Okemos Public Schools

Winter Benchmark Assessment Data

February 28, 2022

Multi-Tiered Systems of Support (MTSS)

Core components of MTSS frameworks:

1. **High-quality, differentiated classroom instruction**. All students receive high-quality instruction by highly qualified teachers, who have high academic and behavioral expectations.
2. **Systemic and sustainable change.** MTSS principles promote continuous improvement processes at all levels of the system (district, school site, and grade/course levels).
3. **Integrated data system**. Data collection system that includes assessments such as state tests, universal screening, diagnostics, and progress monitoring to inform decisions about tiered support placement.
4. **Positive behavioral support.** Staff select and implement schoolwide, classroom, and research-based positive behavioral supports for achieving important social and learning outcomes. A strong focus on integrating instructional and intervention strategies supports systemic changes based on strong, predictable, and consistent classroom management structures across the entire system.

Benchmark Assessments

Fastbridge Assessments (Fall, Winter, Spring)

- Early Reading Skills and aReading
- Early Math Skills and aMath
- mySAEBRS (my Social Academic Emotional Behavior Risk Screener)

For the 2021-22 school year, the Michigan Legislature requires Benchmark Assessment Goals & Reporting:

- All districts must complete benchmark assessments in reading and math.
- All districts must submit mid-year and end-of-year goals.
- All districts must report out on mid-year and end-of-year goals.

What do we learn from the data?

Student Level	Classroom Level	Building Level	District Level
● Achievement level ● Growth over time	● Differentiated instruction ● Pacing ● Grouping	● PLCs ● MTSS structures ● Instruction (HOW we teach) ● Curriculum (WHAT we teach)	● District PD ● MICIP ● MTSS structures ● Instruction ● Curriculum (WHAT we teach)
Strengths & Opportunities for Growth			

Goal 1- Literacy Proficiency

Mid-Year Goal- 80% of K-8 students will demonstrate proficiency in Reading/ELA as measured by Fastbridge assessments.

End-of-Year Goal- 85% of K-8 students will demonstrate proficiency in Reading/ELA as measured by Fastbridge assessments.

- In analysis of student outcomes, data will be disaggregated by student demographics.
- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

ELA Overall Summary Fall-Winter

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ELA Winter 2022 Da

*Demographic groups with <10 students are not represented.
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaska Native
- Hispanic

Kindergarten & 1st Grade Students	Reading Proficiency
All	91%
Asian	98%
Black or African American	**71%**
Two or More Races	85%
White	92%
Student with Disabilities	**70%**
Students without Disabilities	93%
Economically Disadvantaged Students	79%
Non-Economically Disadvantaged Students	94%
English Language Learners	91%
Non-English Language Learners	91%

2nd Grade - 4th Grade Students	Reading Proficiency
All	91%
Asian	95%
Black or African American	91%
Two or More Races	**77%**
Hispanic	100%
White	92%
Student with Disabilities	**62%**
Students without Disabilities	95%
Economically Disadvantaged Students	84%
Non-Economically Disadvantaged Students	95%
English Language Learners	83%
Non-English Language Learners	93%

ELA Winter 2017, 2018, 2019 Data

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-American Indian or Alaska Native

5th Grade- 8th Grade Students	Reading Proficency
All	95%
Asian	96%
Black or African American	80%
Two or More Races	90%
Hispanic	88%
White	97%
Student with Disabilities	**63%**
Students without Disabilities	98%
Economically Disadvantaged Students	90%
Non-Economically Disadvantaged Students	96%
English Language Learners	88%
Non-English Language Learners	95%

Next steps with ELA...

Goal 2-Mathematics Proficiency

Mid-Year Goal- 80% of K-8 students will demonstrate proficiency in Mathematics as measured by Fastbridge assessments.

End-of-Year Goal- 85% of K-8 students will demonstrate proficiency in Mathematics as measured by Fastbridge assessments.

