subgroups

Protective Factors by Subgroups

November 2021

	Race/Ethnicity		Sexual Orientation Gender Identity LGBTQ+?		Learning Disability?		Physical Disability?		Always Live in U.S.?	
	Non-W n=342	**White** n=451	**Yes** n=184	**No** n=629	**Yes** n=84	**No** n=730	**Yes** n=54	**No** n=760	**Yes** n=761	**No** n=75
I feel close to people at school	**68%**	74%	**53%**	76%	**63%**	72%	**59%**	72%	72%	**60%**
I feel like I am part of this school	**68%**	73%	**57%**	75%	**59%**	72%	**65%**	71%	72%	**61%**
I feel safe at school	81%	82%	**68%**	86%	**78%**	83%	**66%**	83%	82%	78%
Adult support at school	**76%**	83%	**72%**	82%	76%	80%	76%	80%	80%	82%
Adult support outside of school	**86%**	93%	**77%**	94%	**84%**	90%	**83%**	90%	91%	**82%**
Peer support	**54%**	61%	**53%**	59%	**53%**	59%	**34%**	60%	58%	**53%**

MetroWest Adolescent Health Survey: How are the results used?

- The data help us better understand adolescent health issues and is one of several measures used to identify community wellness priorities.
- Plan specialized programs for our students;
  - Education on vaping risks, digital citizenship, stress management & mindfulness
  - Universal screening for depression and suicide; collaborative process with Health educators and the school counselors who provide immediate follow-up and coordinated support
  - Universal screening for substance use conducted by the clinical team
- Plan professional learning opportunities and data shares with staff
- Inform decisions related to curriculum development
  - Wellness team revised the Health education scope & sequence to respond to high priority needs revealed in the data
- Demonstrate need for additional staffing;
  - Added 1 FTE Counselor in FY23; need for additional counseling staff
  - Added .8 FTE Wellness educator to create a structure that provides health education for all middle school students.

Our Learning and Next Steps

- Continue professional development and coaching to build educator capacity with new Harmony curriculum, SEL foundational practices, trauma-sensitive approaches, and in recognizing the signs of depression and suicidality in youth
- Continue professional learning on how to navigate the new Aperture platform and DESSA tools to help educators better understand our SEL data and enhance our ability to make data-driven instructional decisions
- Continue collaborative structure with grades K-2 and 3-5 SEL Steering Committees to build expertise in SEL and mindfulness instruction
- Continue universal screening of students on social-emotional skills, depression, suicide, and substance use. Explore use of anxiety screener in pilot model.
- Continue to collaborate with families and community partners to address youth health issues
- Continue to focus on enhancing protective factors in our learning community by
    - Developing and maintaining positive, caring relationships
    - Integrating routines that build community and check on student well-being
    - Expressing high expectations for all of our students
    - Implementing safe schools practices and policies that support the physical, social, and emotional well-being of our students, their families, and staff

Mathematics

SPS Mathematics Overview

Elementary Schools

Curriculum
Structures
Supports
Assessments
Interventions

Middle School

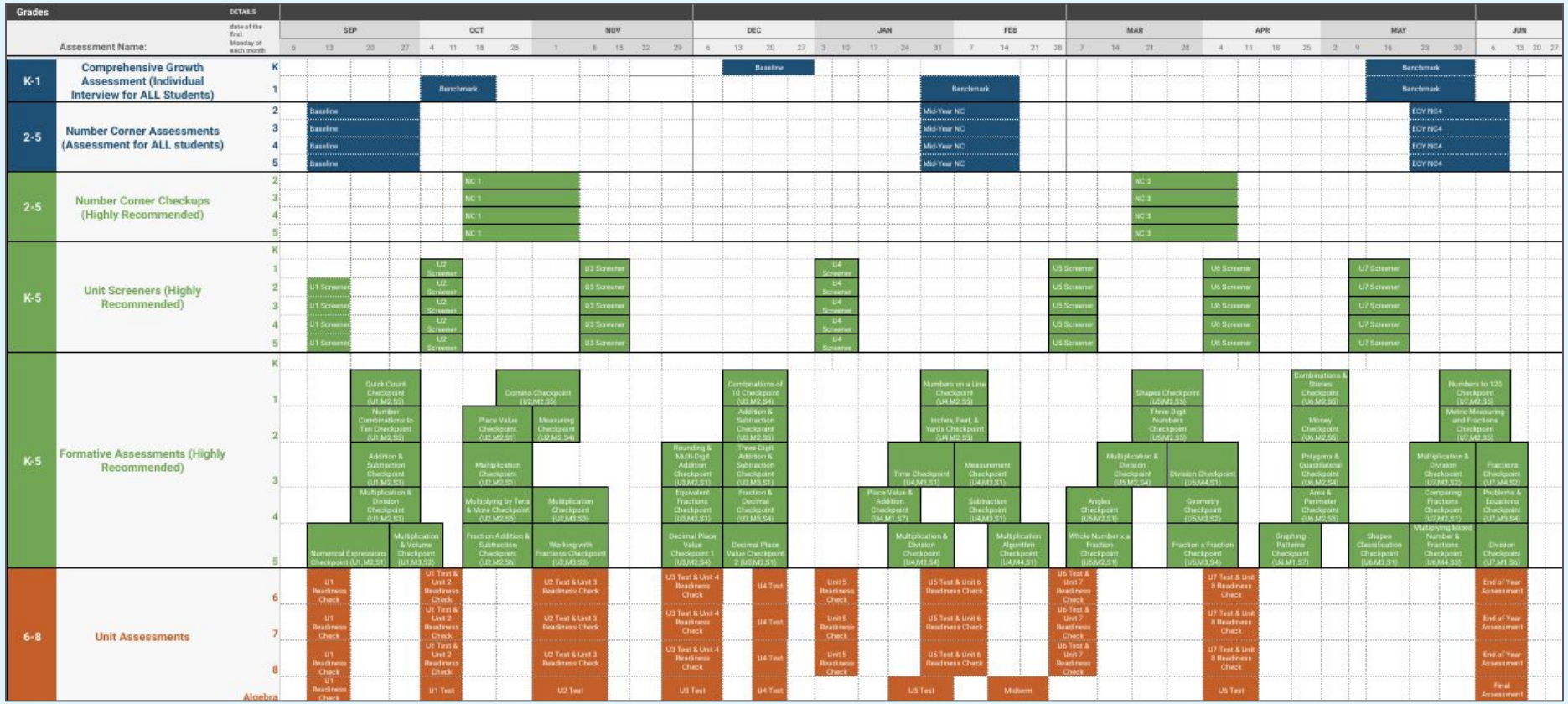
Curriculum
Structures
Supports
Assessments
Interventions

SPS Mathematics Overview

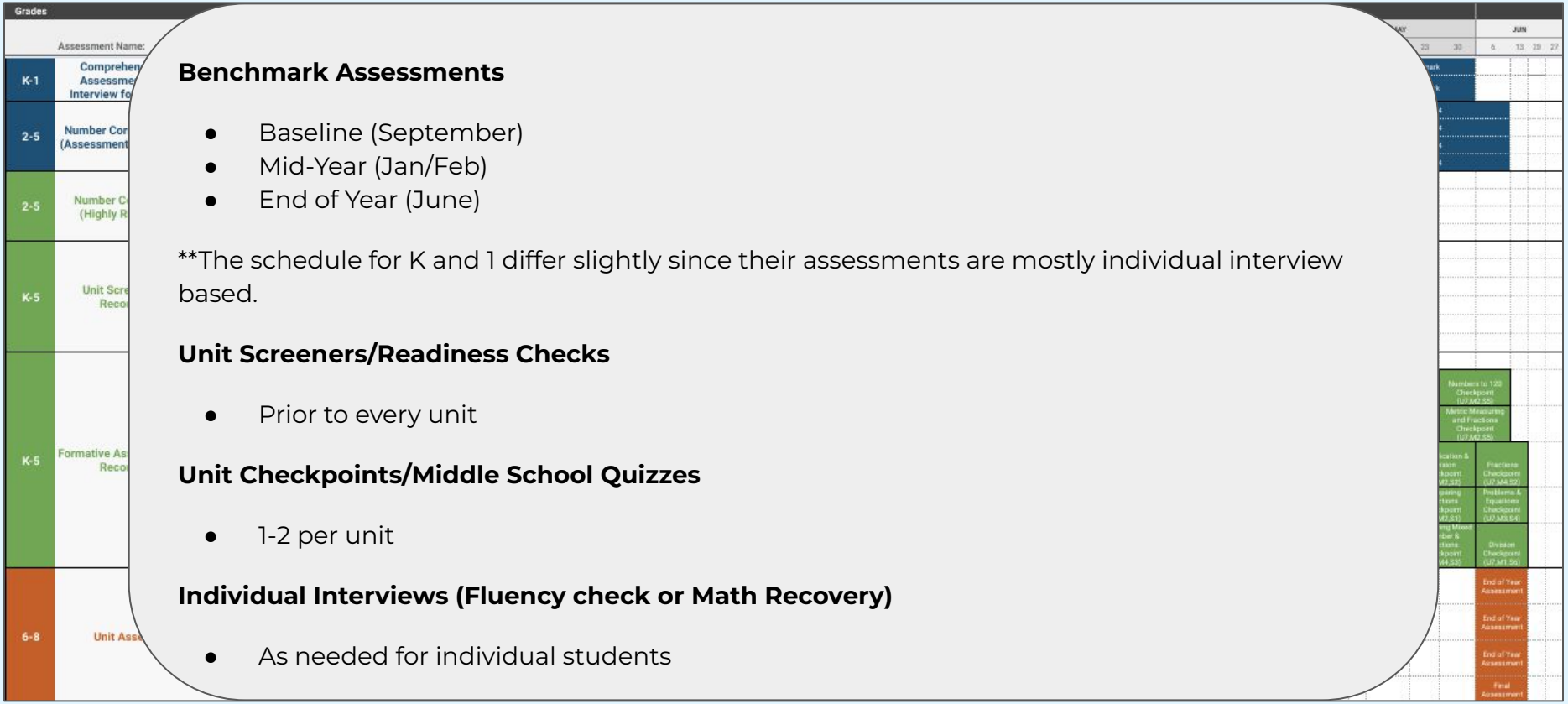
We are committed to creating a mathematical experience in which **all** students "have access to a high-quality mathematics curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential."

