

# 2023-24 Fall Data Review



PLYMOUTH-CANTON  
COMMUNITY SCHOOLS  
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*P-CCS  
Board of Education  
Meeting on  
December 12, 2023*



# Purpose of Tonight's Presentation

- » Provide an update on progress toward the goals and strategic objectives in the P-CCS Dynamic Plan
- » Share an overview of available data from the fall
- » Explain the connection between the data and our Multi-Tiered System of Supports (MTSS)
- » Reconfirm the mode of instruction for 2023-24

# 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.

# Continuity of Learning Plan (ECOL) for 2023-2024

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

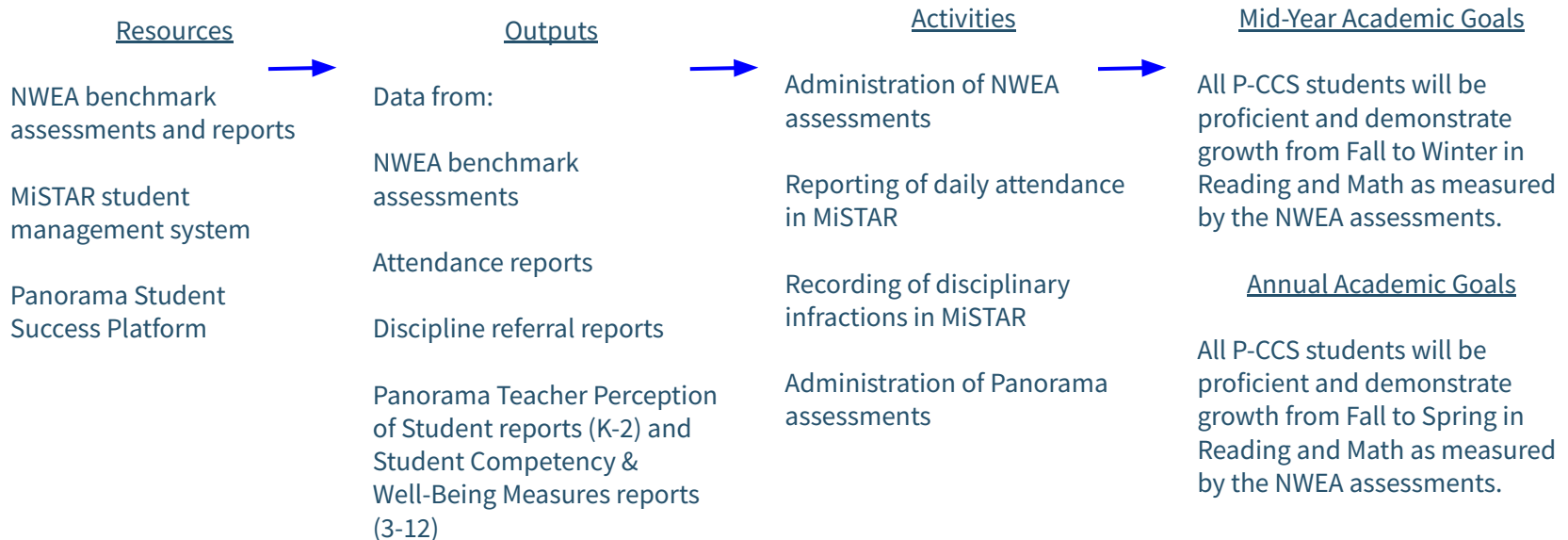
P-CCS Virtual Academy option for students in grades 3 through 12.



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# 2023-24 Fall Data Presentation - Logic Model

Problem Statement: To ensure P-CCS increases achievement for all students and closes achievement gaps, a comprehensive data review is needed to understand how students perform in comparison to their peers. P-CCS utilizes the NWEA (Northwest Evaluation Association) Benchmark Assessment to measure the academic achievement of students as compared to their nationally normed grade level peers. The NWEA also allows P-CCS to determine how well students (on average) grow in comparison to similar students in the nationally normed group. Additional data is reviewed to measure factors that contribute to student achievement, such as attendance, discipline, and social-emotional supports.



# Key Findings: Overview



## ‘Satellite Data’

- Large grain size
- Illuminate patterns
- Point us in a general direction for further investigation

