

2022-23 98b Goals and Benchmark Assessment Spring Report & Data Review



PLYMOUTH-CANTON
COMMUNITY SCHOOLS
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P-CCS
Board of Education
6/27/2023



Purpose

- » Provide the end-of-year update on progress toward the Benchmark Assessment Goals 2022-23
- » Provide an overview of additional data sets that inform the District's Comprehensive Needs Assessment (CNA) 2022-23
- » Demonstrate the connection between the data and the 2022-23 Teaching & Learning Goals
- » Reconfirm the mode of instruction for 2022-23 and the current use of ESSER funds

P-CCS Dynamic Plan Strategic Goals

STRATEGIC GOALS:

- A. P-CCS will increase achievement for all students and close achievement gaps.
- B. All P-CCS students and staff will report they feel physically, psychologically, and emotionally safe and represented at school.
- C. P-CCS will increase, enhance, and sustain community partnerships to improve student outcomes, student and family engagement, student enrollment, and opportunities.
- D. P-CCS will incorporate student voice and input throughout the educational experience.
- E. P-CCS will be recognized as a leader and innovator for student learning and growth.

Teaching and Learning Department Strategic Objectives

Strategic Objective TL-I: Ensure all students increase their achievement and performance to a level of proficiency or higher and eliminate gaps in achievement and performance between demographic groups.

Strategic Objective TL-V: Review, revise, and consistently implement a comprehensive and culturally responsive Multi-Tiered System of Supports to provide the needed support for the academic, social-emotional, and behavioral growth of all Pre-K through post-secondary students.

Extended Continuity of Learning Plan (ECOL) for 2023-24

In-person instruction for all Early Childhood through post-secondary programs.

P-CCS Virtual Academy option for students in grades 2 through 12.



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98c Overview and P-CCS Approved Use of Federal Funds (Reconfirmation)

- State and Federal funds to address learning loss under GEER and ESSER; complete [memo from Michigan Department of Education can be found here](#).
 - \$52,056,000 across all districts in Michigan that apply distributed as a per pupil allocation.
- Must be used to address learning loss through one or more of the following:
 - Administering high-quality, reliable assessments that can assess student academic progress and assist educators in meeting student needs, including by differentiating instruction.
 - Implementing evidence-based activities to meet the comprehensive needs of students.
 - Providing information and assistance to parents and families on ways to support students.
 - Tracking student performance and engagement in distance learning.
- Implementing evidence-based activities to meet the comprehensive needs of students.
 - Elementary -- Student Support Specialists
 - Middle School -- Deans of Student Support
 - Teacher on Special Assignment (TOSA) positions
 - Summer Academy / Summer School
 - Diversity, Equity, and Inclusion -- Climate and Culture Specialists

Benchmark Legislation Spring Update

Legislation: Public Act 48 of 2021, Section 98b:

Requires: the establishment of educational goals expected to be achieved for the 2022-23 school year for the school. Goals shall:

- » correlate to existing educational goals.
- » include expectations for student achievement or growth measured by the state mandated benchmark assessments in grades K-8.
- » be evaluated by the review of data that is broken down by demographics, grade-level, and mode of instruction.

Educational Goals: All P-CCS Students will...

Grade Level	Reading Mid Year	Reading End of Year	Math Mid Year	Math End of Year
K-2	Be proficient and demonstrate growth from Fall to Winter in Reading as measured by the NWEA assessments. <i>(achievement & growth)</i>	Be proficient and demonstrate growth from Fall to Spring in Reading as measured by the NWEA assessments. <i>(achievement & growth)</i>	Be proficient and demonstrate growth from Fall to Winter in Math as measured by the NWEA assessments. <i>(achievement & growth)</i>	Be proficient and demonstrate growth from Fall to Spring in Math as measured by the NWEA assessments. <i>(achievement & growth)</i>
3-5	Be proficient and demonstrate growth from Fall to Winter in Reading as measured by the NWEA assessments. <i>(achievement & growth)</i>	Be proficient in Reading as measured by the assessment of academic standards. <i>(achievement)</i>	Be proficient and demonstrate growth from Fall to Winter in Math as measured by the NWEA assessments. <i>(growth)</i>	Be proficient in Math as measured by the assessment of academic standards. <i>(achievement)</i>
6-8	Be proficient and demonstrate growth from Fall to Winter in Reading as measured by the NWEA assessments. <i>(achievement & growth)</i>	Earn a passing grade in their Language Arts class for Semester 2. <i>(achievement)</i>	Be proficient and demonstrate growth from Fall to Winter in Math as measured by the NWEA assessments. <i>(achievement & growth)</i>	Earn a passing grade in their Math class for Semester 2. <i>(achievement)</i>
9-12	Enrolled in a Language Arts class will earn course credit for Semester 1. <i>(achievement)</i>	Enrolled in a Language Arts class will earn course credit for Semester 2. <i>(achievement)</i>	Enrolled in a Math class will earn course credit for Semester 1. <i>(achievement)</i>	Enrolled in a Math class will earn course credit for Semester 2. <i>(achievement)</i>

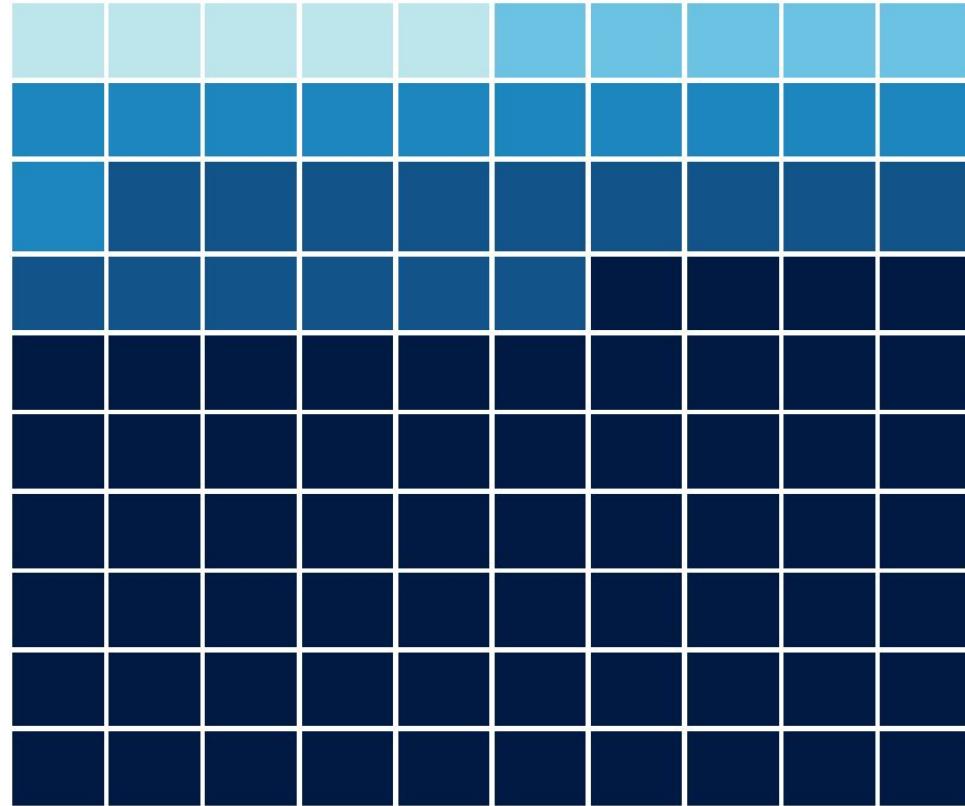
Section 11t of Michigan's American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER)

11t

Respond to the academic, social, emotional, and mental health needs of all students, and particularly those **students disproportionately impacted by the COVID-19 pandemic**, including

- low-income students (economically disadvantaged)
- students with disabilities (students with IEPs)
- English learners (multilingual learners)
- racial and ethnic minorities
- students experiencing homelessness
- children and youth in foster care