(NCTM's Principles to Actions: Access and Equity Principle, p.59)

Math Assessment Timeline



Math Assessment Timeline



Benchmark Assessments

- Baseline (September)
- Mid-Year (Jan/Feb)
- End of Year (June)

**The schedule for K and 1 differ slightly since their assessments are mostly individual interview based.

Unit Screeners/Readiness Checks

- Prior to every unit

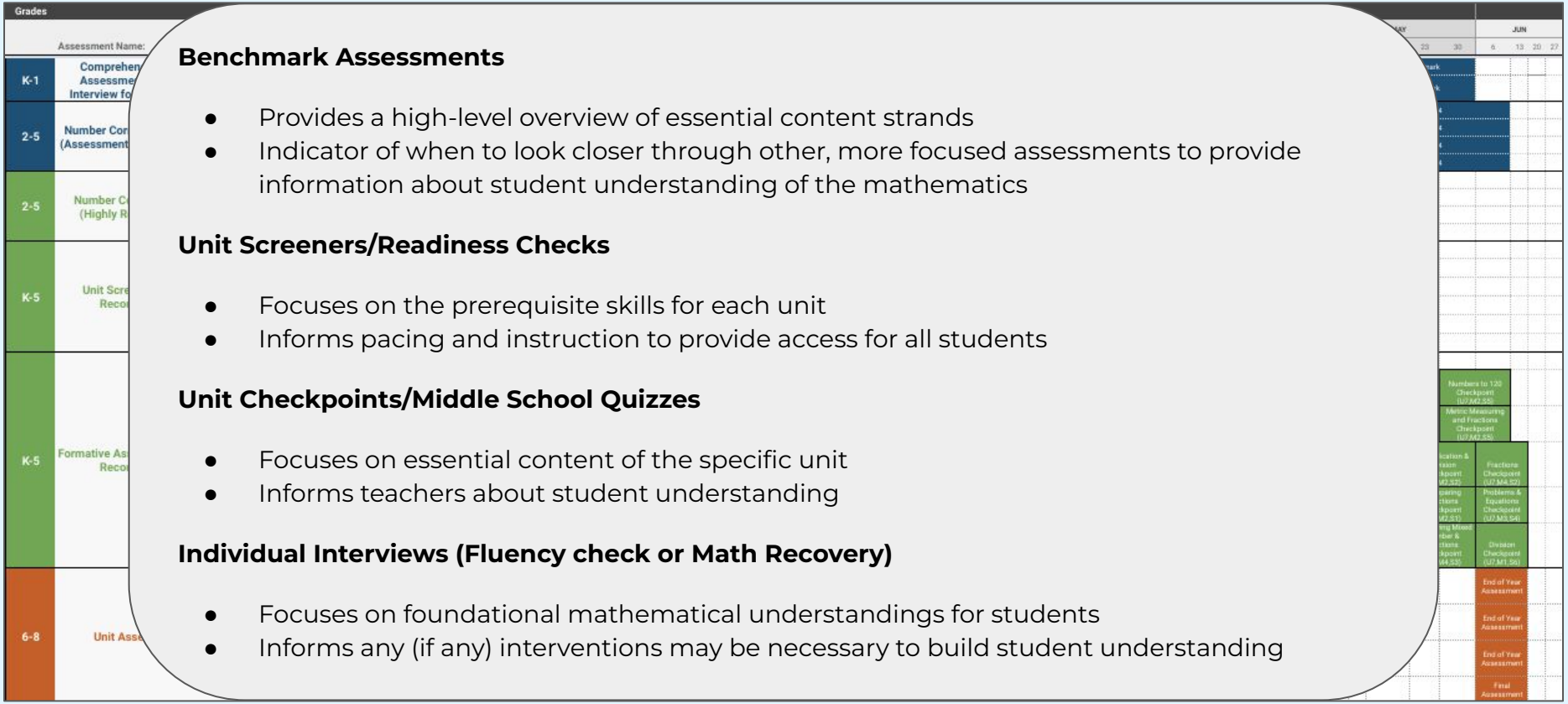
Unit Checkpoints/Middle School Quizzes

- 1-2 per unit

Individual Interviews (Fluency check or Math Recovery)

- As needed for individual students

Math Assessment Timeline



Benchmark Assessments

- Provides a high-level overview of essential content strands
- Indicator of when to look closer through other, more focused assessments to provide information about student understanding of the mathematics

Unit Screeners/Readiness Checks

- Focuses on the prerequisite skills for each unit
- Informs pacing and instruction to provide access for all students

Unit Checkpoints/Middle School Quizzes

- Focuses on essential content of the specific unit
- Informs teachers about student understanding

Individual Interviews (Fluency check or Math Recovery)

- Focuses on foundational mathematical understandings for students
- Informs any (if any) interventions may be necessary to build student understanding

Looking at the Data:

Benchmark Assessments

- Grade level data meetings, led by the building Math Coach

Unit Screeners/Readiness Checks

- Teacher teams or individual teachers
- Math Coaches provide planning assistance or coaching

Unit Checkpoints/Middle School Quizzes

- Teacher teams or individual teachers

Individual Interviews

- Math Coach administers the interview and shares the data to the classroom teacher and other support individuals

In Grades 6-8, math teachers review data individually, on grade level teams, and as a department. Math Coaches have administered individual interview for students upon request.

G5 Baseline Assessment 22-23

SCHOOL:	TEACHER:	DATE:

Baseline	Items												TOTAL
ITEM >	1	2	3	4	5	6 a–b	7	8	9 a–b	10	11	12	
DESCRIPTION >	Solves 14 multiplication facts through 10 × 10. *(ans: 48, 63, 24, 36, 45, 28, 24, 60, 54, 81, 42, 49, 72, 40.)*	Solves 8 division facts (not timed). *(ans: 9, 4, 9, 6, 7, 8, 7, 4,)*	Uses the standard algorithms to add and subtract multi-digit numbers. *(ans: 104,145; 146;)*	Uses an efficient strategy to solve a 3-digit by 1-digit multiplication combination and a 2-digit by 2-digit combination. *(ans: 4,122; 952. Work will vary.)*	Uses an efficient strategy to divide a 3-digit by a 1-digit number. Shows work. *(ans: 29. Work will vary.)*	Solves a division story problem with a remainder involving a situation that requires rounding up to the next whole number. Explains how the remainder was handled, and why. *(ans: 7 cars. Work will vary.)*	Uses the symbols <, >, and = to compare pairs of fractions that have different numerators and different denominators. *(ans: <, =, >, >.)*	Compares two fractions and explains why 5/8 is greater than 6/12. Includes a labeled sketch in explanation. *(ans: Disagree. Explanations and sketches will vary. See answer key.)*	Adds and subtracts mixed numbers with like denominators; multiplies a fraction by a whole number. *(ans: 9 3/6 or 8 9/6, 3 0/8 or 3 6/8)*	Solves a story problem that involves subtraction of mixed numbers with like denominators. Shows work and labels answer with correct units. *(ans: 2 2/3 inches. Work will vary.)*	Converts between tenths and hundredths; writes fractions with denominators 10 and 100 in decimal notation. Shows each value accurately on grid. *(ans: 60/100)*	Uses the symbols >, =, and < to compare pair of decimal numbers to hundredths. Shows each value on grid *(ans: <, >, >, =)*	SCORE / LEVEL OF PROFICIENCY
CCSS >	3.OA.7	3.OA.7	4.NBT.4	4.NBT.5	4.NBT.6	4.OA.3, 4.NBT.6	4.NF.2	4.NF.2	4.NF.3c	4.NF.3d	4.NF.5, 4.NF.6	4.NF.7	
POSSIBLE POINTS >	**4 pts** – 12–14 correct **3 pts** – 9–11 correct **2 pts** – 6–8 correct **1 pt** – 4–7 correct **0 pts** – <4 correct	**4 pts possible** **1/2 pt** – for each correct answer	**2 pts possible** **1 pt** – for each correct answer	**4 pts possible** (2 pts per problem) **1 pt** – for the correct answer **1 pt** – for an efficient strategy that could lead to correct answer	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for an efficient strategy that could lead to correct answer	**3 pts possible** **1 pt** – for correct answer **1 pt** – for a viable strategy that could lead to correct answer **1 pt** – reasonable explanation of remainder	**4 pts possible** **1 pt** – for each correct answer	**2 pts possible** **1 pt** – for the correct answer **1 pt** – for reasonable explanation that includes a relevant, labeled sketch	**2 pts possible** **1 pt** – for each correct answer	**2 pts possible** **1 pt** – for the correct answer **1/2 pt** – each for work that could lead to correct answer and for labeling with correct units	**3 pts possible** **1 pt** – for accurately showing 6/10 1 pt–for accurately showing 60/100 on grid **1 pt** – for the correct answer (60/100)	**3 pts possible** **1 pt** – for accurately showing 0.4 1 pt–for accurately showing 0.58 on grid **1 pt** – for the correct answer (0.4 < 0.58)	**27–35 pts** – Meeting Standard **18–26 pts** – Approaching Standard **9–17 pts** – Strategic **0–8 pts** – Intensive
Student Last Name	*0–4*	*0–4 (by 0.5)*	*0–2*	*0–4*	*0, 1, or 2*	*0, 1, 2, or 3*	*0–4*	*0, 1, or 2*	*0–2*	*0–2 (by 0.5)*	*0,1,2, or 3*	*0,1,2, or 3*	*0 – 35*
	4	4	1	2	0	2	2	1	0	0	3	3	22
	4	4	2	1	0	1	3	2	2	1	3	3	26
	4	4	2	3	2	3	4	2	2	2	3	3	34
	4	3.5	2	2	0	3	2	2	1	1	3	3	26.5
	4	0	0	0	1	2	0	2	1	0	3	3	16
	4	4	0	4	0	1	4	2	2	1	3	3	28
	4	3.5	2	4	2	3	4	2	2	0	3	3	32.5
	4	4	2	3	0	2	2	2	2	1	3	3	28
	3	3	0	0	2	0	1	0	0	0	1	0	10
	4	4	1	2	2	1	4	2	1	0	0	0	21
	4	3	0	2	0	1	2	2	0	1	3	3	21
	3	3.5	2	2	2	3	4	2	0	2	3	3	29.5
	4	4	1	4	2	3	4	2	1	2	1	3	31
	4	3.5	0	2	0	0	3	2	0	2	3	3	22.5
	2	3	0	0	0	0	1	0	2	0	1	1	10
	4	4	1	2	2	3	2	1	2	1	3	3	28
	4	4	1	4	0	3	3	2	2	1	3	3	30
	4	4	2	1	0	3	3	2	2	0	3	3	27
	4	3.5	0	4	0	3	3	0	0	0	3	2	22.5
	4	3.5	2	4	2	3	4	2	2	2	3	3	34.5
	4	4	0	0	0	0	1	0	1	0	3	3	16
	4	4	0	1	0	3	4	2	2	0	3	3	26
	4	3.5	2	4	0	3	4	2	2	2	3	3	32.5
	4	3.5	1	3	2	2	3	2	2	2	3	3	30.5
	4	3.5	2	2	2	1	4	2	1	1	3	3	28.5
	4	3.5	2	2	2	2	2	2	1	2	3	3	28.5
	4	4	1	4	2	2	3	1	2	2	3	3	31