Demographics

Attendance

Behavior

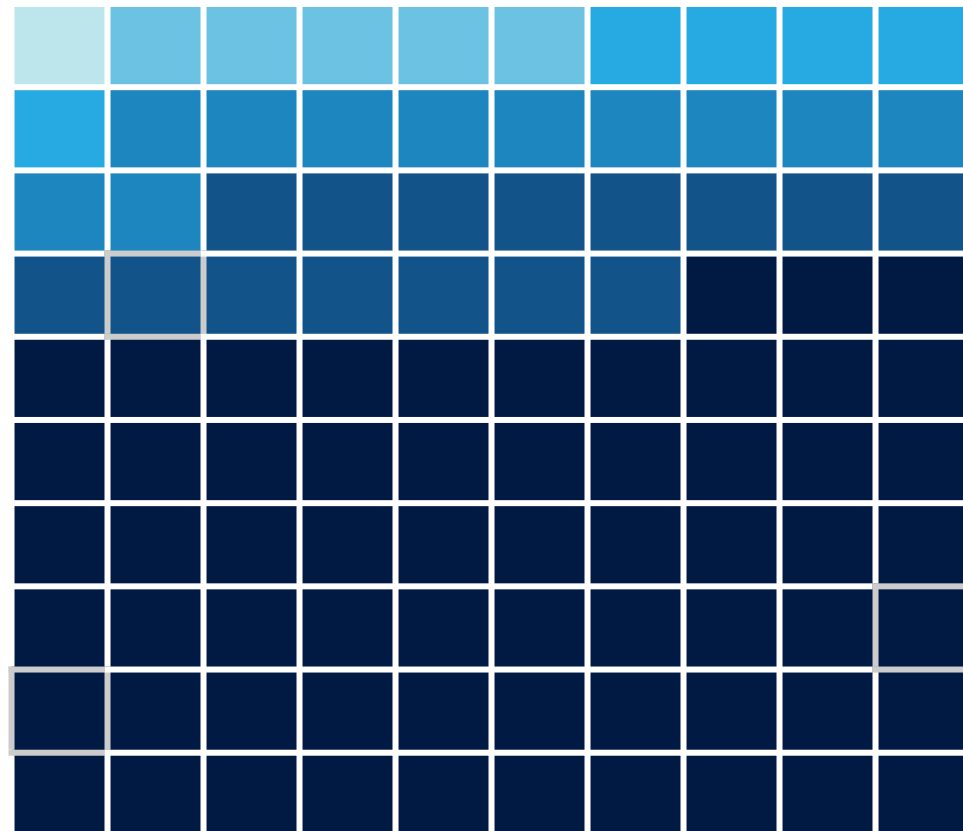
Achievement

State  
Assessment

Benchmark  
Assessment

# Key Findings: Student Demographics

## Race/Ethnicity



**<1%** Amer. Indian or Alaskan Native,  
Native Hawaiian or Other Pacific Isl.

**5%** Hispanic

**5%** Two or More races

**11%** Black or African American

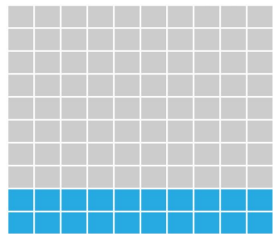
**15%** Asian

**63%** White

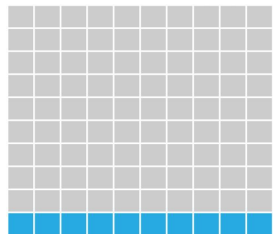


# Key Findings: Student Demographics

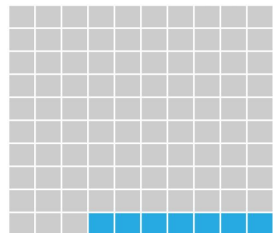
Additional student groups



**20%** **Economically Disadvantaged** (about 3,350 students)



**10%** **Students with an IEP** (about 1,700 students)



**7%** **Multilingual Learners** (about 1,120 students)

# Key Findings: Average Daily Attendance Rate Trend

Unofficial - full day

**Attendance  
continuing to trend  
toward  
pre-pandemic  
levels across all  
student groups**

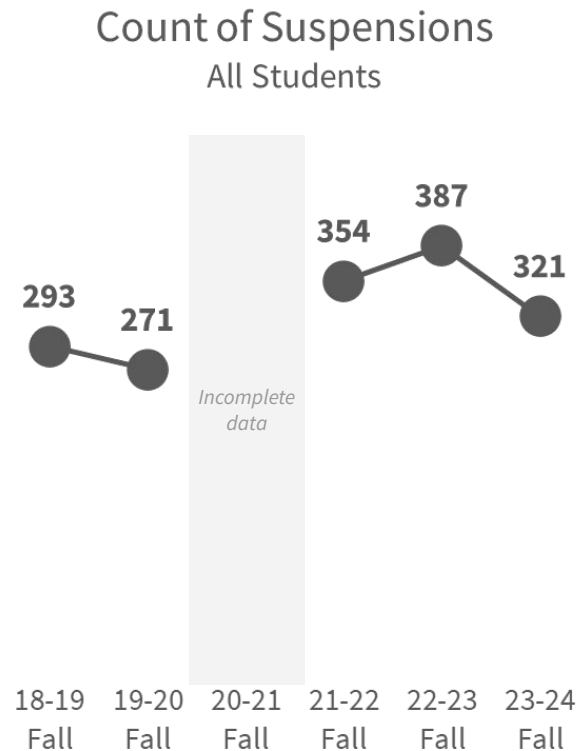
	18-19	19-20	20-21	21-22	22-23	23-24 Fall	Trend	Change from 21-22
All Students	95.3%			92.4%	93.2%	94.8%		2.4%
American Indian or Alaska Native	96.0%	Incomplete data		93.2%	94.1%	95.1%		1.9%
Asian	95.9%			94.1%	93.9%	95.4%		1.2%
Black or African American	94.8%			90.2%	91.2%	93.2%		3.0%
Hispanic	94.5%			91.8%	92.5%	94.2%		2.4%
Two or More Races	95.0%			92.1%	92.7%	94.8%		2.7%
White	95.4%			92.5%	93.4%	95.0%		2.5%
Economically Disadvantaged	94.8%			89.8%	90.3%	92.6%		2.8%
Students with IEPs	90.5%			89.9%	94.6%	92.4%		2.5%
Multilingual Learners	93.6%			92.3%	92.5%	94.1%		1.8%

# Key Findings: Behavior

## Suspensions

**Total suspensions in the Fall have decreased.**

66 fewer suspensions compared to last Fall



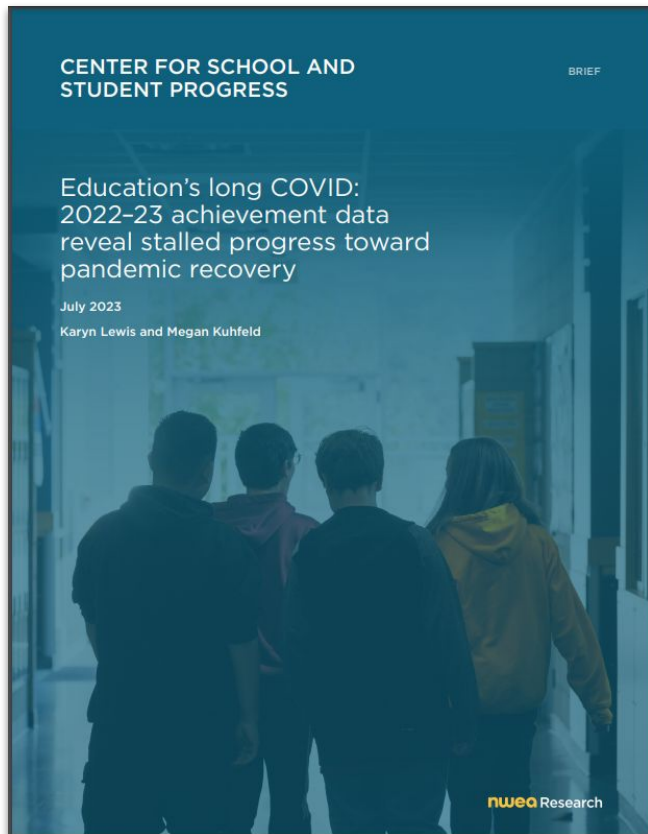
# Key Findings: Pandemic Academic Recovery

## National Perspective

### Education's long COVID: 2022–23 achievement data reveal stalled progress toward pandemic recovery

#### KEY FINDINGS

- In nearly all grades, achievement gains during 2022–23 fell short of prepandemic trends, which stalled progress toward pandemic recovery.
- Significant achievement gaps persist at the end of 2022–23, and the average student will need the equivalent of 4.1 additional months of schooling to catch up in reading and 4.5 months in math.
- Comparing across race/ethnicity groups, achievement gains for all students lagged prepandemic trends in 2022–23. Marginalized students remain the furthest from recovery.