Understanding the student population at P-CCS by Race/Ethnicity



5% Hispanic

5% Two or More races

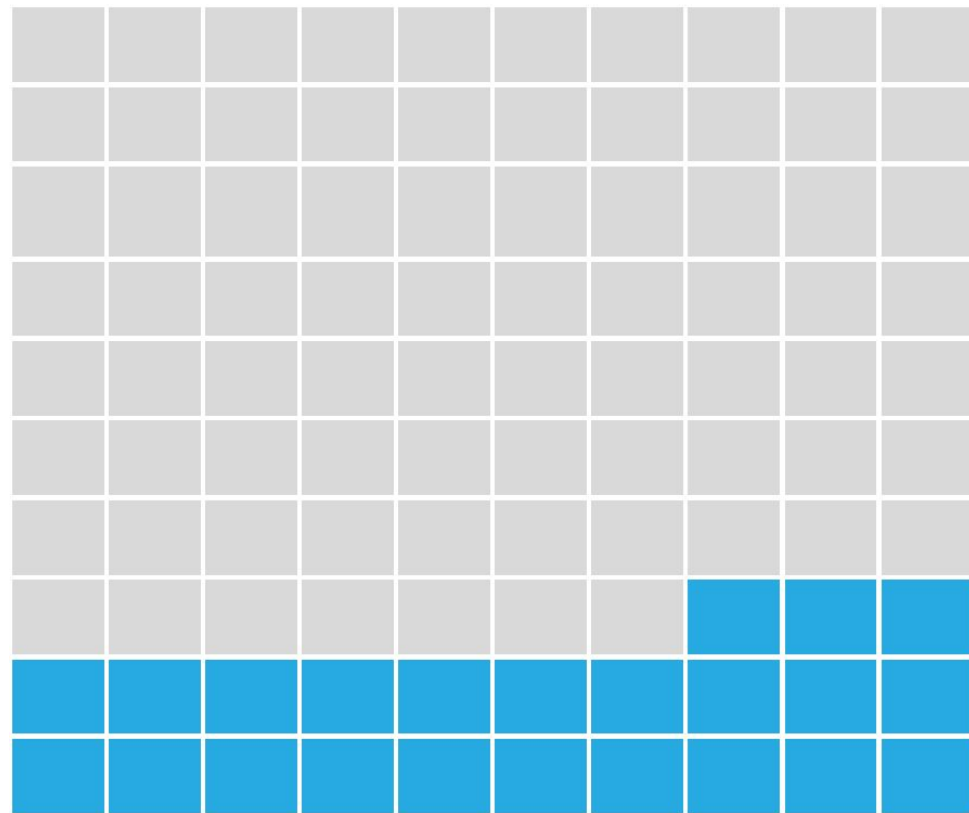
11% Black or African American

15% Asian

64% White

<1% of students are American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander

Understanding the Economically Disadvantaged student population at P-CCS

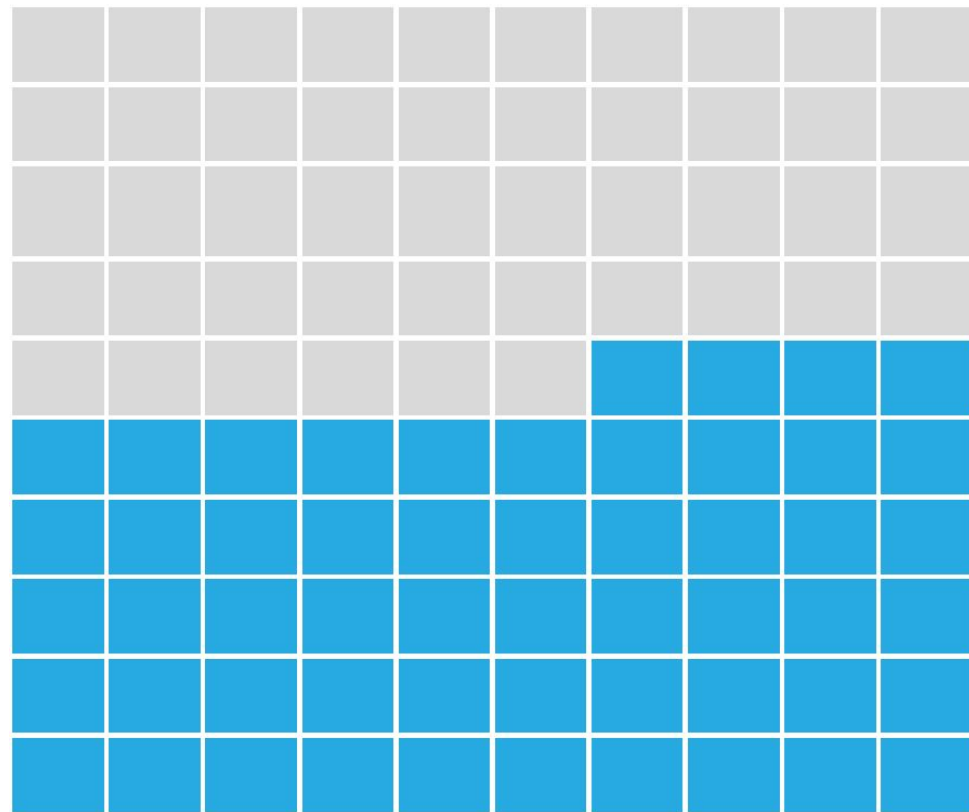


23%

of **All** students
are **Economically Disadvantaged**

3,725 students

Understanding the Economically Disadvantaged student population at P-CCS: Black or African American