- In analysis of student outcomes, data will be disaggregated by student demographics.
- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Mathematics academic standards.
- Results from Mathematics benchmark assessments, local Mathematics summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Math Overall Summary Fall-Winter

- First schooling experience
- Computational fluency
- Building upon foundational skills

Math Winter 2022 D

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- Hispanic

Kindergarten & 1st Grade Students	Math Proficilency
All	94%
Asian	97%
Black or African American	**74%**
Two or More Races	90%
White	96%
Student with Disabilities	**66%**
Students without Disabilities	96%
Economically Disadvantaged Students	86%
Non-Economically Disadvantaged Students	96%
English Language Learners	95%
Non-English Language Learners	94%

2nd Grade - 4th Grade Students	Math Proficient
All	93%
Asian	93%
Black or African American	86%
Two or More Races	87%
Hispanic	84%
White	95%
Student with Disabilities	**70%**
Students without Disabilities	95%
Economically Disadvantaged Students	83%
Non-Economically Disadvantaged Students	95%
English Language Learners	84%
Non-English Language Learners	94%

Math Winter 2017, 2018, 2019 Data

- In person instruction for CMP3
- Connections with relevant student experiences

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5th Grade- 8th Grade Students	
	Math Proficiency
All	95%
Asian	97%
Black or African American	**73%**
Two or More Races	92%
Hispanic	90%
White	96%
Student with Disabilities	**69%**
Students without Disabilities	97%
Economically Disadvantaged Students	87%
Non-Economically Disadvantaged Students	97%
English Language Learners	89%
Non-English Language Learners	95%

Next steps with math...

Goal 3-Social Emotional Learning

Mid-Year Goal- 80% of 2-12 students will demonstrate healthy social, emotional, and academic behaviors as measured by Fastbridge.

End-of-Year Goal- 85% of 2-12 students will demonstrate healthy social, emotional, and academic behaviors as measured by Fastbridge.

- In analysis of student outcomes, data will be disaggregated by student demographics.
- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards healthy social, emotional, and academic behaviors.
- Results from screening assessments and formative assessment will be discussed and analyzed by staff.

SEL Overall Summary Fall-Winter

- 2 New Student Support Advisors
- New ELA curriculum includes SEL lessons, alignment with Michigan Model
- Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS)

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2nd Grade - 4th Grade Students	
	Low Indicators
All	84%
Asian	89%
Black or African American	85%
Two or More Races	84%
Hispanic	**77%**
White	83%
Student with Disabilities	80%
Students without Disabilities	85%
Economically Disadvantaged Students	**65%**
Non-Economically Disadvantaged Students	87%
English Language Learners	83%
Non-English Language Learners	84%

SEL Winter 2022 Data

- New SEL Curriculum, Character Strong (21-22)
- Counselor support- small groups & on-on-one
- Connectivity- after school programming

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5th Grade- 8th Grade Students	
	Low Indicators
All	89%
Asian	93%
Black or African American	78%
Two or More Races	85%
Hispanic	78%
White	90%
Student with Disabilities	**68%**
Students without Disabilities	91%
Economically Disadvantaged Students	83%
Non-Economically Disadvantaged Students	91%
English Language Learners	87%
Non-English Language Learners	89%

SEL Winter 2021 Data

- After school Academic Learning Center
- Connectivity- student clubs, athletics, theater, music

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9th Grade- 12th Grade Students	Low Indicators
All	89%
Asian	93%
Black or African American	91%
Two or More Races	88%
Hispanic	84%
White	87%
Student with Disabilities	**75%**
Students without Disabilities	90%
Economically Disadvantaged Students	82%
Non-Economically Disadvantaged Students	91%
English Language Learners	92%
Non-English Language Learners	89%

Next Steps with SEL...

Utilization of the Data

- Data meetings
- Individual student plans
- Progress monitoring
- Planning for additional needs or programming

Reporting Periods:
Mid-year Benchmark Assessment- March
End of year Benchmark Assessment - June

Questions?