# State Assessment: Purpose

**State and federal laws** require schools to assess student learning every year in specific grade levels and content areas

Measure **how much a student knows** in terms of the **state content standards or college-readiness goals**

**Provide stakeholders with information** on how students, schools, and districts are performing

The state uses these to **target supports and resources** for schools that need them most & **identify areas of success** from which others can learn

# State Assessment: Metrics

## Achievement: Percent Proficient or Advanced

Reports display the percent of students who achieved the Proficient or Advanced performance level (Meeting state standards or On Track for College Readiness)



Click on the image above to explore the MDE Guide

# State Assessment: Key Findings

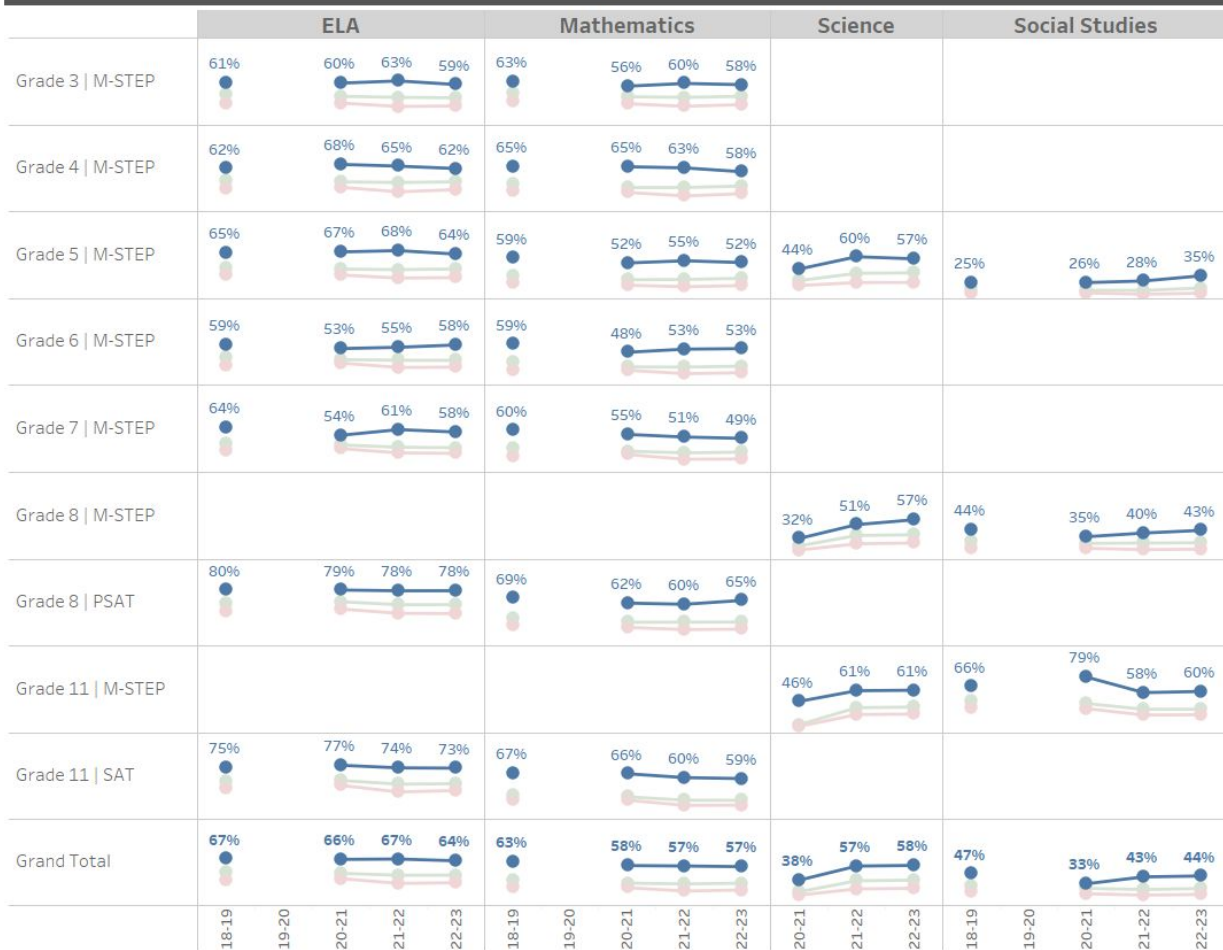
Comparing the percent of students proficient or advanced in the same grade from 21-22 to 22-23:

- » Elementary grades either remained stable or slightly decreased.
- » Progress was made in both English language arts and mathematics in grades 6 and 8.
- » Progress was also made in science (grades 8 and 11) and social studies (grades 5, 8, and 11).
- » Performance in ELA for grades 8 and 11 remained stable.

# Key Findings: State Assessment Results Trend Comparison M-Step PSAT/SAT All Students

P-CCS  
Wayne RESA  
Statewide

## State Assessment Results Trend Comparison Percent Proficient or Advanced



Legend  
 ■ Plymouth-Canton | Wayne RESA  
 ■ All Districts | Wayne RESA  
 ■ All Districts | Statewide

Student Group  
 All Students

Note:  
 Assessments were not administered in 2019-20 and not required for all students in 2020-21.