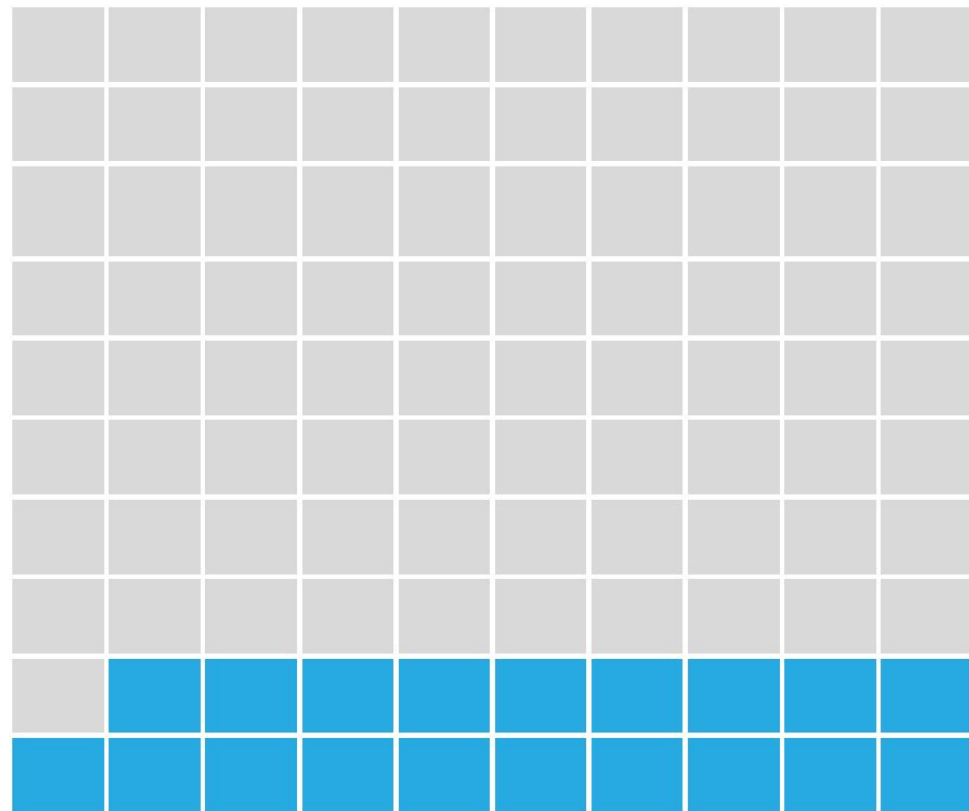
54%

of **Black or African American** students are **Economically Disadvantaged**

951 students

11t

Understanding the Economically Disadvantaged student population at P-CCS: White

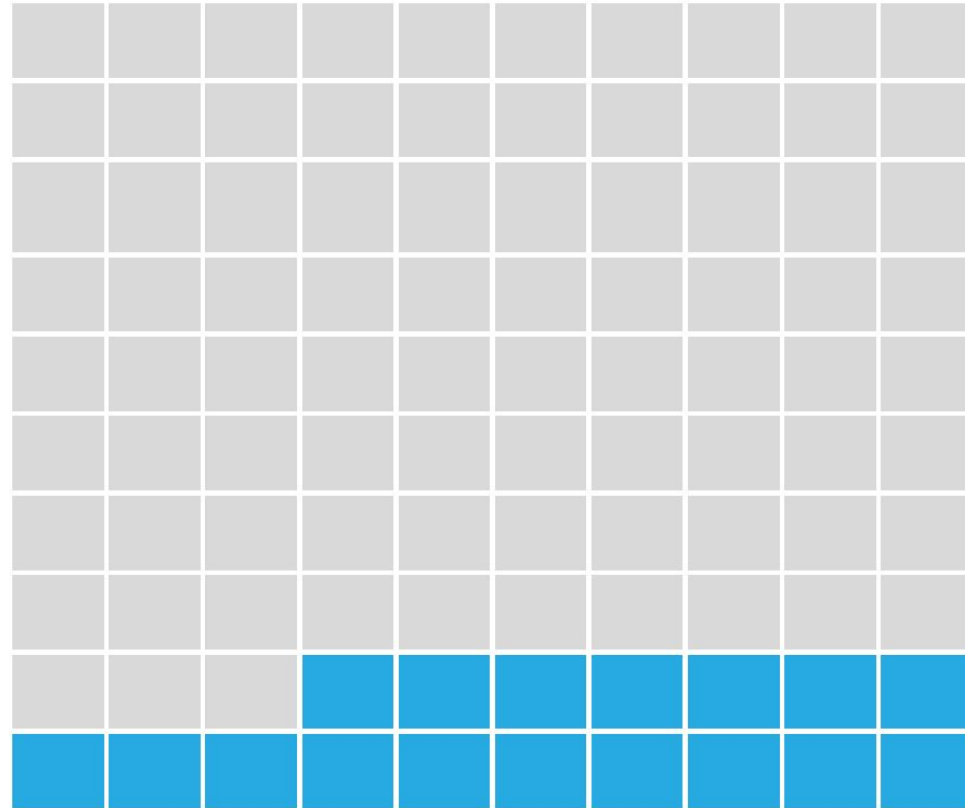


19%

of **White** students
are **Economically Disadvantaged**

1,964 students

Understanding the Economically Disadvantaged student population at P-CCS: Asian

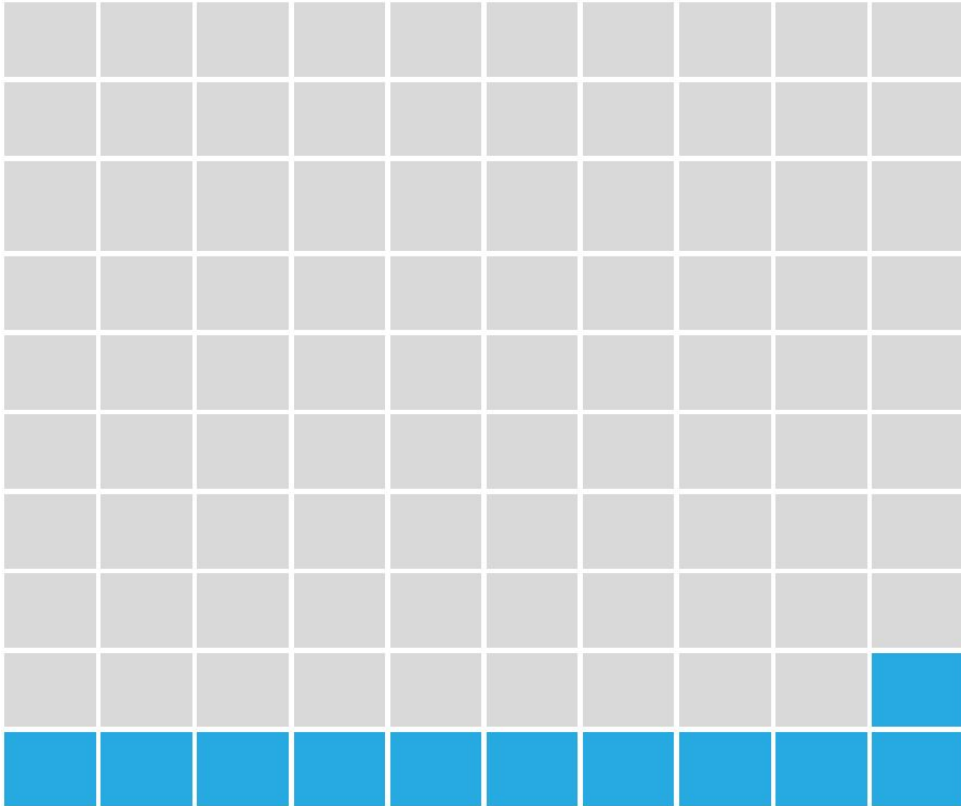


17%

of **Asian** students
are **Economically Disadvantaged**

395 students

Understanding the population of Students with IEPs at P-CCS



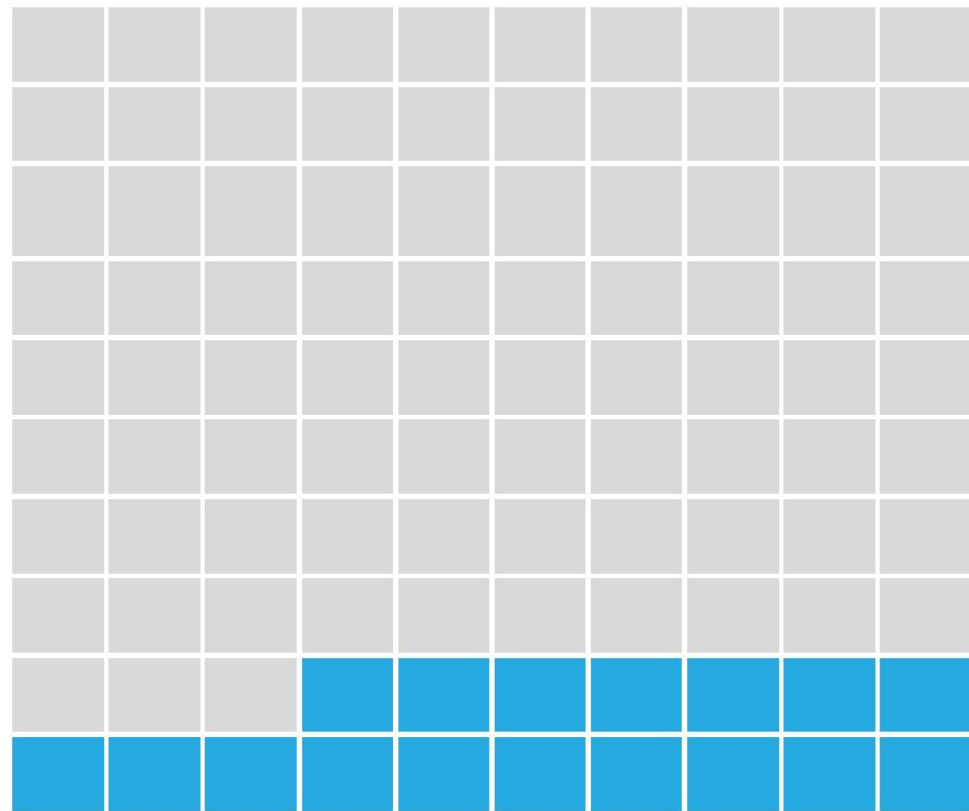
11%

of **All** students have an **Individualized Education Program (IEP)**

1,748 students

11t

Understanding the population of Students with IEPs at P-CCS: Black or African American