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CCSS >	3.OA.7	3.OA.7	4.NBT.4	4.								4.NF.7	
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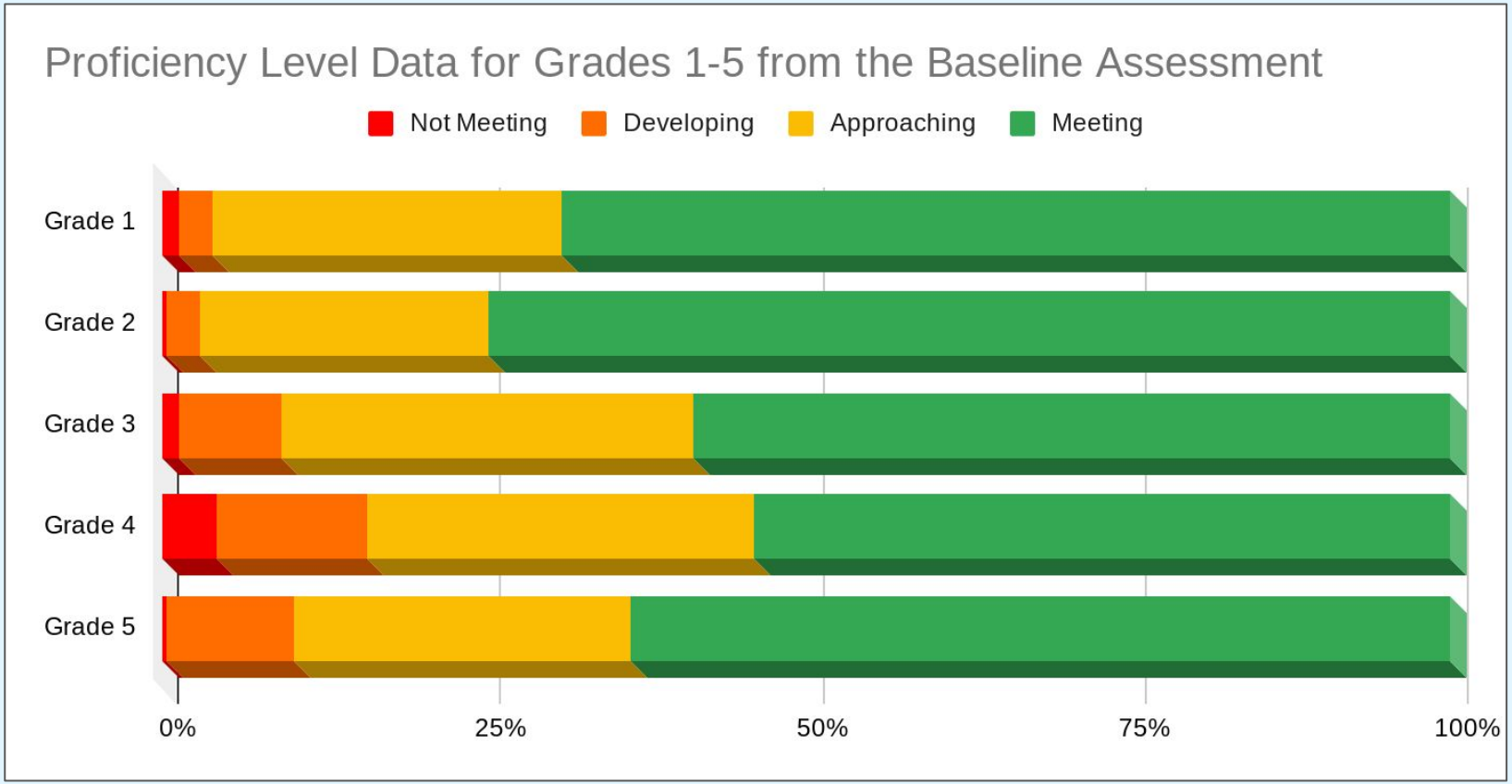
Student Last Name	*0–4*	*0–4 (by 0.5)*	*0–2*									*0,1,2, or 3*	*0 – 35*
	4	4	1								3	3	22
	4	4	2								3	3	26
	4	4	2								3	3	34
	4	3.5	2								3	3	26.5
	4	0	0								3	3	16
	4	4	0								3	3	28
	4	3.5	2								3	3	32.5
	4	4	2								3	3	28
	3	3	0								1	0	10
	4	4	1								0	0	21
	4	3	0								3	3	21
	3	3.5	2								3	3	29.5
	4	4	1								1	3	31
	4	3.5	0								3	3	22.5
	2	3	0								1	1	10
	4	4	1								3	3	28
	4	4	1								3	3	30
	4	4	2								3	3	27
	4	3.5	0								3	2	22.5
	4	3.5	2								3	3	34.5
	4	4	0	0			1	0	1	0	3	3	16
	4	4	0	1		4	4	2	2	0	3	3	26
	4	3.5	2	4		3	4	2	2	2	3	3	32.5
	4	3.5	1	3	2	2	3	2	2	2	3	3	30.5
	4	3.5	2	2	2	1	4	2	1	1	3	3	28.5
	4	3.5	2	2	2	2	2	2	1	2	3	3	28.5
	4	4	1	4	2	2	3	1	2	2	3	3	31

With this data, we…

- Analyze it to identify themes.
- Plan and prepare for classroom instruction.
- Who needs more? What is needed? (Interview assessments)
- Provide interventions for those who need a more solid foundation.
- Monitor student progress.

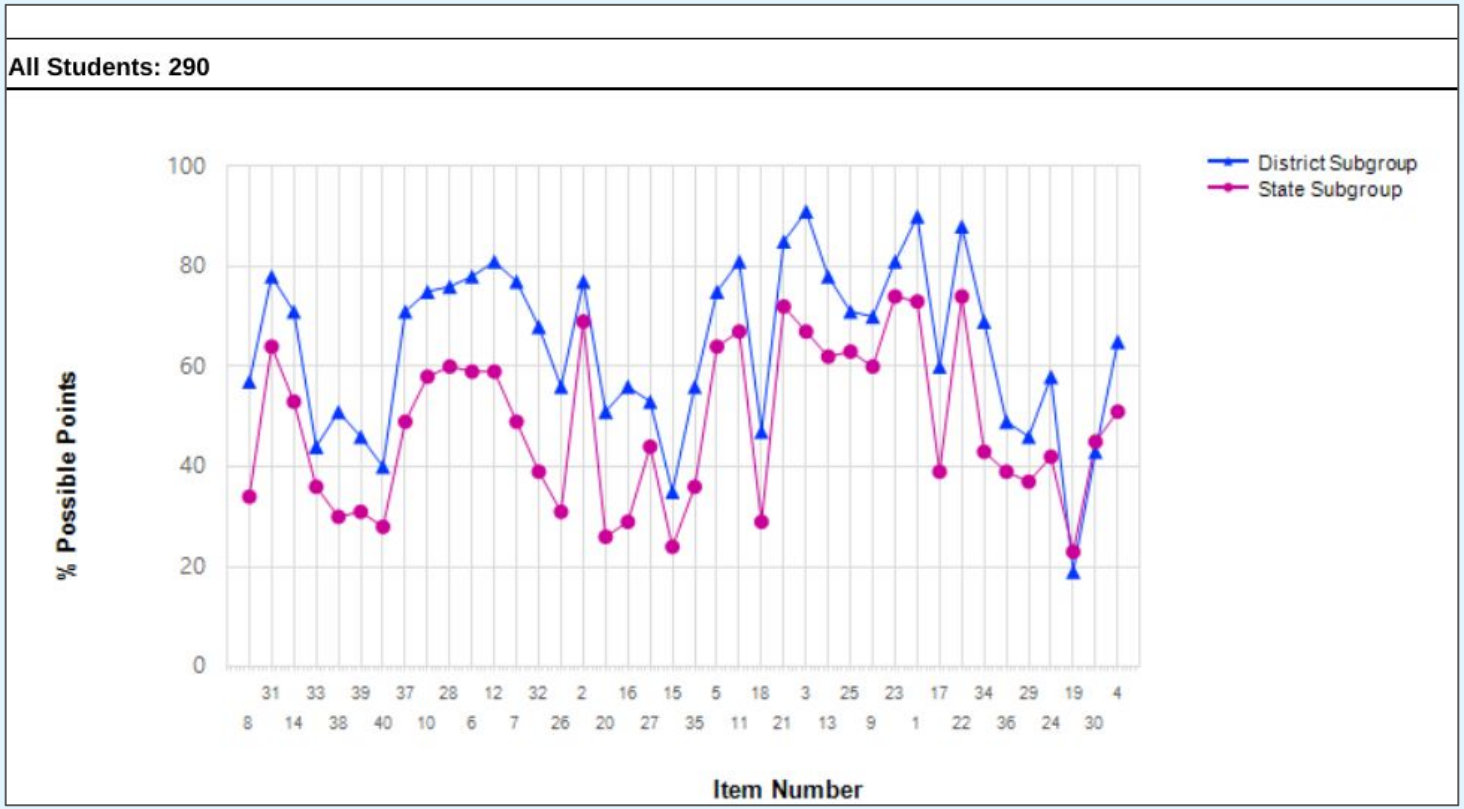
Summarizing the Proficiency Levels from the Baseline Assessment