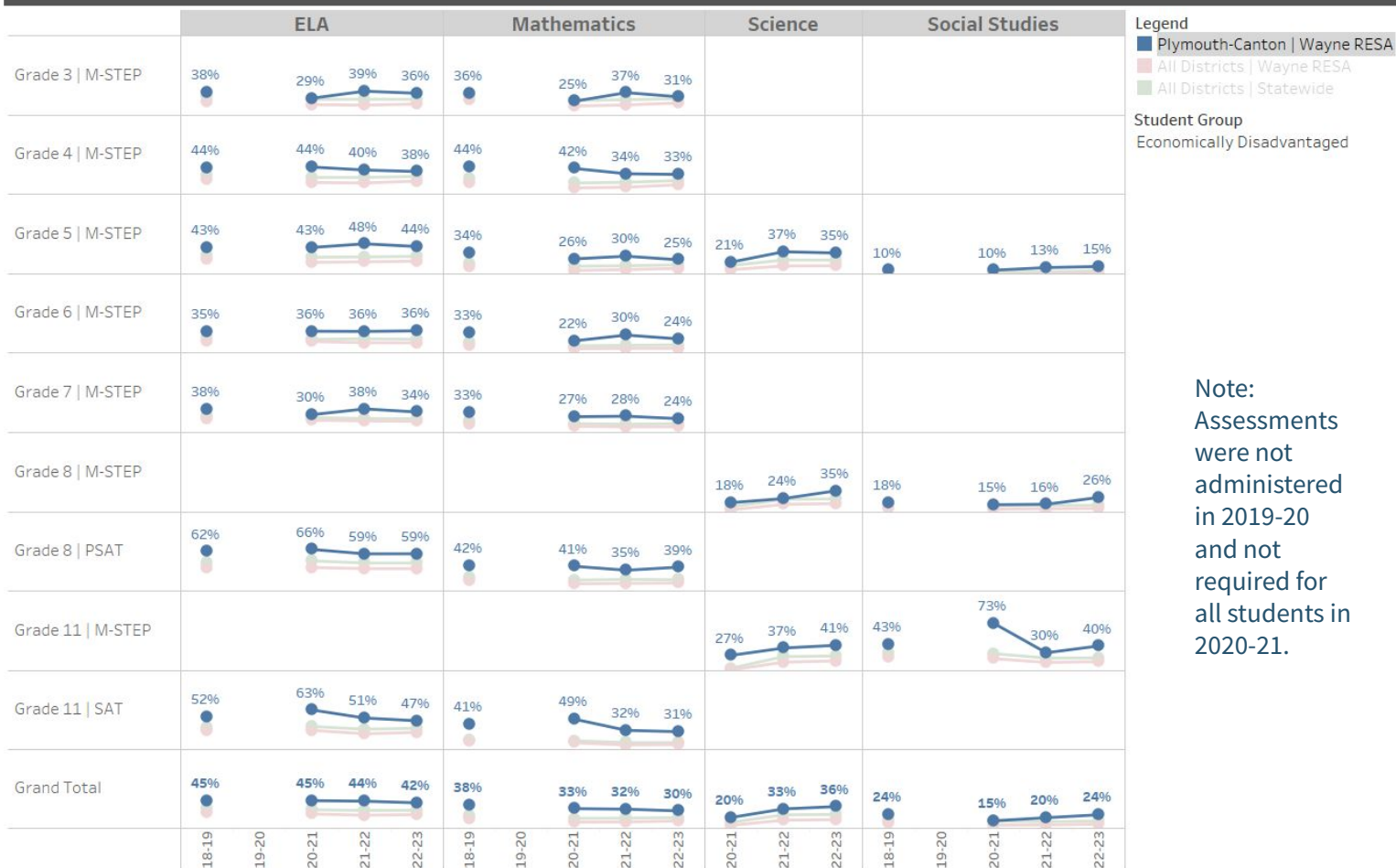


# Key Findings: State Assessment Results Trend Comparison M-Step PSAT/SAT

## Economically Disadvantaged

P-CCS  
Wayne RESA  
Statewide

### State Assessment Results Trend Comparison Percent Proficient or Advanced

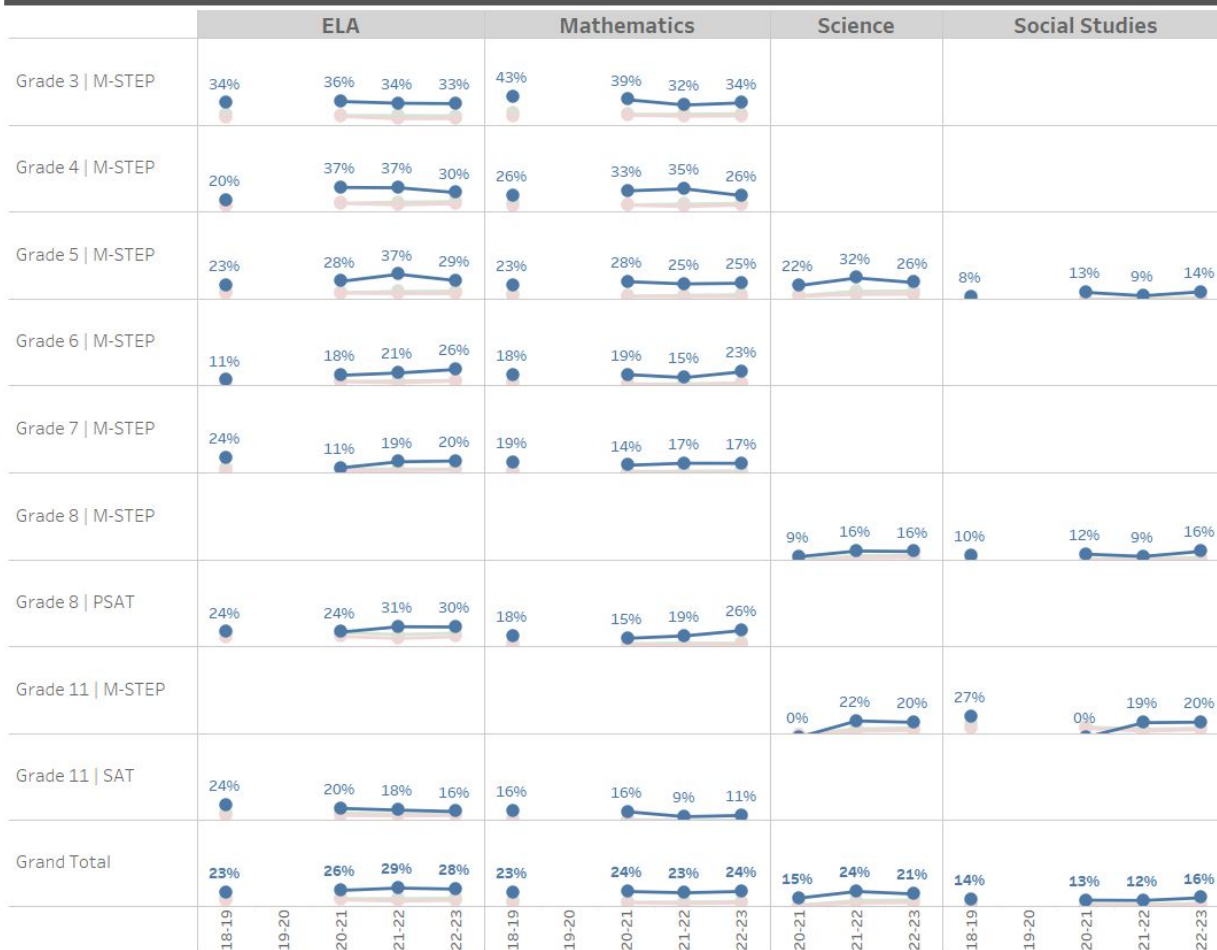


# Key Findings: State Assessment Results Trend Comparison M-Step PSAT/SAT

## Students with IEPs

P-CCS  
Wayne RESA  
Statewide

## State Assessment Results Trend Comparison Percent Proficient or Advanced



Legend  
 Plymouth-Canton | Wayne RESA  
 All Districts | Wayne RESA  
 All Districts | Statewide