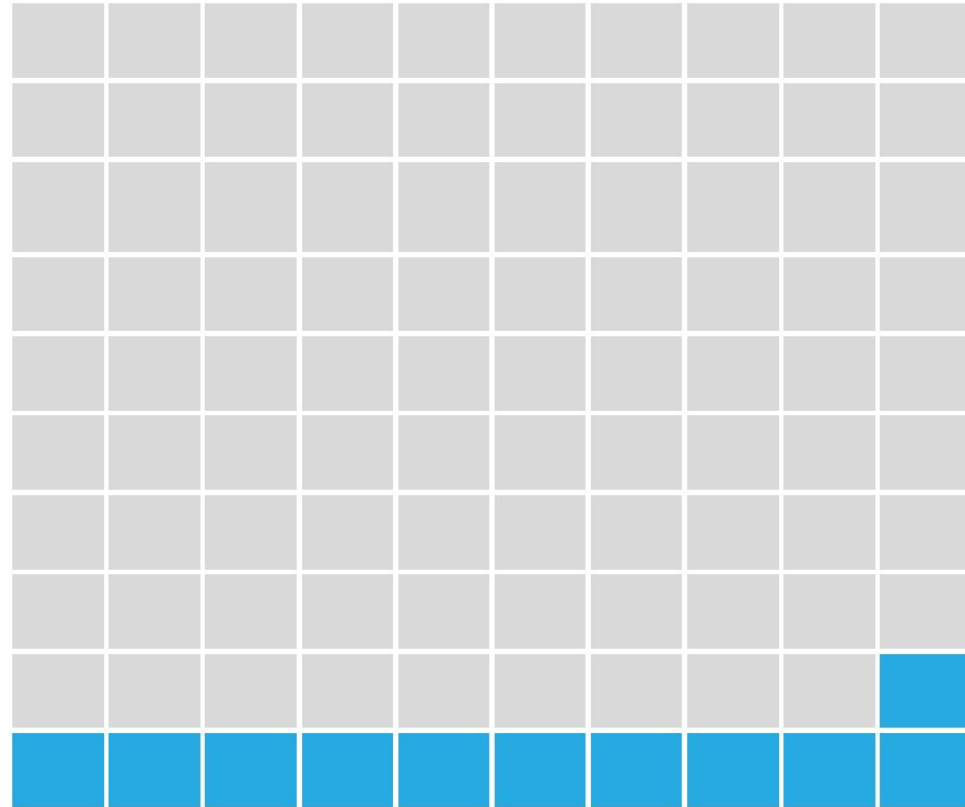


17%

of **Black or African American** students have an **Individualized Education Program (IEP)**