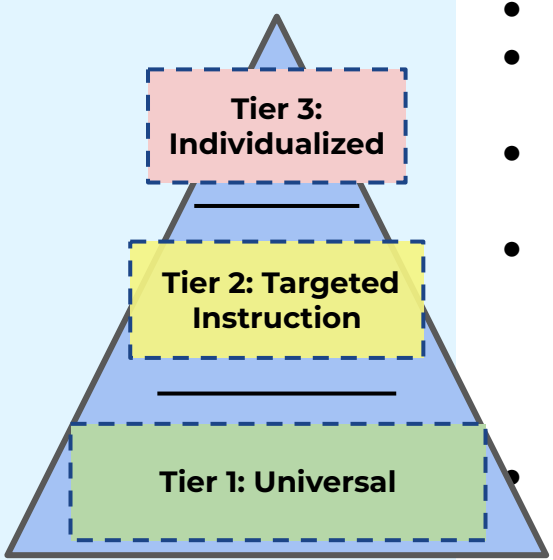
Noticings Across the District from the Baseline Assessment

	Areas of Strength	**Areas for Further Investigation**
Gr.1	composing & decomposing numbers into tens and ones	counting backwards
Gr.2	comparing numbers; addition & subtraction of 100 from a number	story problems with addition and subtraction
Gr.3	addition of two 2-digit numbers; comparing whole numbers by place value	story problems with subtraction (regrouping)
Gr.4	addition of two 3-digit numbers, foundational fraction understanding	subtraction of two 3-digit numbers; comparing fractions with unlike denominators; story problems with multiplication & division
Gr.5	comparing fractions; comparing decimals; fraction/decimal conversion	dividing a 3-digit number by a 1-digit number; subtracting mixed numbers with like denominators; multi-step story problems

Example of MCAS Reporting by Standard (Grade 6)



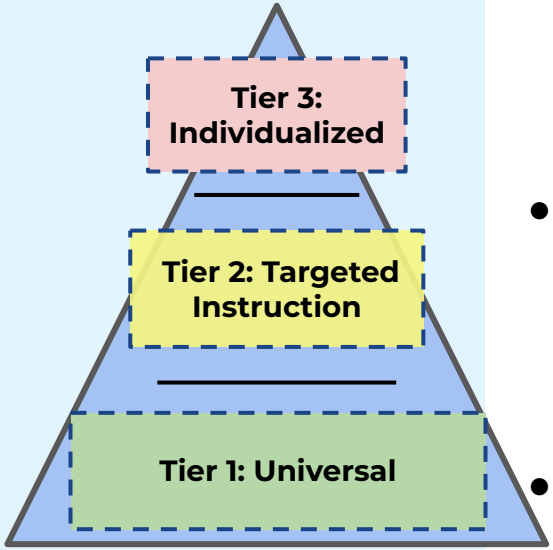
Supporting Classroom Instruction



- Math coaching and co-planning with classroom teachers to meet the needs of the students in the class
- Lessons enhanced or modified, based on student needs
- Enhance student understanding through the increased use of manipulatives and visual models
- Focus on continuing to shift instructional practices to include more reasoning within the curriculum
- Increasing opportunities for include story problems within the context of the content
    - Examples from one school: Grade 2 adjusted the lessons for Units 1-3 to include more story problems and practices using graphic organizers.
    - Example: Another team of teachers in Grade 3, created extra story problems for practice to use between units 1 & 2.
- In the middle grades, teachers collaborate as teams within department meeting time to plan for adjustments in practice and highlight effective practices.

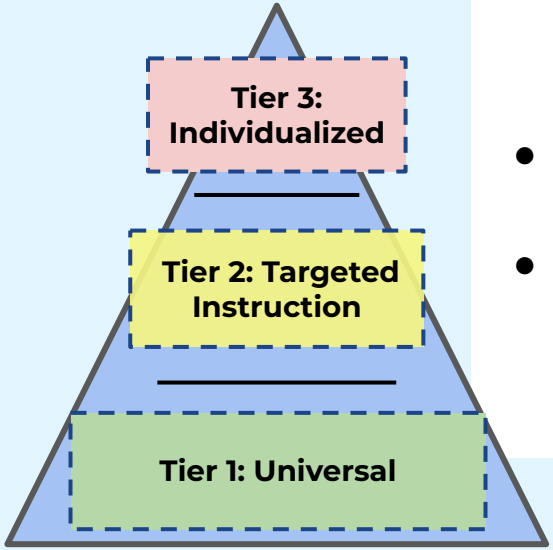
Coaches are currently supporting all new elementary teachers and teachers who have shifted between grade levels. In addition, we currently have coaches working in multiple classrooms at every grade level. (~25 classrooms right now)

Intervention - Elementary



- Title 1 at Loring: 4 intervention groups during Loring's Power Half hour
  - Students were identified with multiple data points including Baseline assessment and individual interviews.
- Through the IST process, we identify students who may need additional supports in mathematics. While we implement supports in the Tier 1 classroom first, some students may need more. Math Coaches provide these additional interventions.
- Currently, we have 11 intervention groups running across the grade levels and schools. They meet multiple times a week and group size varies from 1-4 (depending on the need and content focus).

Intervention - Middle School



- Math Lab (Title 1 Math) - 2 class sections at each grade level to review/preview core class content, reinforce important concepts, in addition to foundational concept reviews.
- Currently, we have 54 students receiving Title 1 Math Lab support.
- For Tier 1 additional support, students may utilize Team Time for questions, homework help, etc.

Upcoming Assessments

Elementary

- Continue with unit level screeners and checkpoint
- Mid-Year assessment completed prior to February break
- With the assessment at each grade level, the teacher is given a list of “At this time, you should be concerned about students who are struggling with any of the following:”

For example in grade 5, teachers will have discussions about students who may struggle with:

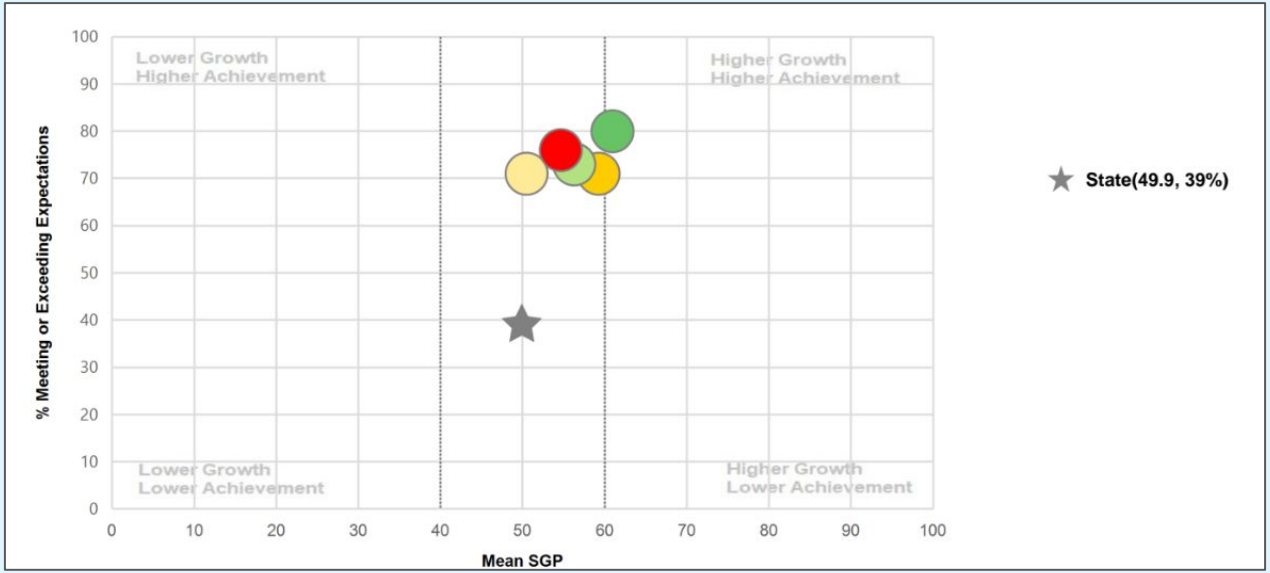
- Fluency with basic multiplication and division facts within 100 (3.OA 7)
- Recognizing and generating equivalent fractions, with an emphasis on the use of visual fraction models (4.NF.1)
- Comparing fractions with different numerators and denominators (4.NF.2)
- Adding and subtracting fractions and mixed numbers with like denominators; solving related story problems (4.NF.3a–d)
- Adding fractions and mixed numbers with unlike denominators (5.NF.1)

- We will continue to plan for the students in the classroom - supplementing and extending where appropriate