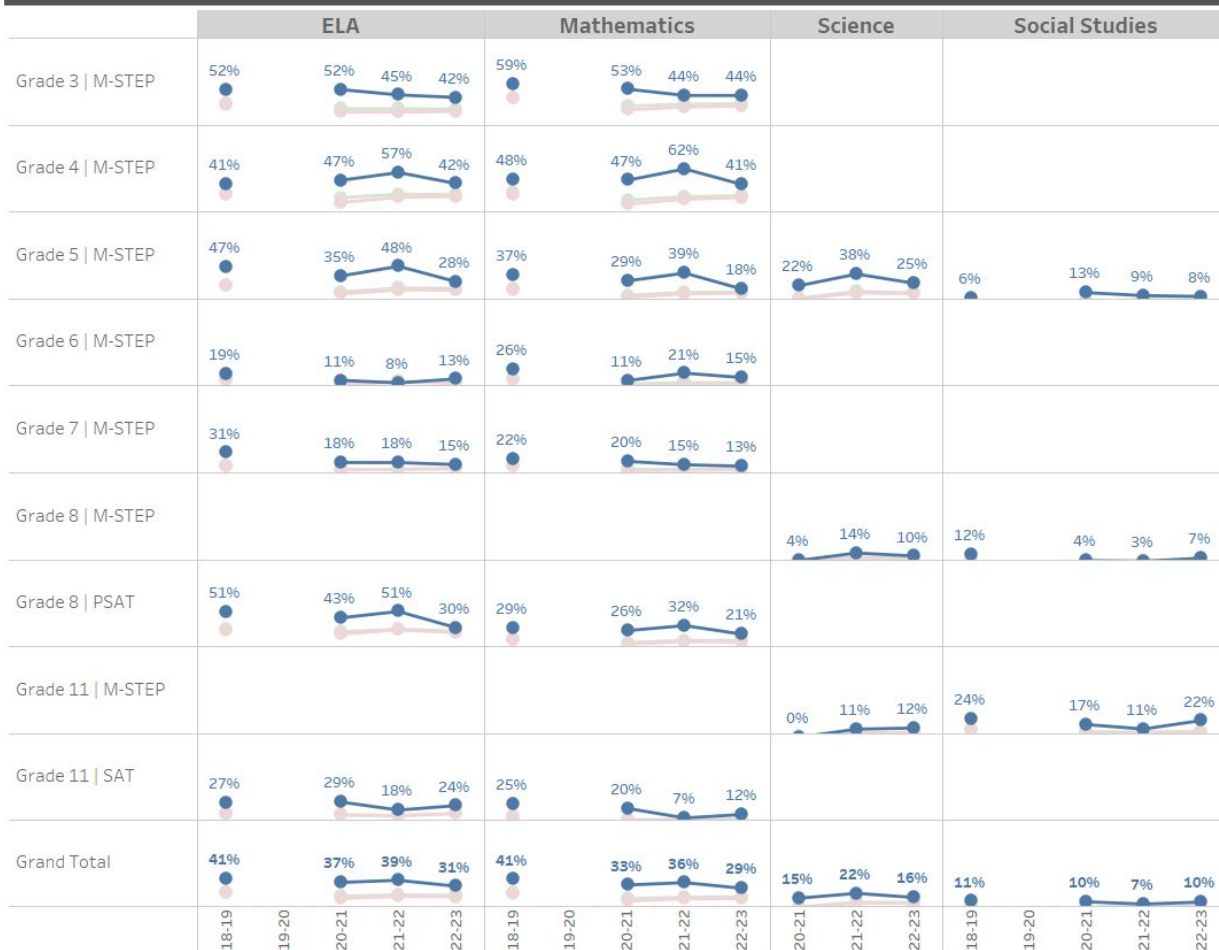
Student Group  
 Students with IEPs

Note:  
 Assessments were not administered in 2019-20 and not required for all students in 2020-21.

# Key Findings: State Assessment Results Trend Comparison M-Step PSAT/SAT Multilingual Learners

P-CCS  
Wayne RESA  
Statewide

## State Assessment Results Trend Comparison Percent Proficient or Advanced



Legend  
 Plymouth-Canton | Wayne RESA  
 All Districts | Wayne RESA  
 All Districts | Statewide

Student Group  
 Multilingual Learners

Note:  
Assessments were not administered in 2019-20 and not required for all students in 2020-21.

# NWEA MAP Growth: Purpose

## Information gathered is used to inform...

- Within year progress
- Program improvement
- Educator evaluation
- Individual Reading Improvement Plans (IRIPS)
- 31a identification
- Title I support identification
- Individual goal setting and instructional planning
- Additional support decisions for students



# NWEA MAP: Metrics

NWEA Achievement and Growth metrics represent what is “typical” based on their national norming data.

## **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 or exceeding projected growth from Fall to Fall.

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

# NWEA MAP: Achievement and Growth Key Findings

## Achievement

All grade levels performed well above the national norm in Reading and Mathematics.