297 students

Understanding the population of Students with IEPs at P-CCS: White

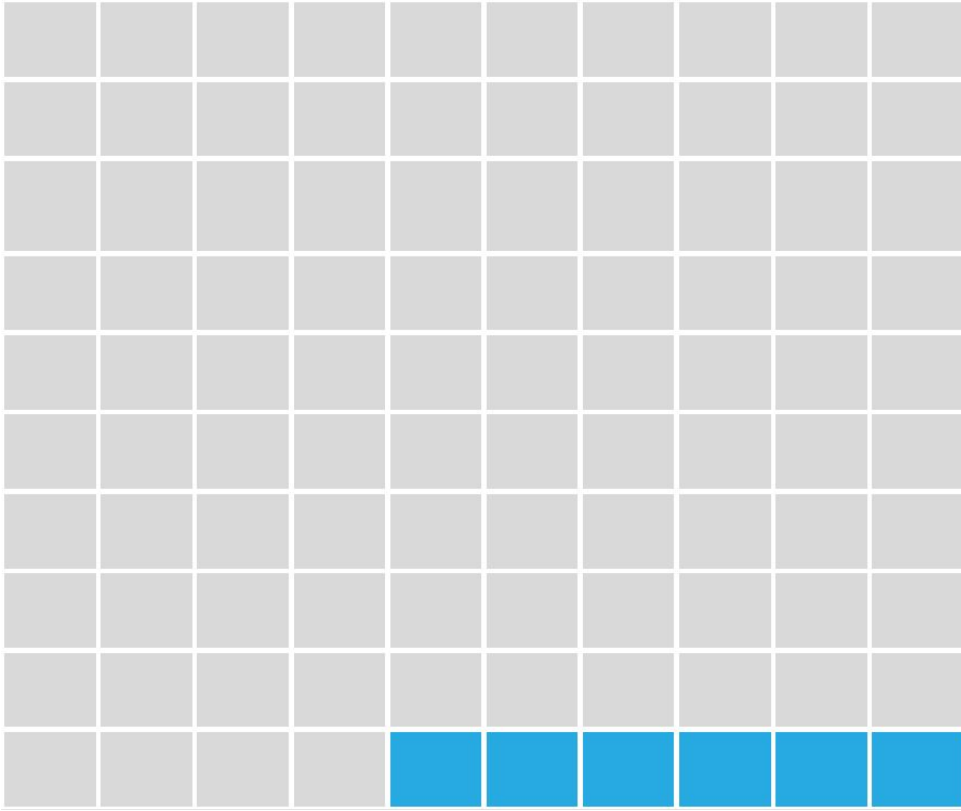


11%

of **White** students have an **Individualized Education Program (IEP)**

1,127 students

Understanding the population of Students with IEPs at P-CCS: Asian



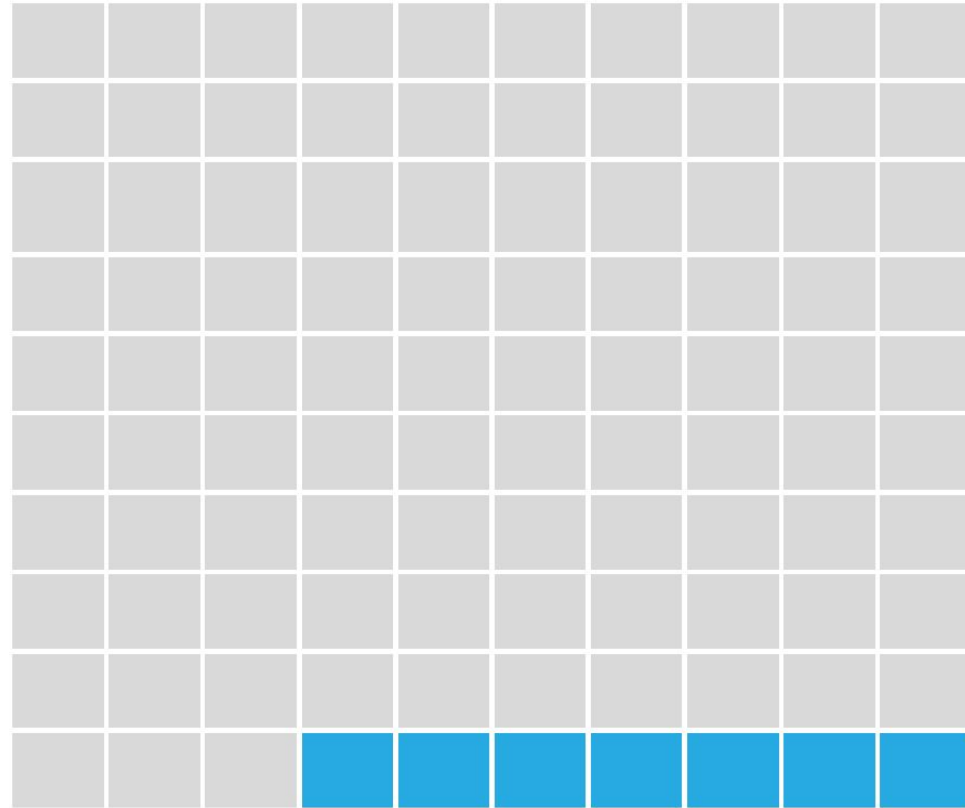
6%

of **Asian** students have an **Individualized Education Program (IEP)**

135 students

11t

Understanding the population of students who are Multilingual Learners at P-CCS

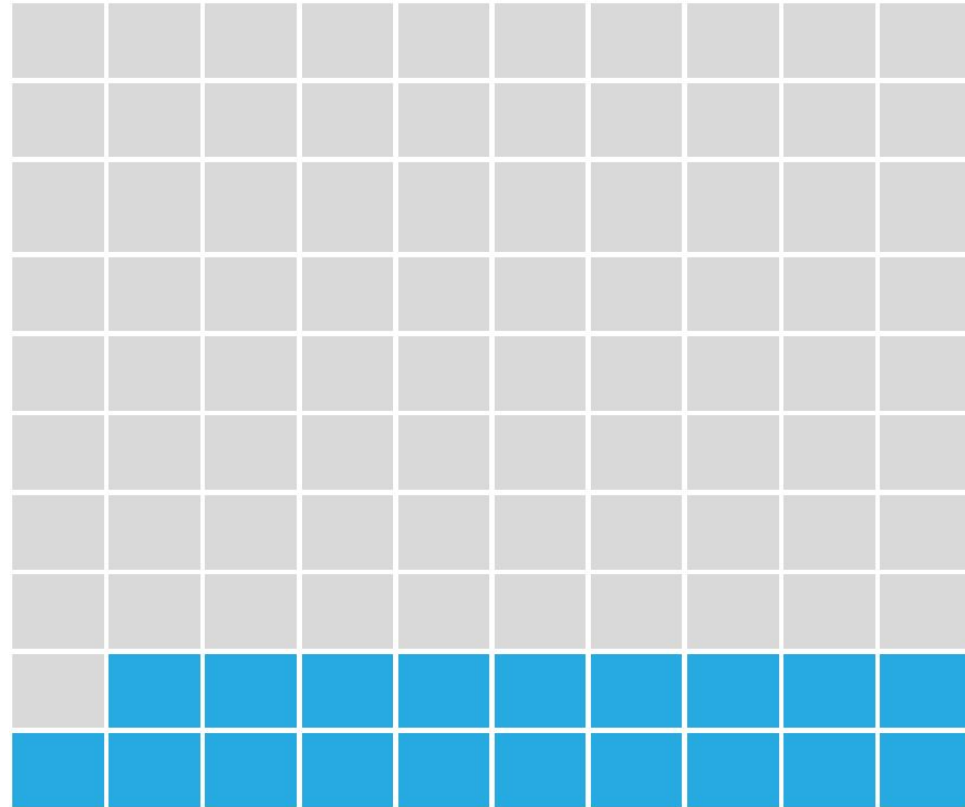


7%

of **All** students are
Multilingual Learners

1,075 students

Understanding the population of students who are Multilingual Learners at P-CCS: Asian

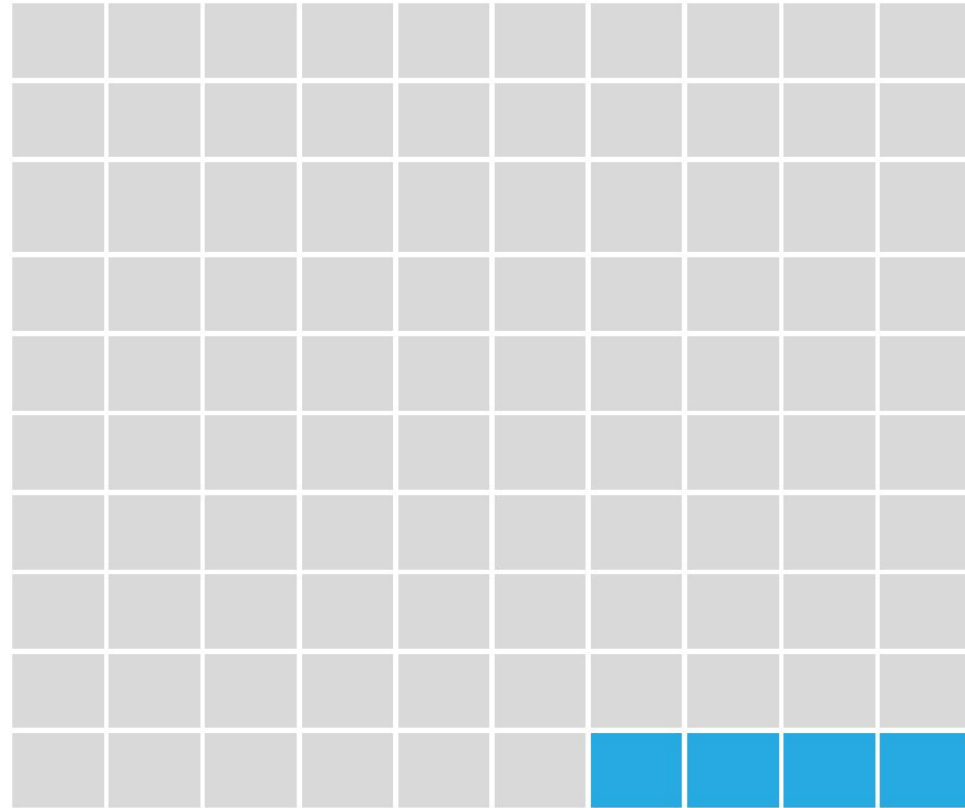


19%

of **Asian** students are **Multilingual Learners**

440 students

Understanding the population of students who are Multilingual Learners at P-CCS: White



4%

of **White** students are
Multilingual Learners

438 students

NWEA MAP Growth: Context

P-CCS administers Math and Reading.

Achievement and Growth measured in Fall and Winter for P-CCS students K-8.

Computer-adaptive assessments administered under standardized conditions; results can be aggregated among groups.

Provides norms that allow educators to compare a student's observed achievement and growth relative to a nationally representative comparison group.

Results for demographic groups are compared to **all** students in the national norm.

NWEA norm study conducted prior to pandemic; comparisons are to students not affected by disrupted learning.

NWEA MAP Growth: P-CCS Testing Window 2022-23

Fall test window

Begins September 26
(K-8)

Winter test window

Begins February 21
(K-8)

Spring test window

Begins May 1
(K-2)



Fall test window

Ends October 21
(K-8)

Winter test window

Ends March 17
(K-8)

Spring test window

Ends May 26
(K-2)

NWEA MAP Growth: Metrics in the reports

Achievement and Growth metrics represent what is “typical” (consistent with statistical, normative expectations).

In the reports you’ll see...

Achievement: Percentile Rank

Reports display the average percentile rank.

For context, a student scoring at the 50th percentile performed as well as or better than 50% of the students in the norm group.

Growth: Percent meeting/exceeding growth

Reports display the percent of students meeting projected growth from Fall to Winter.

For context, 50% of students typically meet/exceed their projected growth.

REMINDER: Key Findings From Fall NWEA Data

- » Each grade level, in aggregate, performed at or above the national average range in achievement as measured by the Fall 2022 NWEA.
 - » As a group, students with an IEP performed slightly below the national average in achievement as measured by the Fall 2022 NWEA. All other demographic groups performed within or above the national average range.
 - » With the exception of students in Grade 2*, each grade level, in aggregate, performed within or above the national average range in growth as measured by the Fall 2022 NWEA.
 - » P-CCS students currently in Grade 3 exceeded growth norms as opposed to findings related to their national peers from the study conducted by NWEA.
 - » All P-CCS student demographic groups were within or above the national average range in growth as measured by the Fall 2022 NWEA.
- *Note: P-CCS administers the 2-5 NWEA assessment to all second grade students and the national growth norms are based on second grade students who take the K-2 assessment. This has shown to lead to slightly lower growth scores for students in districts choosing to elect to administer the 2-5 assessment.*

Key Findings From Winter NWEA Data: Grades K-2

Achievement

- » Achievement in Math was higher as compared to Reading
- » All groups demonstrated Average or Above Average Achievement
- » Slight decline from 2021-22

Growth (Fall to Winter)

- » Growth in Math & Reading were very similar
- » All groups demonstrated Average or Above Average Growth in Reading & Math
- » Continues to rebound from 2020-21

Key Findings From Winter NWEA Data: Grades 3-5

Achievement

- » Achievement in Reading was higher as compared to Math
- » Most groups demonstrated Average or Above Average Achievement
- » Stabilized since 2020-21

Growth (Fall to Winter)

- » Growth in Reading was higher than growth in Math
- » All groups demonstrated Average or Above Average Growth in Reading & Math
- » Remained mostly stable, some slight decline from 2021-22

Key Findings From Winter NWEA Data: Grades 6-8

Achievement

- » Achievement in Reading was higher as compared to Math
- » Most groups demonstrated Average or Above Average Achievement
- » Increased slightly compared to 2021-22