Middle

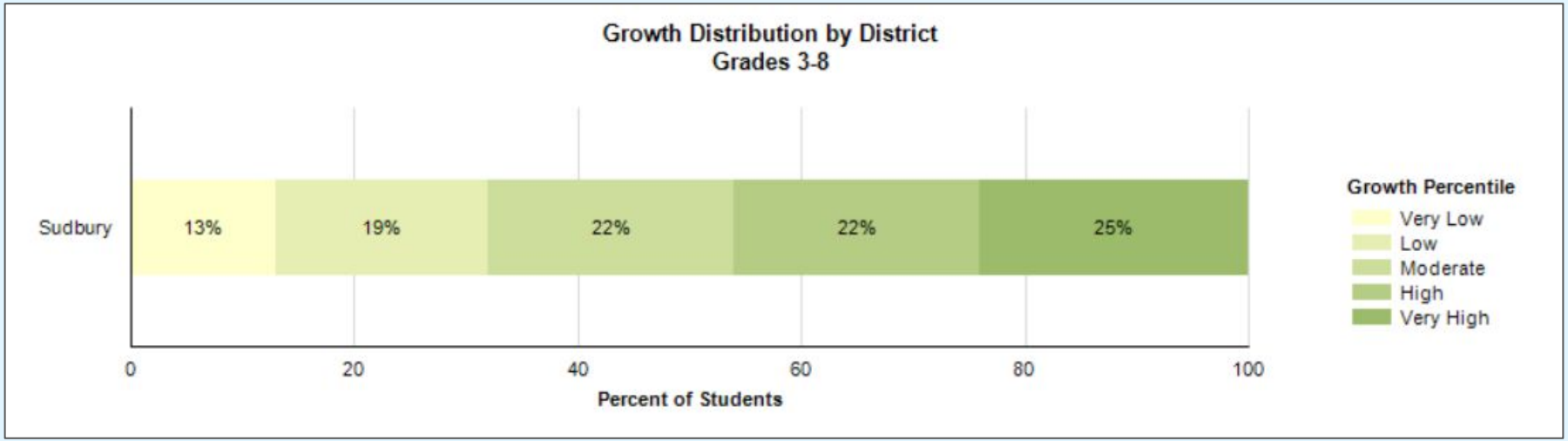
- Continue with unit level readiness checks and spiraling in concepts of difficulty.
- Mid-term in Algebra classes

MCAS Analysis for Grades 4-8: Achievement and Growth by Grade Level

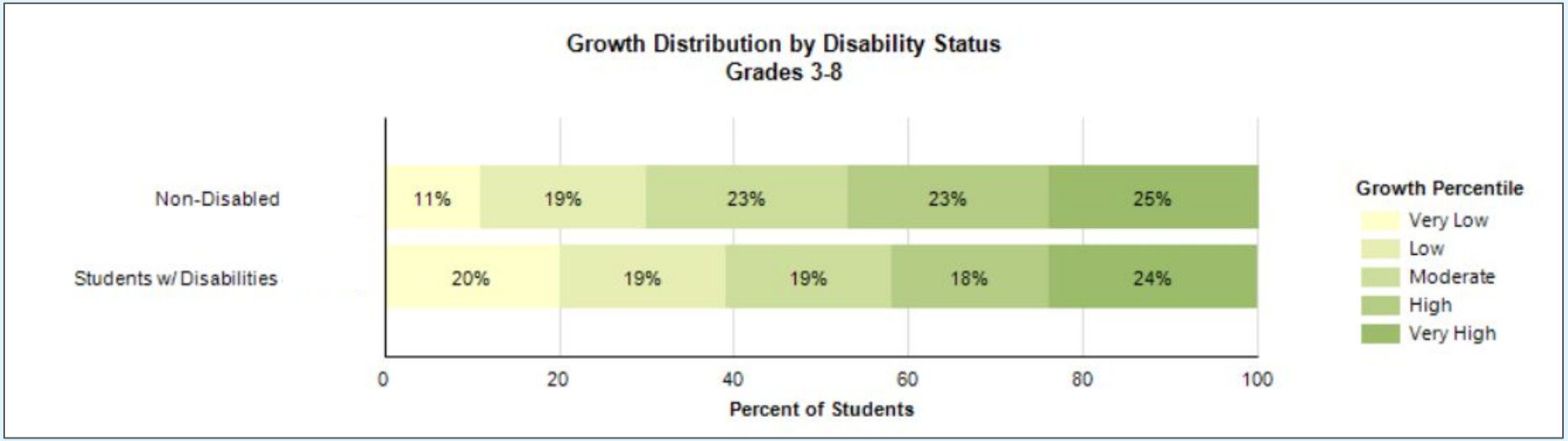


	Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement	Participation Rate %
All Grades	56	1,340	73	1,687	100
Grade 4	59	257	71	275	100
Grade 5	50	267	71	280	100
Grade 6	56	267	73	292	100
Grade 7	61	271	80	290	100
Grade 8	55	278	76	292	99

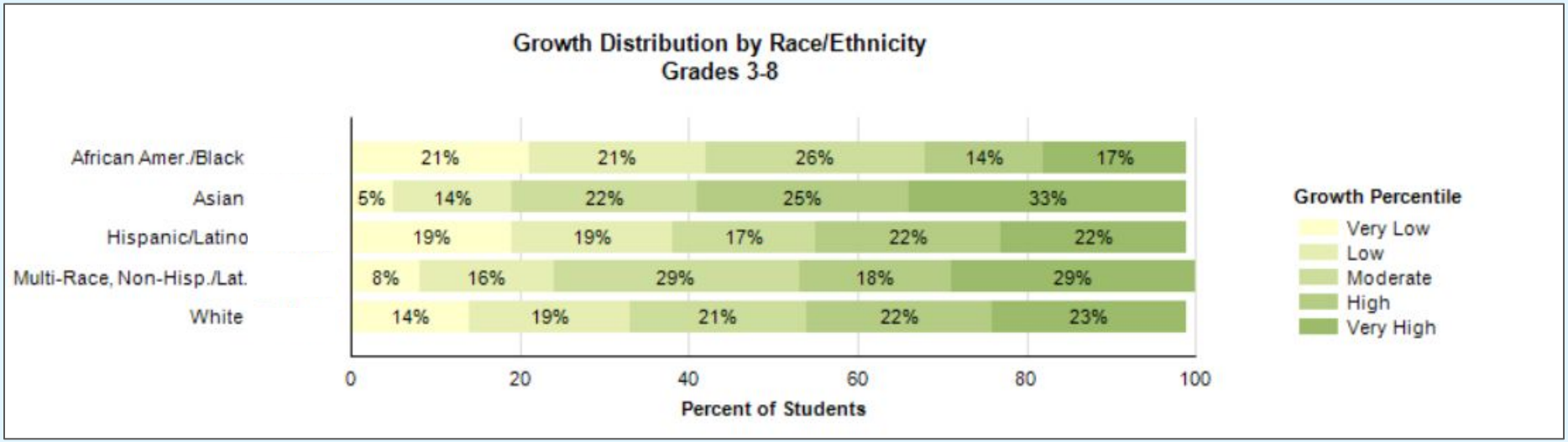
A Look at MCAS Growth



A Look at MCAS Growth



A Look at MCAS Growth



Our Learning... (What Comes Next?)

- Continue building our capacity within Aspen and other tools to be able to capture data trends and disaggregate data by subgroup. (*Includes intermediary steps of: Gather data in a centralized tool for the middle school at multiple points throughout the year, analyze the data together*)
- Continue to support strong classroom practices and identify potential areas where additional support is needed within the classroom structures. Continue to build capacity in our Tier 1 system.
- Continue to build our capacity for providing intervention for those students in need *(Includes targeted learning such as Math Recovery and analyzing structures for support)*
- Continue our learning about equity-centered education through our work with Dr. Tracey Benson and the SPS Equity Audit.
- Continue to strengthen our practices to analyze data (in mathematics) and inform our instructional decisions.

National Council for Teachers of Mathematics Access and Equity Principle

We are committed to creating a mathematical experience in which **all** students "have access to a high-quality mathematics curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential."

(NCTM's Principles to Actions: Access and Equity Principle, p.59)