## Growth

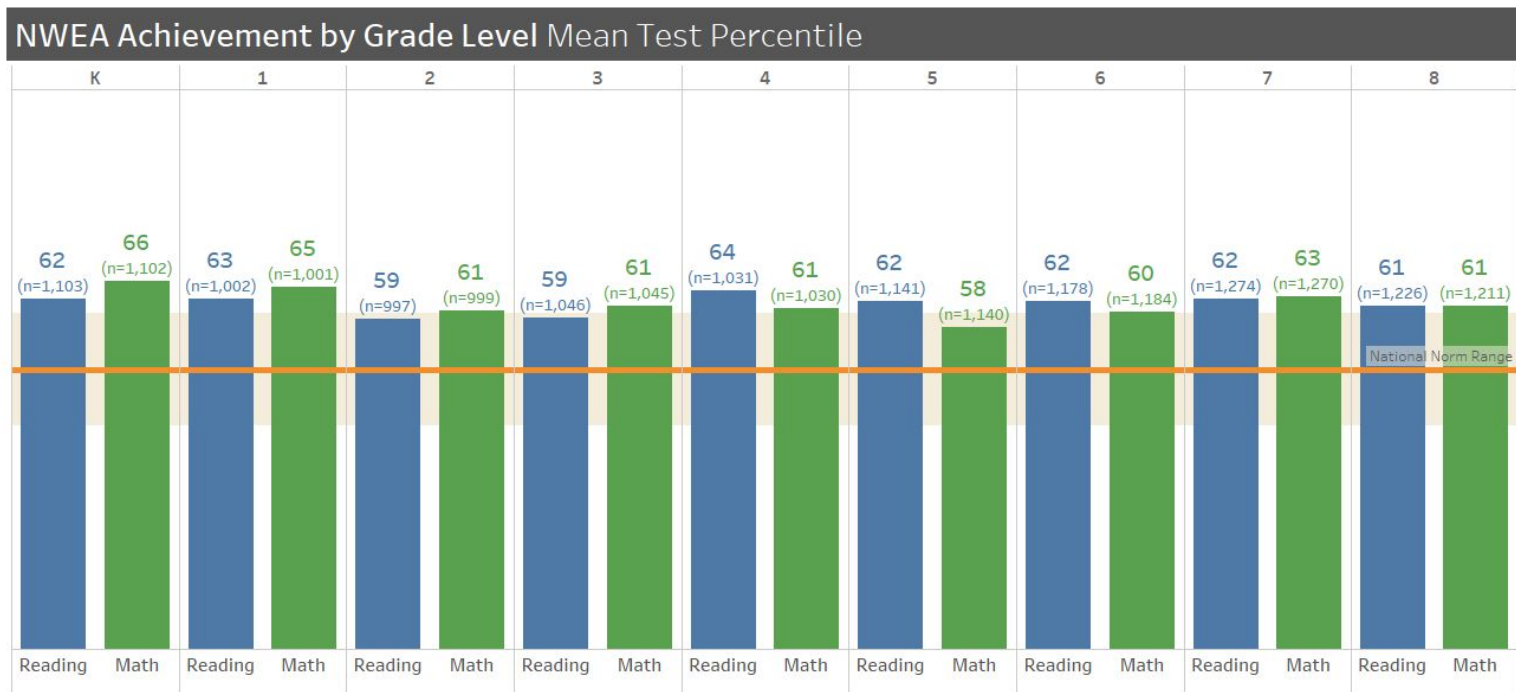
Most grade levels met or exceeded national norm growth expectations in

- » Reading (1, 3, 4, 5, 6, 7, and 8) and
- » Mathematics (3, 6, 7, and 8).

# Key Findings: NWEA Results Fall 2023

## Achievement by Grade

Legend  
■ Reading  
■ Math

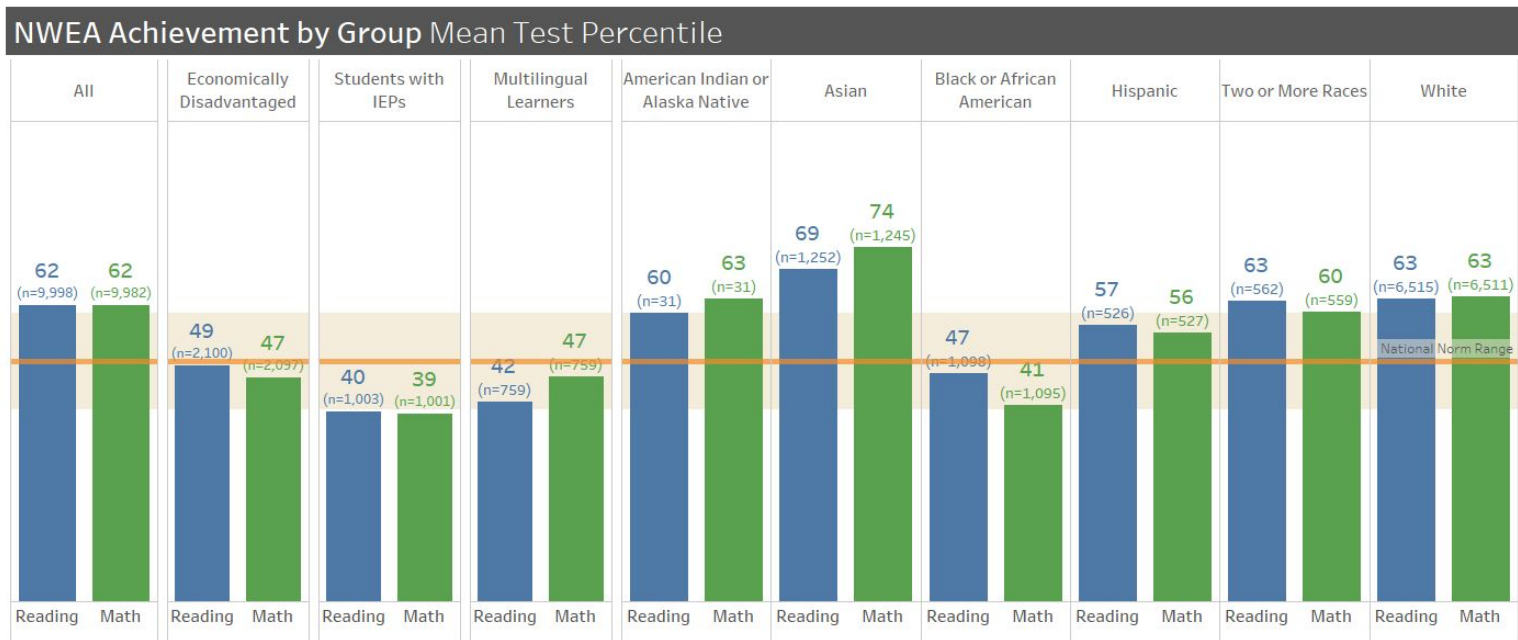


Note: 2nd grade students in P-CCS take the 2-5 NWEA MAP versus the K-2 Assessment with support.