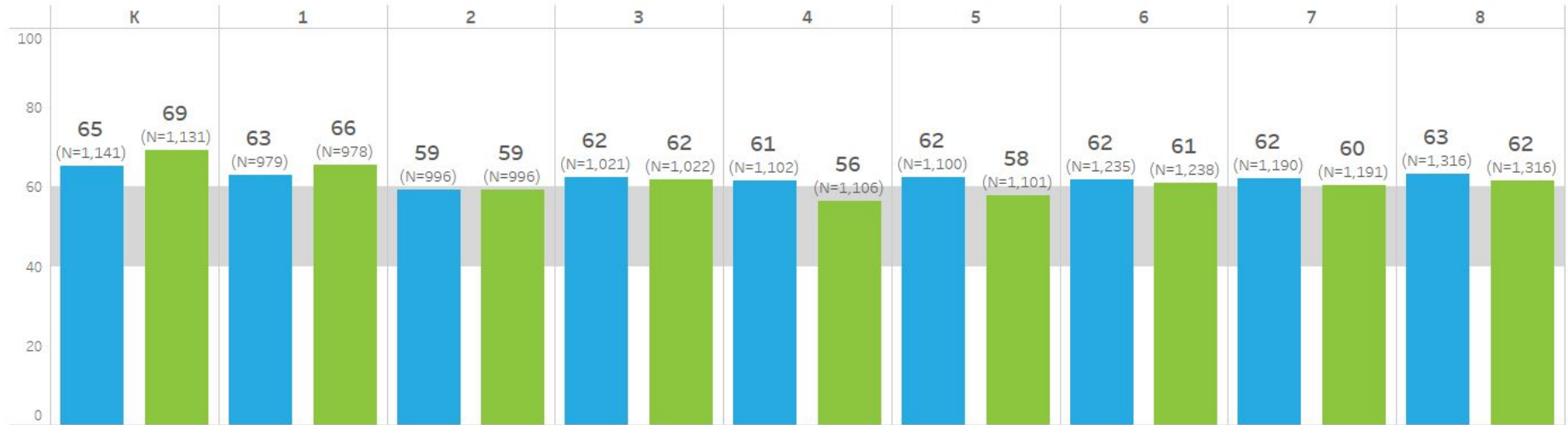
Growth (Fall to Winter)

- » Growth in Reading was slightly better than growth in Math
- » All groups demonstrated Average or Above Average Growth in Reading & Math
- » Steady increase since 2020-21

Achievement Results by Grade

What is the NWEA Winter achievement by grade for P-CCS?
Average Percentile Rank
Gray band represents national average range of 40-60th percentile

Legend
■ Reading
■ Math



This chart represents the average achievement level in Reading and Math by grade level as measured by the Winter 2023 NWEA assessment. In aggregate, each grade level is performing within or above the national average range.

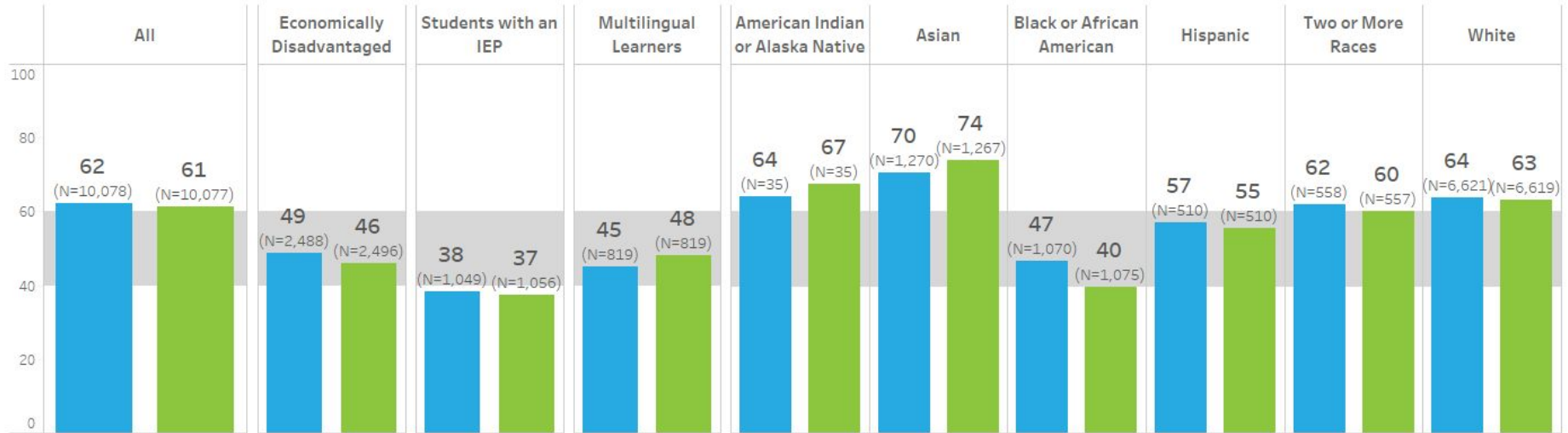
Achievement Results by Student Group

What is the NWEA Winter achievement by group for P-CCS?
Average Percentile Rank

Grade Level
All

Legend
Reading
Math

Gray band represents national average range of 40-60th percentile



This chart represents the average achievement level in Reading and Math by grade level as measured by the Winter 2023 NWEA assessment. In aggregate, most student groups are performing within or above the national average range. Includes only student groups with greater than 30 members.

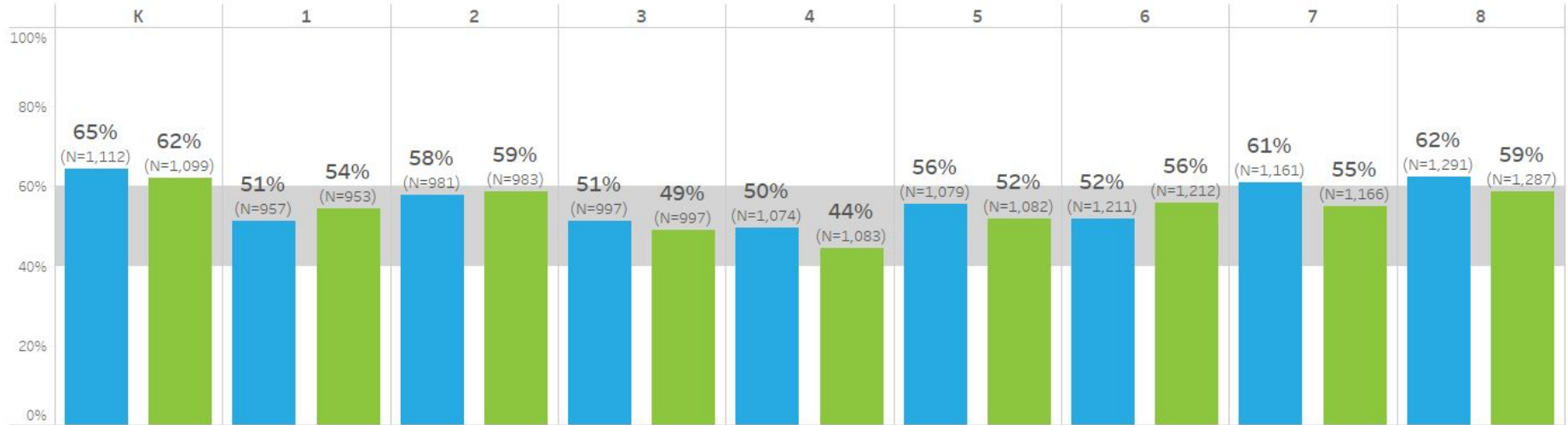
Growth Results by Grade

What is the NWEA Winter **growth** by **grade** for P-CCS?

Percent meeting Fall to Winter growth projection

Gray band represents national average range of 40-60%

Legend
■ Reading
■ Math



This chart represents the percent of students meeting or exceeding their growth projection from Fall to Winter Reading and Math by grade level as measured by the Winter 2023 NWEA assessment. In aggregate, each grade level is performing within or above the national average range.