English Language Arts

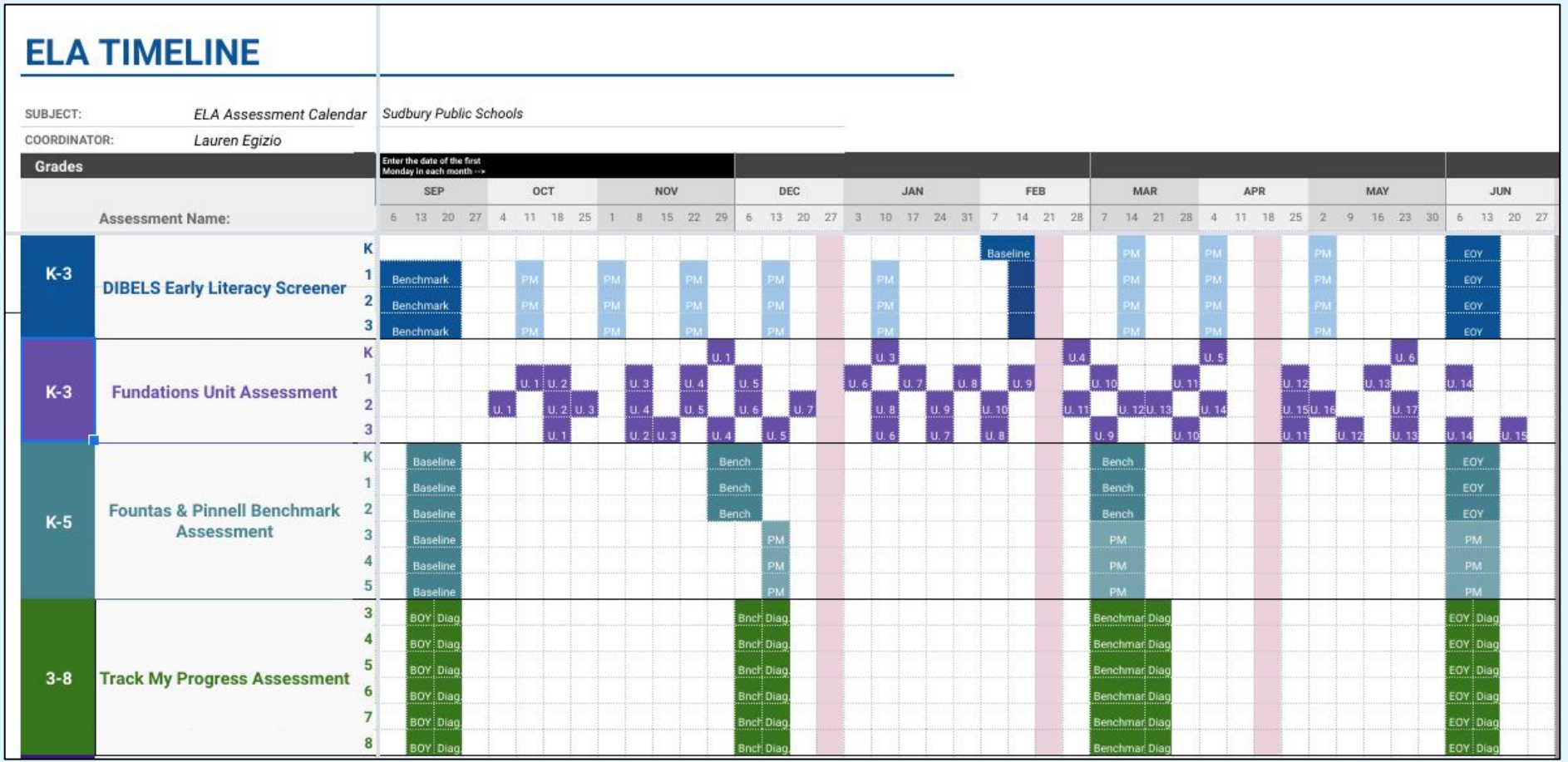
Statement on the Teaching of Literature

SPS believes in using high-quality works of fiction and nonfiction to engage students in discussions about topics. Students will read complex texts that represent diverse perspectives and experiences across genres, cultures, and time periods. Through examining the purpose and viewpoint of characters and authors, students will develop empathy and a greater understanding of the human condition.

Description and Definition

- What they are and what they are not
  - DIBELS - assesses phonological awareness, decoding, comprehension (2nd); a screener for dyslexia; tracks K-3; PM tool for 4-8; given 1 on 1 for all but the MAZE (comprehension)
    - NOT: diagnostic, adaptive, computer-based
  - TMP- foundational skills (3-5), comprehension, vocabulary, conventions, language; norms-based; tracks 3-8; given whole class; computer-based, adaptive
    - Starting in Feb. 2023, an additional diagnostic assessment will be available.
- When are benchmark assessments given?
  - DIBELS - Sept., Dec. (K baseline), Mar., June
  - TMP - same as above; for MS - Sept., Nov., Mar., June
- Who is involved?
  - All classroom and ELA teachers, all literacy specialists and other support personnel who help administer DIBELS
- What is the process?
  - DIBELS - given 1 on 1 (except MAZE) - teacher prompts & student response
  - TMP - given whole class on computer; results are immediate; option for retakes
- Where is the data collected?
  - DIBELS Data System and TMP Data System

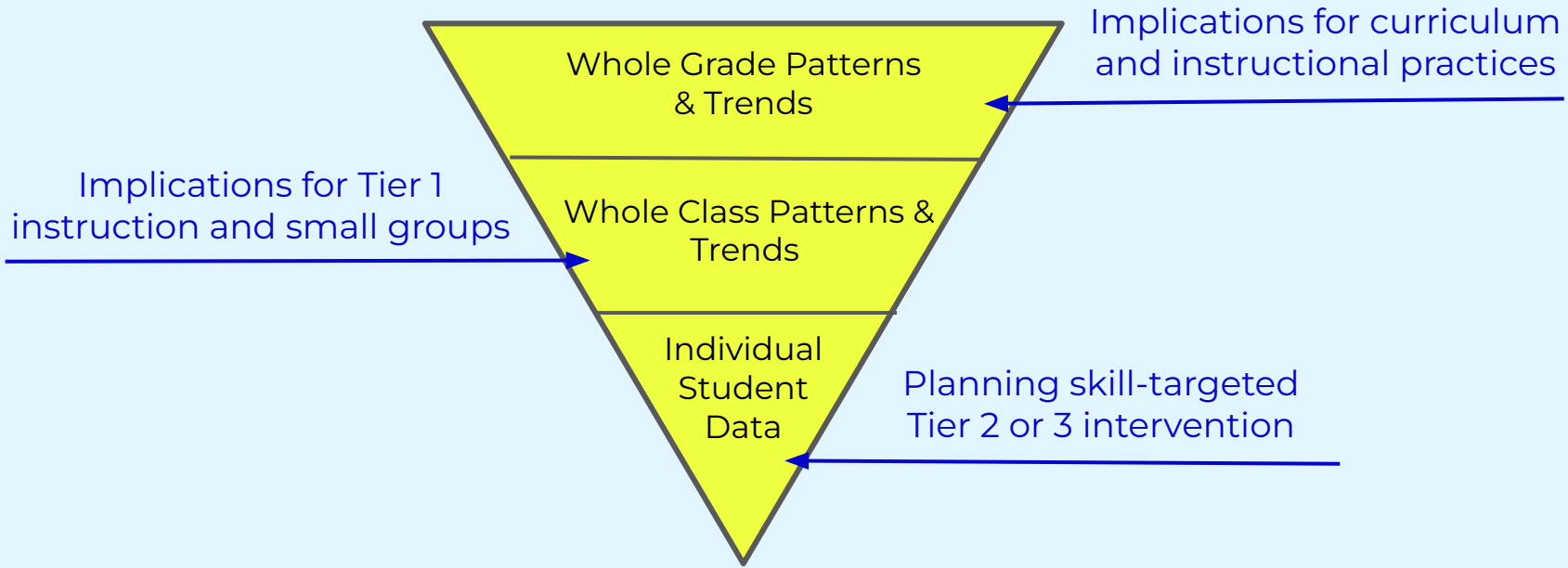
Assessment Calendar



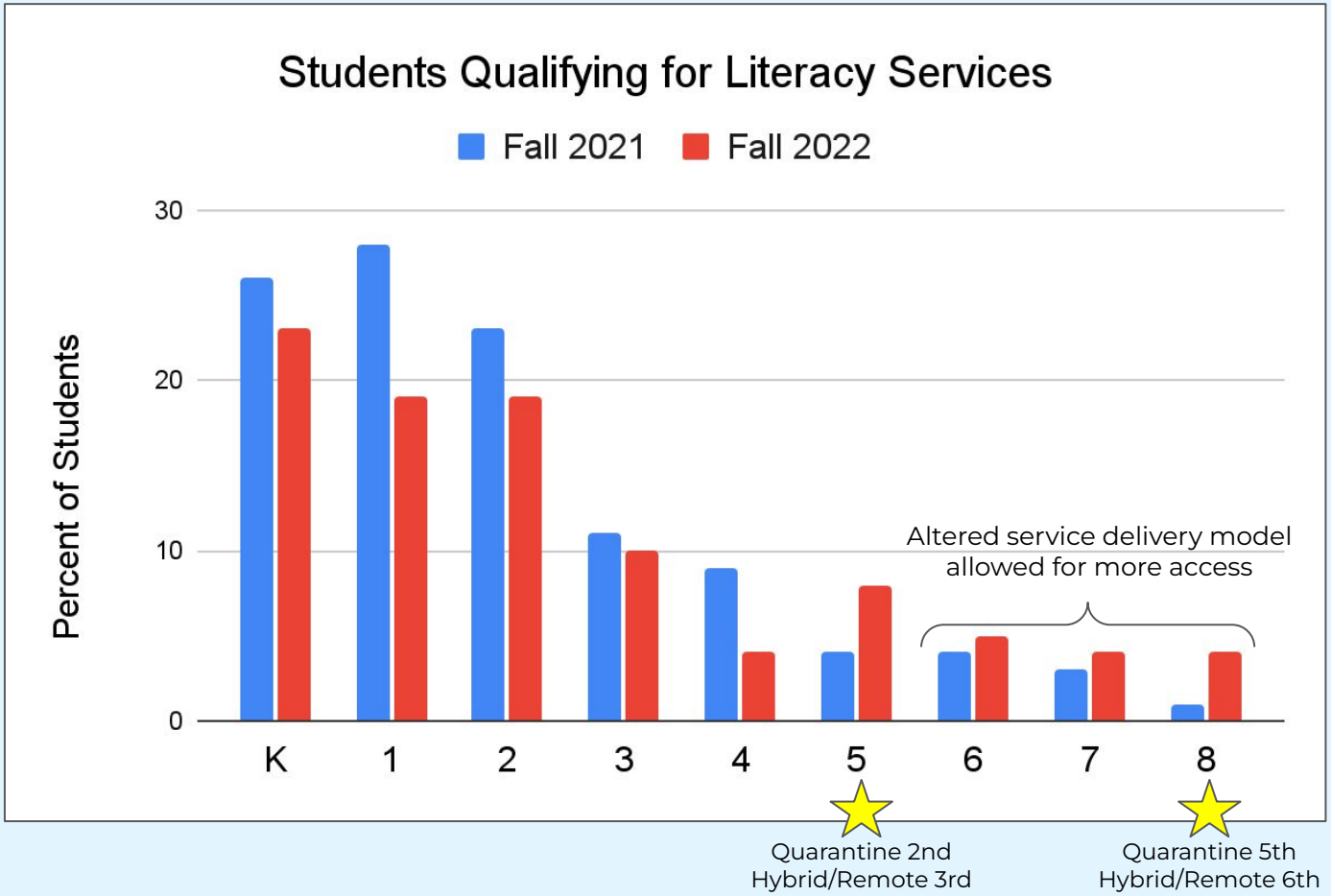
Data Collection and Routines

DIBELS - 1 on 1 interview for phonics skills; MAZE (comprehension) is whole class
TMP - Computer-based, whole class