# Key Findings: NWEA Results Fall 2023

## Achievement by Group

Legend  
 ■ Reading  
 ■ Math



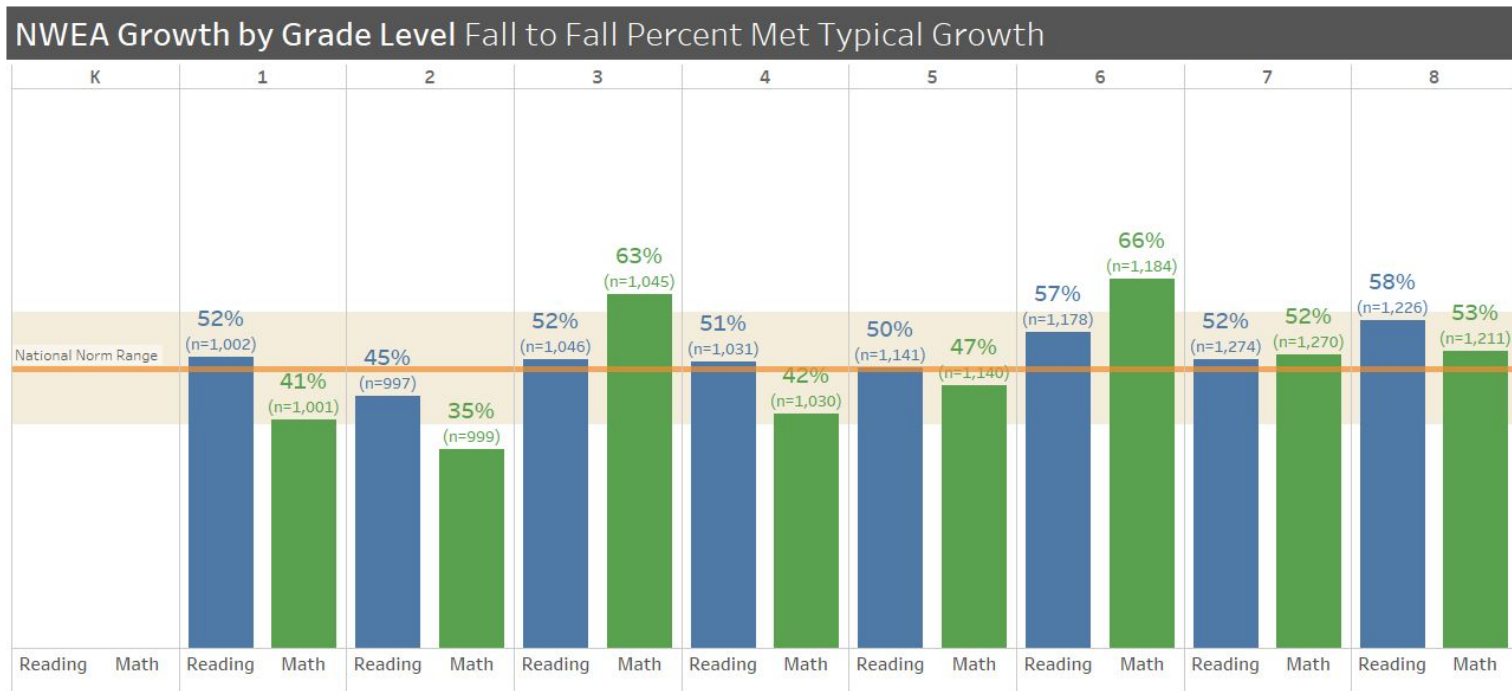
Note: 2nd grade students in P-CCS take the 2-5 NWEA MAP versus the K-2 Assessment with support.



# Key Findings: NWEA Results Fall 2023

## Growth by Grade

Legend  
■ Reading  
■ Math



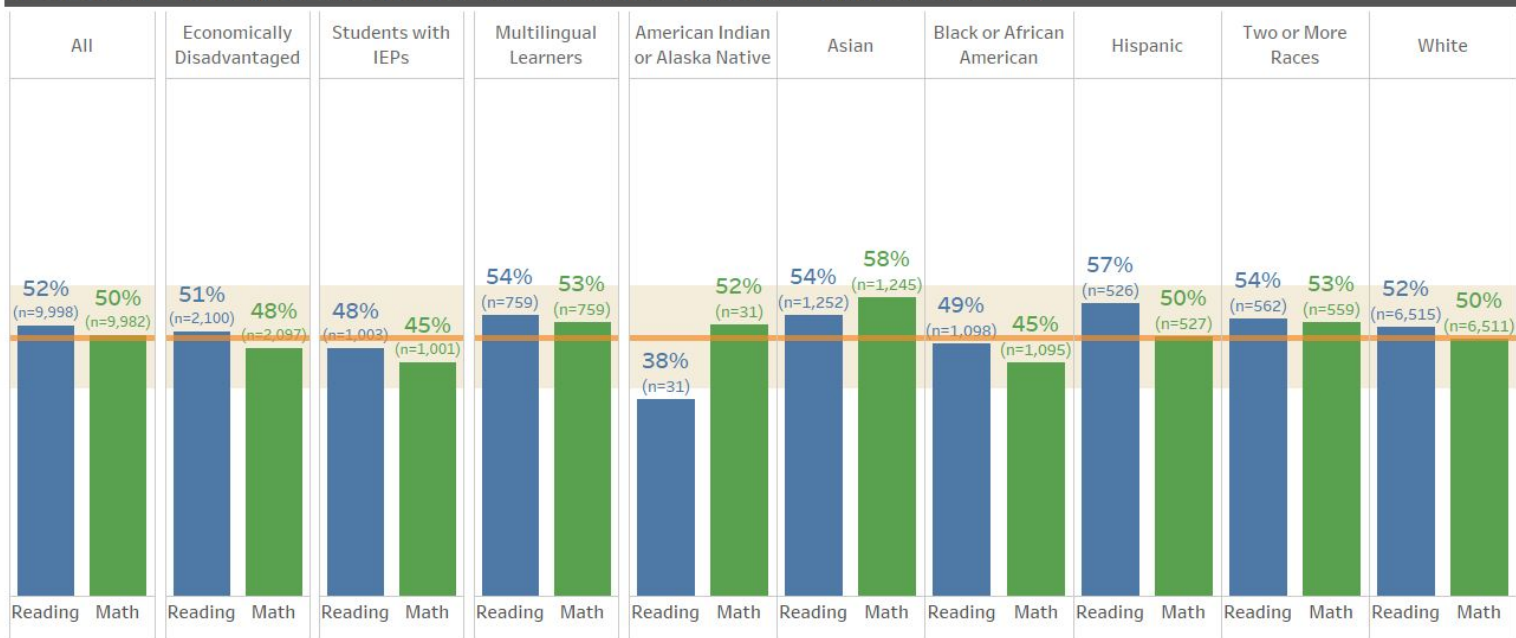
Note: 2nd grade students in P-CCS take the 2-5 NWEA MAP versus the K-2 Assessment with support.