Growth Results by Student Group

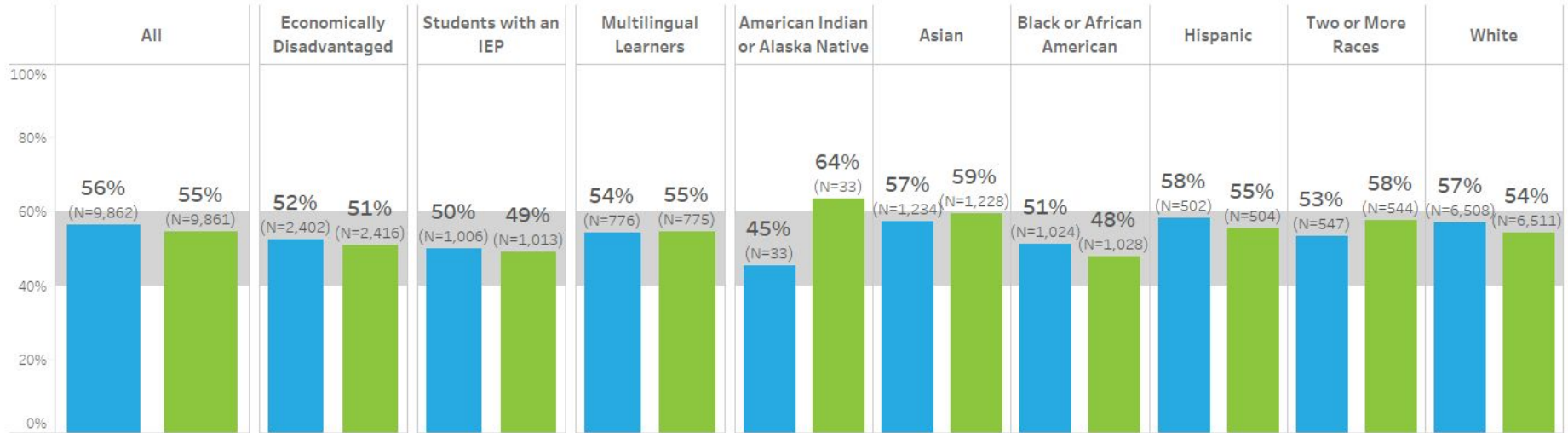
What is the NWEA Winter growth by group for P-CCS?

Percent meeting Fall to Winter growth projection

Gray band represents national average range of 40-60%

Grade Level
All

Legend
Reading
Math



This chart represents the percent of students meeting or exceeding their growth projection from Fall to Winter Reading and Math by grade level as measured by the Winter 2023 NWEA assessment. In aggregate, each grade level is performing within or above the national average range. Includes only student groups with greater than 30 members.

Key Findings From Spring Academic Data

» **Grades and Credit Attainment:**

» Students in Grades 3-12

- » Grades and credit attainment data are not yet available at the time of this update due to end of year timelines.
- » Reporting will occur after we review and analyze the final information as it becomes available.
- » Updates will be provided in Board notes and on the public facing 98b Goals Reporting documents found on the district website.

CNA Key Findings: Social and Emotional Learning

Social and Emotional Competency Survey Topics

- » Supportive Relationships - How supported students feel through their relationships with friends, family, and adults at school.
- » Self-Management - How well students manage their emotions, thoughts, and behaviors in different situations.
- » Social Awareness - How well students consider the perspectives of others.
- » Grit - How well students are able to persevere through setbacks to achieve long-term goals.
- » Growth Mindset - Student perceptions of whether they have the potential to change those factors that are central to their performance in school.
- » Emotion Regulation - How well students regulate their emotions.

CNA Key Findings: Social and Emotional Learning

» **Grades K-2:**

- » Relative strengths Emotion Regulation & Engagement.
- » Relative weakness in Self-Management & Grit, but growth shown this year.
- » Greatest areas of increase were Grit, Learning Strategies & Self-Management from the beginning to the end of the year.

» **Grades 3-5:**

- » Relative strengths Self-Management, Social Awareness, & Supportive Relationships.
- » Relative weakness in Growth Mindset & Emotion Regulation.
- » Greatest areas of increase were Grit and Growth Mindset from the beginning to the end of the year.

CNA Key Findings: Social and Emotional Learning

» **Grades 6-8:**

- » Relative strengths Self-Management & Supportive Relationships.
- » Relative weakness in Growth Mindset & Emotion Regulation.
- » Greatest areas of increase were Grit and Emotion Regulation.

» **Grades 9-12:**

- » Relative strengths Self-Management & Supportive Relationships.
- » Relative weakness in Growth Mindset & Emotion Regulation, but growth shown in Emotion Regulation.
- » Greatest areas of increase were Grit and Emotion Regulation.

CNA Key Findings: Social and Emotional Supports

- » **Asks students to anonymously report on three areas:**
 - » *Teacher-Student Relationships* -
 - » How strong the social connection is between teachers and students within and beyond the classroom.
 - » *Sense of Belonging* -
 - » How much students feel that they are valued members of the school community.
 - » *Diversity and Inclusion (grades 6-12 only)* -
 - » How diverse, integrated, and fair school is for students from different races, ethnicities, or cultures

CNA Key Findings: Social and Emotional Supports

» **Observations:**

» *Teacher-Student Relationships -*

- » Stronger in grades 3-5 than in 6-12. The 6-12 students' rating is lower than the national average in this category.

» *Sense of Belonging -*

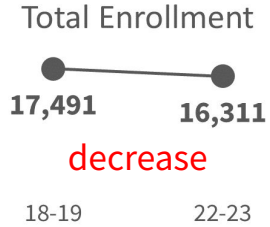
- » Stronger in grades 3-5 than in 6-12. The 6-12 students' rating is lower than the national average in this category.

» *Diversity and Inclusion (grades 6-12 only) -*

- » The 6-12 students' positive rating is near the 90th percentile when compared to the national average in this category.

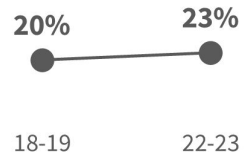
CNA Key Findings: Demographics 18-19 to 22-23

Total enrollment has decreased. Demographics have changed.



Economically Disadvantaged

increase



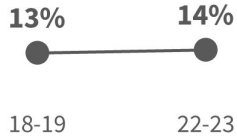
Students with IEPs

increase



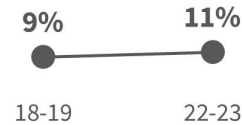
Asian

increase



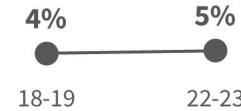
Black or African American

increase

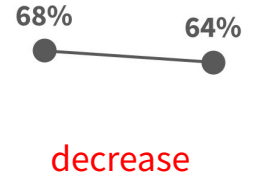


Two or More Races

increase

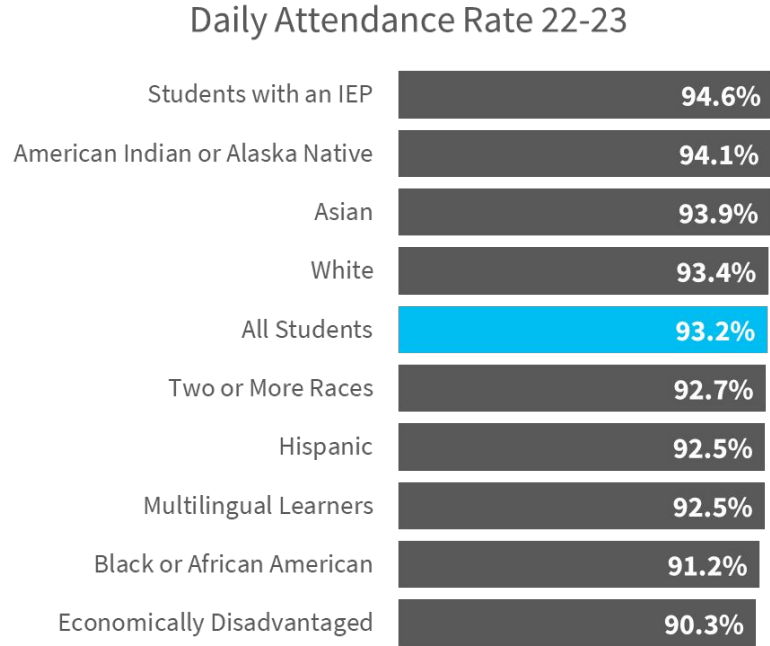
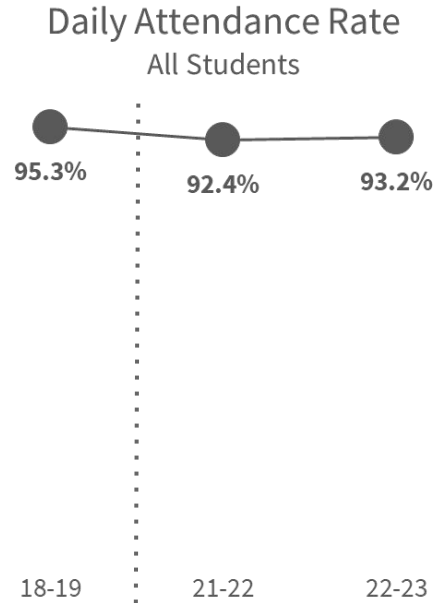