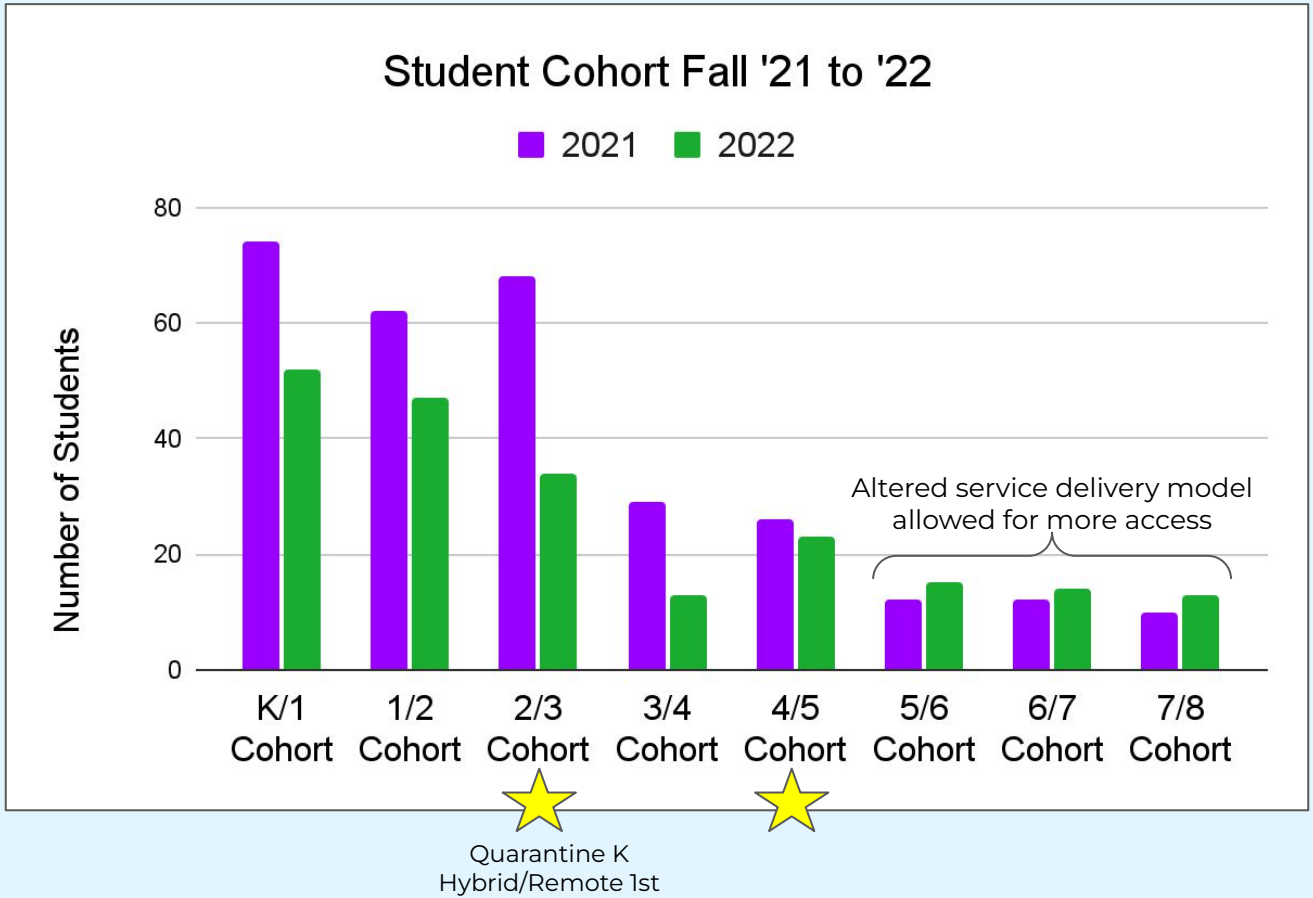
We conduct grade-level data meetings at the end of the assessment window to track progress and growth, look at whole grade patterns or trends; look at class data identify students who may need Tier 2 intervention, and identify specific skills that require reteaching or repetition.



Literacy Services Fall 2022



Literacy Services by Cohort



DIBELS Fall Data Comparison by Cohort

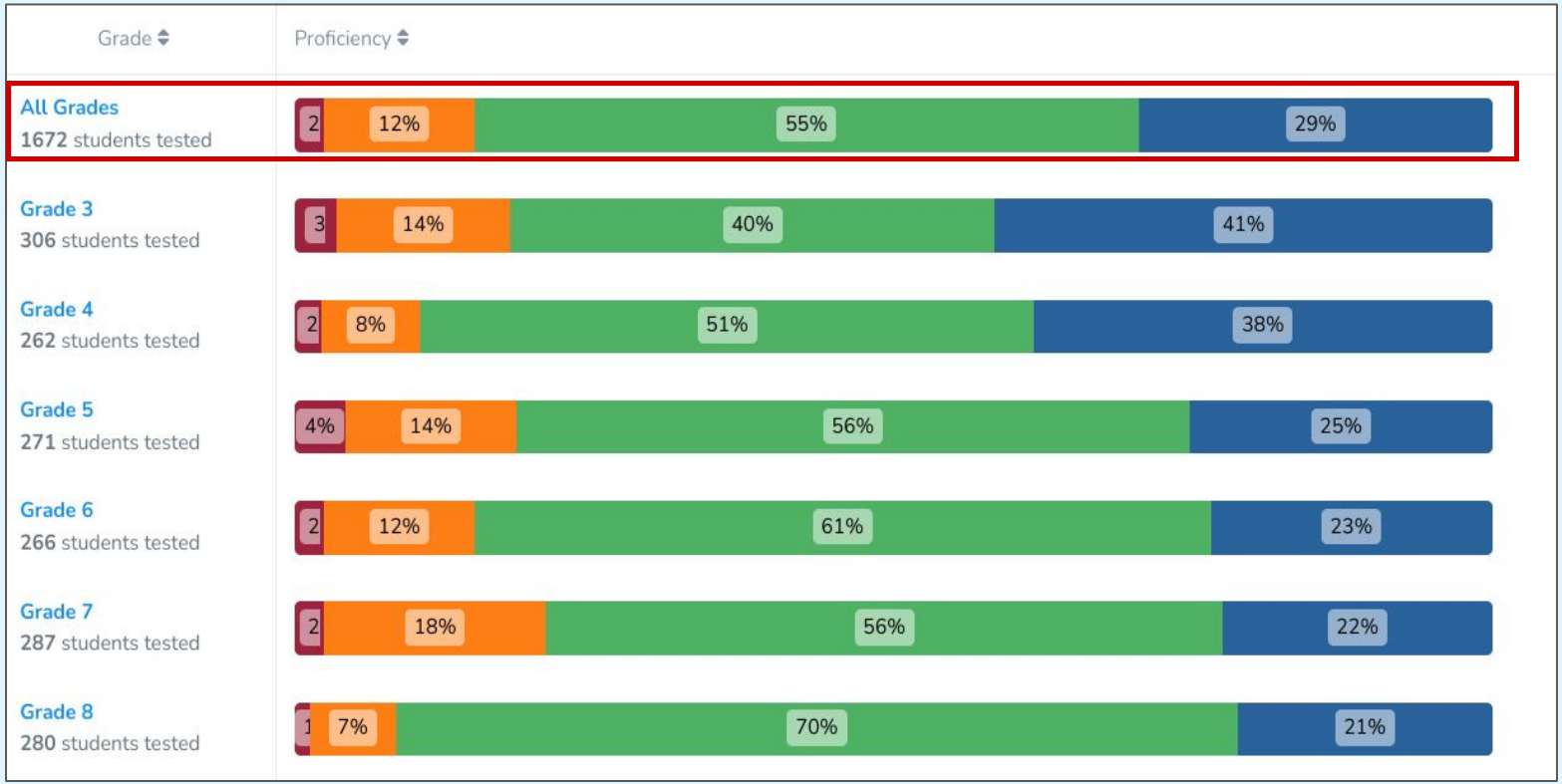
Fall 2021

Grade	Beginning
K	n=254 — 79 (31%) — 55 (22%) — 120 (47%) — 0 (0%)
1st	n=221 — 52 (24%) — 27 (12%) — 59 (27%) — 83 (38%)
2nd	n=302 — 66 (22%) — 45 (15%) — 92 (30%) — 99 (33%)

Fall 2022

Grade	Beginning	Top 2:
K	No students with data.	
1st	n=265 — 49 (18%) — 28 (11%) — 80 (30%) — 108 (41%)	47% to 71%
2nd	n=240 — 31 (13%) — 42 (18%) — 82 (34%) — 85 (35%)	65% to 69%
3rd	*Coming Fall 2023*	

Track My Progress: Proficiency Levels by Grade Fall 2022



Track My Progress: Proficiency by Domain Fall 2022

Grade 1

	Composite
District Totals 265 students tested	Intensive: (5%) Strategic: (23%) Core: (32%) Core^: (40%)
Asian	Intensive: (0%) Strategic: (18%) Core: (18%) Core^: (65%)
Black/African -American, not Hispanic/ Latino	Intensive: (0%) Strategic: (13%) Core: (50%) Core^: (38%)
Hispanic/ Latino	Intensive: (14%) Strategic: (29%) Core: (43%) Core^: (14%)
Two or more races	Intensive: (5%) Strategic: (5%) Core: (36%) Core^: (55%)
White, not Hispanic/ Latino	Intensive: (5%) Strategic: (25%) Core: (31%) Core^: (39%)

DIBELS Fall Data by Race
(for cohorts > 5)