# Key Findings: NWEA Results Fall 2023

## Growth by Group

Legend  
■ Reading  
■ Math

NWEA Growth by Grade Level Fall to Fall Percent Met Typical Growth



Note: 2nd grade students in P-CCS take the 2-5 NWEA MAP versus the K-2 Assessment with support.

# Panorama Family-School Relationship Survey & Student SEL Survey Results Sharing Plan

As requested, these results will be shared at the January 9, 2024 meeting

We will discuss...

- » Changes in content, scope, delivery from last year to this year
- » Enhancements to reporting and implementation
- » Year-by-year comparison updates
- » Connections to current and future work/activities

# 2023 - 2024 Key Activities

## **Supporting Student Success:**

- The Teacher on Special Assignment for Student Academic Support (TOSA) program.
- Elementary building-based instructional coaches to provide Tier I and Tier II support.
- Elementary Special Education Teacher Consultants.
- Training on and implementation of UFLI Foundations (K-2) and Morphology (3-5).
- Adaptive Curriculum Resources for Students with IEPs.
- Ongoing or new implementation of additional student support personnel:
  - Middle School Deans of Student Success
  - Elementary Student Success Specialists
  - High School Student Success Teacher (new position in 2023-24)

# 2023 - 2024 Key Activities to Support Student Success

Support Implemented	Focus of the Support / Intervention	What data will be used to measure success?
<p>The Teacher on Special Assignment for Student Academic Support (TOSA) program:</p> <ul style="list-style-type: none"> <li>» <i>Elementary School</i> - TOSA Academic Support Teachers</li> <li>» <i>Middle School</i> - TOSA Academic Support Teachers in Math &amp; ELA</li> <li>» <i>High School</i> - TOSA Academic Success Coaches</li> </ul>	<p>Elementary &amp; Middle School - Push into academic classes to provide individual and small group instruction for identified students.</p> <p>Middle &amp; High School - Meet with students outside of regular class time to provide additional individualized instruction as needed.</p> <p>High School - Work with school staff to create personalized support plans, collaborate with school leadership, build relationships with students and families, and implement academic support strategies.</p>	<p>NWEA achievement and growth (K-8)</p> <p>DIBELS (K-5)</p> <p>Attendance</p> <p>Panorama Teacher Perception of Student Reports (K-2) and Student Competency &amp; Well-Being Measures (3-12)</p> <p>Standards Based Grades (K-5)</p> <p>Academic Grades (6-12)</p>

# 2023 - 2024 Key Activities to Support Student Success

Support Implemented	Focus of the Support / Intervention	What data will be used to measure success?
<p>Instructional Coaching</p> <ul style="list-style-type: none"><li>Additional professional learning for coaches that includes Cognitive Coaching and Impact Cycle training</li></ul>	<p>Support teachers in improving their instruction and student learning through a collaborative partnership between a coach and a teacher, where the coach works with the teacher to identify goals, plan for improvement, and reflect on progress.</p>	<p>NWEA achievement and growth (K-8)</p> <p>Coaching logs indicating time spent and areas of coaching focus</p> <p>Panorama Teacher Perception of Student Reports (K-2) and Student Competency &amp; Well-Being Measures (3-12)</p> <p>Standards Based Grades (K-5)</p> <p>Academic Grades (6-12)</p>

# 2023 - 2024 Key Activities to Support Student Success

Support Implemented	Focus of the Support / Intervention	What data will be used to measure success?
Specialized Student Services - Elementary Special Education Teacher Consultants	Provide coaching and support to staff on evidence-based best practices for academic and behavioral support related to students with disabilities.	NWEA achievement and growth (K-8)  Standards Based Grades (K-5)  Course grades (6-12)  MI-ACCESS (K-12)  IEP Goals and Objectives
Elementary Student Success Specialists	Implement 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, working on problem solving skills, and facilitating restorative conversations.	Panorama Teacher Perception of Student Reports (K-2)  Panorama Student Competency & Well-Being Measures (3-5)  Office referrals  Attendance

# 2023 - 2024 Key Activities to Support Student Success

Support Implemented	Focus of the Support / Intervention	What data will be used to measure success?
Middle School Deans of Student Support	<p>Provide individualized intervention through the implementation of Check In/ Check out support and monitoring and supporting 504 plans.</p> <p>Support student behavior and SEL needs through individual and small group instruction.</p>	<p>Course grades</p> <p>Office referrals</p> <p>Building PBIS data</p> <p>Attendance</p> <p>Intervention plan progress notes</p>
High School Student Success Teacher	<p>Boost academic and behavior outcomes for students, empower teachers in classroom management, reduce office discipline referrals, implement Restorative Practices to reduce suspensions, and improve academic performance by lowering recidivism for students with persistent behavior challenges.</p>	<p>Office referrals</p> <p>Attendance</p> <p>Suspension data</p>



# 2023 - 2024 Key Activities to Support Student Success

Support Implemented	Focus of the Support / Intervention	What data will be used to measure success?
Training on and Implementation of UFLI Foundations (K-2) and Morphology (3-5)	<p>Focus on explicit and systematic instruction in the foundational skills necessary for proficient reading including:</p> <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Phonics</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul>	<p>NWEA achievement and growth (K-5)</p> <p>DIBELS 8 (K-5)</p> <p>Standards Based Grades (K-5)</p>
<p>Adaptive Curriculum Resources for Students with IEPs</p> <ul style="list-style-type: none"> <li>• Encore</li> <li>• Practical Assessment Exploration System (PAES)</li> </ul>	<p>Encore targets phonics, vocabulary, listening, social-emotional, and cognitive/academic skill development in math, ELA, science, and social studies.</p> <p>PAES Lab targets skill development in problem solving, work behavior skills, and functional math and English skills.</p>	<p>MI-ACCESS (K-12)</p> <p>Encore Pre &amp; Post Assessment</p> <p>IEP Goals and Objectives</p> <p>Applied Behavior Analysis data</p> <p>Skills Based Assessments</p>

# QUESTIONS / FEEDBACK?



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**REACH HIGHER**