White



CNA Key Findings: Average Daily Attendance Rate

Unofficial - full day

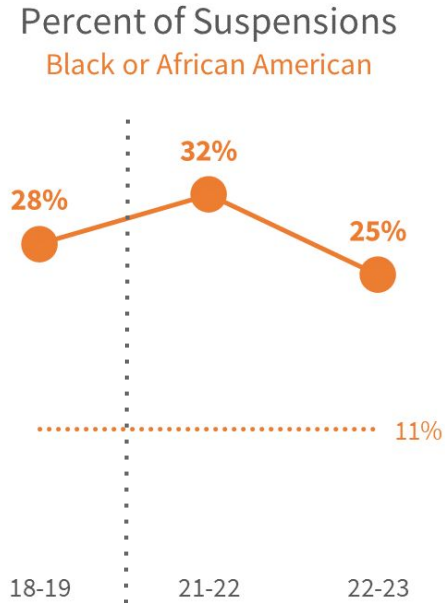
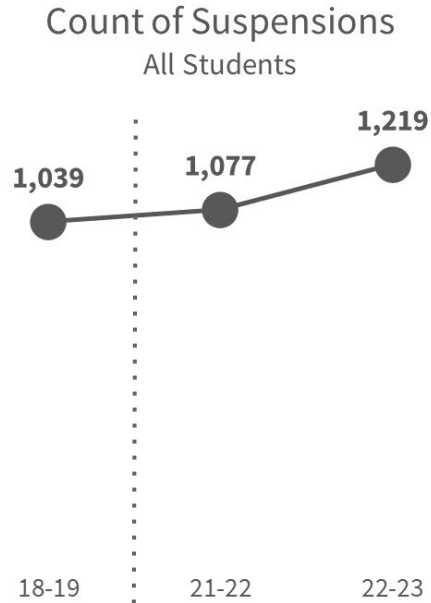


Attendance trending toward pre-pandemic levels

The overall average daily Attendance Rate has increased 92% last year to 93% this year

Several 11t eligible groups continue to have disproportionate attendance rates.

CNA Key Findings: Behavior



Total suspensions have increased.

142 more suspensions than last year

Disproportionality for Black or African American students has decreased.

25% in compared to 32% last year

Note: Black or African American students account for a disproportionately higher rate of suspensions (25%) than should be expected based on their overall percentage of the student body (11%).

2022 - 2023 Key Activities

Supporting Student Academic Success:

- » The Teacher on Special Assignment for Student Academic Support (TOSA) program:
 - » *Elementary School* - TOSA Academic Support Teachers
 - » *Middle School* - TOSA Academic Support Teachers in Math & ELA
 - » *High School* - TOSA Student Success Coaches
- » Elementary building-based instructional coaches to provide Tier I and Tier II support.

Supporting Student Physical, Psychological and Emotional Safety:

- » Full implementation of additional student support personnel added in 2021-22:
 - » Middle School Deans of Student Success
 - » Elementary Student Success Specialists

Elementary School - Teachers on Special Assignment

Focus of the Role: The TOSA works collaboratively with fourth and fifth grade teachers and provides in-class small group instruction with students from 11t eligible demographic groups who need additional academic support. In first year of implementation (2022-23).

Measurements: NWEA data

Interventions: Small group instruction in ELA and Math

Key Findings (Results):

- » **There was a positive impact in the areas of reading and math for students receiving TOSA support**
 - » **51% of students receiving support met or exceeded their reading and math growth projection**
- » The ongoing professional learning for TOSAs has had a positive impact on skills related to small group instruction
- » Monthly data review for students receiving support has informed the MTSS process for identified students

Next Steps:

- » Continue to build additional resources for systematic monitoring of student achievement and progress with Panorama, DnA, and Tableau

Elementary School - Student Success Specialists

Focus of the Role: To provide academic and SEL support to elementary students who will benefit from additional assistance to be successful in the school setting. In first year of implementation (2022-23).

Measurements: Panorama Data -showing strength in many or all of SEL topics

Interventions: Implementing individual and small group support with SEL skillbuilding by developing behavior support plans and friendship groups, supporting work completion, building foundational ELA and math skills, work on problem solving skills, and facilitating restorative conversations.

Key Findings (Results):

- » **All elementary schools with an ESSS showed an increase in SEL competencies between trimester 1 and trimester 3**
- » Monthly data review for students receiving support has informed the MTSS process for identified students
- » It has been beneficial to have the Student Success Specialists meet monthly in a cohort to refine support strategies

Next Steps:

- » Refine data collection to include NWEA data monitoring for identified students
- » Focus on Climate and Culture Survey data to inform opportunities

Middle School - Teachers on Special Assignment

Focus of the Role: The TOSA is assigned a caseload of students who need additional academic support and meet the criteria as outlined by ESSER 11t. They push into designated Math or ELA classrooms to provide in-class support and provide additional 1:1 or small group instruction outside of class.

Measurements: NWEA data, student course grades

Interventions: Small group and/or 1:1 instruction in Math or ELA

Key Findings (Results):

- » **81% (121 of 149) of students served by a TOSA passed their Math or ELA course in Semester 1.**
- » Overall, Fall to Winter NWEA data indicate that these students are meeting their growth projections.

Next Steps:

- » Utilize the TOSA PLC to discuss and refine small-group instructional practices.
- » Continue to monitor course grades and NWEA growth data to inform practice and determine effectiveness.

Middle School - Deans of Student Success

Focus of the Role: The focus of the Dean of Student Success is to provide proactive academic, behavioral, and SEL support to an assigned caseload of students. In addition, they support school-wide PBIS, assist students as they navigate conflict, facilitate Restorative Conversations to repair harm, and connect with families to support student growth.

Measurements: *Caseload data:* attendance, course grades, disciplinary referrals, SEL Survey Data

Interventions: Check-in/ Check-out, Restorative Conferences, 1:1 meetings, behavior plans, positive reinforcement (PBIS rewards, positive calls home, supervised free-time)

Key Findings (Results):

- » **86% (87 of 101) of caseload students with behavior concerns demonstrated improvement.**
- » **83% (69 of 83) of caseload students with academic concerns demonstrated improved grades.**

Next Steps:

- » Utilize the Dean PLC and Middle School Administrator meetings to share successes.
- » Continue to reinforce the fact that the role of the Dean of Student Success is different than the P-CEP Dean.

High School - Teachers on Special Assignment

Focus of the Role: Implement a case management approach to provide academic and personal development support to high students from ESSER 11t eligible demographic groups who need additional assistance to be successful.

Measurements: Student course grades

Interventions: Individualized academic intervention plans, progress monitoring during weekly meetings, after-school tutoring and homework help, and parent/guardian meetings and engagement activities.

Key Findings (Results): 40% (50 of 125) of students on the TOSA caseload reduced the number of course failures from the previous school year

Next Steps:

- » Continue weekly TOSA meetings to review data and share impact across all high schools.
- » Focus on improving student attendance.
- » Monitor end of year course grades to inform practice and determine effectiveness of the TOSA model.

K-5 Program Support - **Instructional Coaches**

Focus of the Role: To offer individualized, classroom-based support for teachers in developing lessons, utilizing data and reflecting on instructional practices.

Measurements: NWEA student growth data and teacher survey data

Key Findings (Results):

- » **Students whose teachers engaged in sustained, on-going coaching outperformed students whose teachers did not engage in coaching**
- » **Teachers positively reported changes in practice after receiving coaching**
- » Quote from staff: “We appreciated her help in planning our strategy groups, planning and implementing our words their way groups, and finding ways to implement targeted, small-group instruction during writer's workshop.”

Next Steps: Continue district-level and elementary building instructional coaches; Review need for additional building based instructional coaches.

Additional 2022-23 Revisions & Next Steps for 2023-24

- » Academics
- » Behavior & Attendance
- » Social-Emotional Competencies



2022-23 98b Goals and Benchmark Assessment Spring Report & Data Review



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