Grade 2

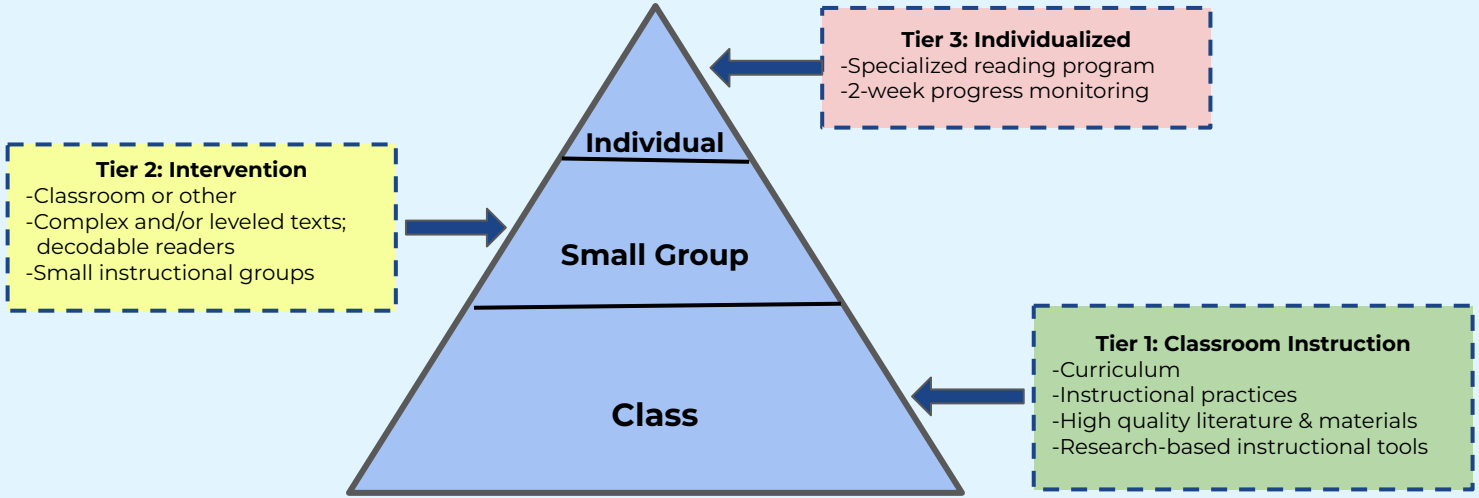
	Composite
District Totals 240 students tested	Intensive: (13%) Strategic: (13%) Core: (34%) Core^: (39%)
Asian	Intensive: (0%) Strategic: (4%) Core: (27%) Core^: (69%)
Hispanic/ Latino	Intensive: (7%) Strategic: (36%) Core: (36%) Core^: (21%)
Two or more races	Intensive: (10%) Strategic: (10%) Core: (29%) Core^: (52%)
White, not Hispanic/ Latino	Intensive: (15%) Strategic: (14%) Core: (37%) Core^: (34%)

Percent Proficiency by Subgroup

	Grade Level	N students	All	White	Latino	Black
DIBELS	K	Baseline in December				
	1	265	72%	70%	57%	88%
	2	240	73%	71%	57%	
Track My Progress	3	306	81%	80%	65%	70%
	4	262	89%	88%	77%	63%
	5	271	81%	81%	74%	57%
	6	266	84%	83%	74%	73%
	7	287	78%	79%	75%	68%
	8	280	91%	91%	78%	72%

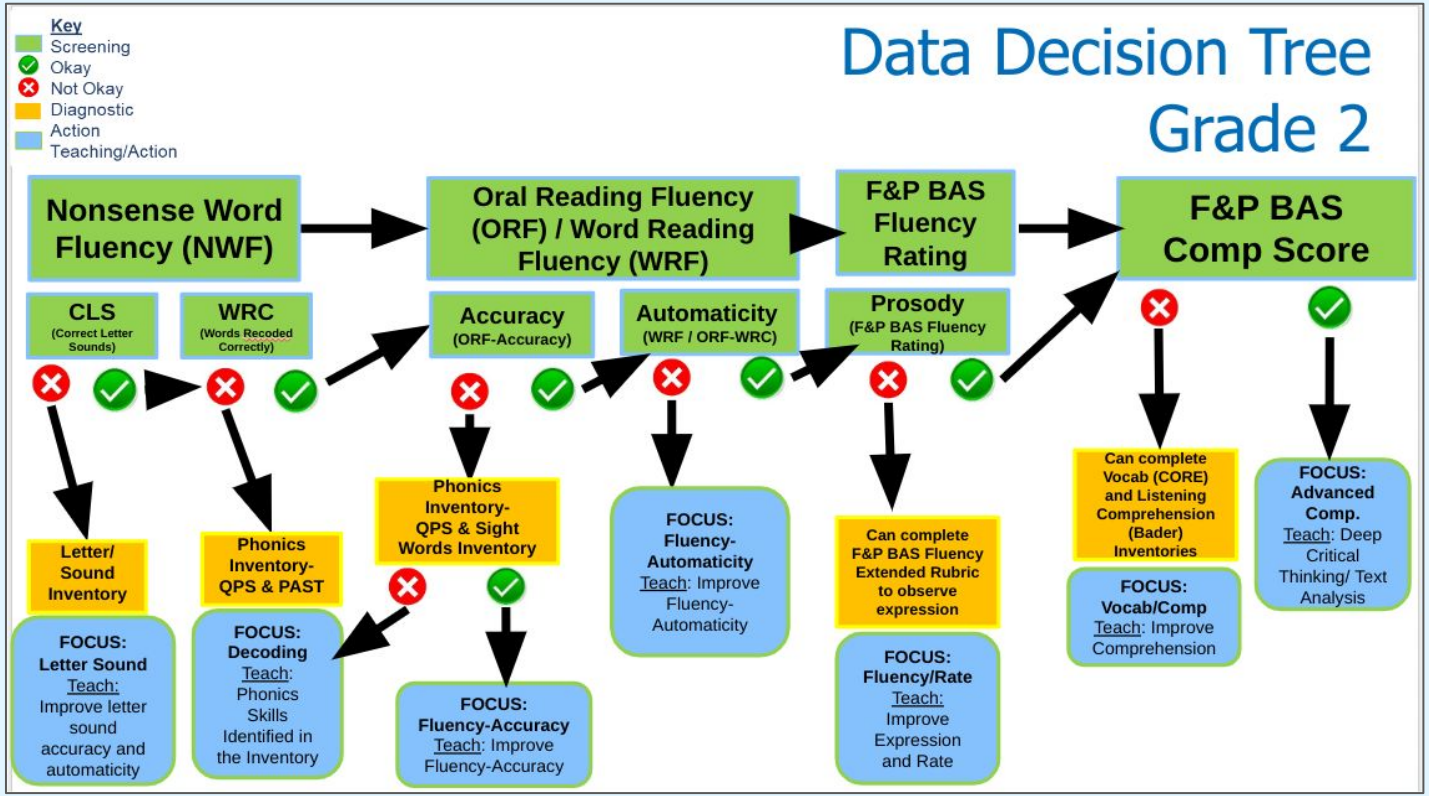
Response to Data

- Use Data Decision Tree and small group planning template
- Set up Tier 2 groupings according to subtest data
- Careful monitoring of Hispanic students gr. 1 & 2
- Continued phonics instruction with fidelity through grade 3
- Enhance use of decodable readers
- Careful monitoring of Black students gr. 4-8
- Enhance instruction for language skills and vocabulary



Data-Decision Trees

Data Decision Trees provide concrete next steps for teachers that indicate further diagnostic assessments (orange) as well as instructional focuses (blue).



Grades 3-5 will be revised for the TMP Diagnostic Assessment

Data Decision Tree
Grade 3

Key
- Screening
- Okay
- Not Okay
- Diagnostic
- Action
- Teaching/Action

TMP Foundational Domain/DIBELS

TMP Domains (Level 1 or 2)

TMP Diagnostic

Literature | **Nonfiction** | **Vocabulary** | **Language** | **Conventions**

Phonics Inventory- QPS & PAST (PA Skills)

FOCUS: Decoding
Teach: Phonics and Phonological Awareness Skills Identified in the Inventories

QRI or Running Record

FOCUS: Rate, Accuracy, Automaticity

FOCUS: Plot / Theme
Teach: Story Elements; Inference

FOCUS: Main Idea
Teach: Topic / Detail; Text Structure

Text Sets

UNDER CONSTRUCTION

Small Group Planning Template (T. 2 / 3)

Progress Monitoring will be looked at during December Data Meetings
*Mentioned on ELA Assessment Calendars

Small Group Planning Sheet - Round ____

Students in Group	Group Goal	Schedule	Resources to Use	Progress Monitoring Tool
-Look at one subtest column on the DIBELS class summary chart -Use the decision tree to ID which column to start with	-Use the decision tree to identify goal -Need to complete a diagnostic to set a more specific goal?	(ie. 3x30)	Diagnostic: Consider a diagnostic assessment Material(s): Possible instructional resources	-Use a DIBELS subtest to progress monitor monthly -Steps on using DDS to progress monitor

Record your observations while working with the group over the next 8 weeks.

Week of	Days Met			Anecdotal Notes
12/5	☑ Monday ☐ Tuesday	☐ Wednesday ☑ Thursday	☐ Friday	Progressing w/ vowel blends
	☐ Monday ☐ Tuesday	☐ Wednesday ☐ Thursday	☐ Friday	
	☐ Monday ☐ Tuesday	☐ Wednesday ☐ Thursday	☐ Friday	
	☐ Monday ☐ Tuesday	☐ Wednesday ☐ Thursday	☐ Friday	

Want to work with the planning sheet digitally?

Next Steps:

Assessment:

- Data K-5 currently undergoing winter assessments
- K-8 will assess in March
- Track My Progress will include a diagnostic assessment starting in February
- DIBELS will expand to grade 3 starting fall 2023
- Due to these norm-based, objective data points, ELA Steering Committee will reconsider use of the Fountas & Pinnell Benchmark Assessment System (leveling)

Curriculum:

- PD for ELA Framework to inform scaffolding and ensure vertical alignment, Decodable Readers, phonological awareness instruction
- Enhance/expand instruction for language skills and vocabulary
- Ensure equity and equitable instructional practices to decrease disproportionality among Black and Hispanic students

Future Steps:

- ELA Curriculum PD series, pilot, implementation

Theory of Action

IF SPS provides:

- Differentiated high quality instruction
- Safe school environment
- Instructional leadership and ongoing professional development
- The use of data to inform instruction

THEN:

- Students will be challenged and their varied learning needs met
- Capacity of educators will grow
- Existing achievement gaps will narrow

Budgetary Priorities

- Maintain/augment social/emotional and mental health services and resources
- Maintain instructional and assessment subscriptions
- Augment tiered support services with additional support specialists at the elementary and middle school levels
- Continue robust tier one instructional and curricular supports
- Fund PD and materials as recommended by the ELA Steering Committee through the curriculum review process

Development Priorities: PD stipends, World Language Review, Project Based Learning Opportunities, UDL retrofit of classrooms, Equity Responses, Extended TA Support for Kindergarten