# Benchmark Assessment Report 2022-23
## Board of Education Meeting
## February 6, 2023

Fraser Public Schools, not unlike districts across the country, continues to face challenges due to the COVID-19 pandemic last school year. Some of the most prominent challenges identified include student attendance, development of social emotional skills, and early literacy. Fraser plans to address these areas of concern through district-wide attendance efforts, continued use of Second Step to address social emotional skills, implementation of Restorative Practices with all students in grades Y5s-12, and embedded professional learning in the area of early literacy with a strong focus on phonemic awareness and small group instruction. We will monitor the progress of these efforts throughout the school year through multiple measures and a triangulation of data points.

Per the guidance of the Michigan Department of Education and the Federal Government, in order to address these challenges set forth by the COVID-19 pandemic, Fraser Public Schools continues to update the Extended Continuity of Learning plan. One requirement of this plan is for each district to set mid-year and end of year benchmark assessment goals for students in Grade K-8 in reading and math for the upcoming school year. The Benchmark Assessment plan in reading and math outlined below is just one way that we plan to monitor student progress on the aforementioned challenges during the COVID-19 Pandemic.

| Goal Category | Goal Related to Benchmark Assessments |
|---|---|
| Middle of the Year Reading Goal | By January of the 2022-23 school year, the district will have an increased percentage of students identified as Tier 1 in reading/ELA achievement as measured by the fall baseline data on Fastbridge Grade DK-9 and local assessments for Grade 10 - 12. |
| End of the Year Reading Goal | By the end of the 2022-23 school year, the district will have an increased percentage of students identified as Tier 1 in reading/ELA achievement as measured by the fall baseline data on Fastbridge Grade DK-9 and local assessments for Grade 10 - 12. |
| Middle of the Year Math Goal | By January of the 2022-23 school year, the district will have an increased percentage of students identified as Tier 1 in Math achievement as measured by the fall baseline data on Fastbridge Grade DK-9 and local assessments for Grade 10 - 12. |
| End of the Year Math Goal | By the end of the 2022-23 school year, the district will have an increased percentage of students identified as Tier 1 in Math achievement as measured by the fall baseline data on Fastbridge Grade DK-9 and local assessments for Grade 10 - 12. |

*For all assessment periods listed, the following assessments are utilized:*

- *K-1 students - Fastbridge Early Reading with DRA/NLM for further reference and Early Math*
- *2-3 students - AReading with DRA/SRI for further reference and AMath*
- *4-6 students - AReading with Autoreading/DRA/SRI for further reference and AMath*

## 2022-23 Mid Year Benchmarking Data

| Reporting Category | Reading % Proficient | Math % Proficient |
|---|---|---|
| All students | 54 | 68 |
| Econ. Disadvantaged | 47 | 59.5 |
| Special Education | 24 | 40.5 |
| Female | 56 | 66.5 |
| Male | 53 | 69.5 |
| African-American | 43 | 46.5 |
| White | 57 | 75 |
| Asian | 55 | 68.5 |
| Hispanic/Latino | 51 | 67 |
| Multi Racial | 51 | 67 |
|  |  |  |

| Grade Level | Reading % Proficient | Math % Proficient |
|---|---|---|
| K | 33 | 54 |
| 1st | 36 | 56 |
| 2nd | 44 | 65 |
| 3rd | 47 | 60 |
| 4th | 57 | 64 |
| 5th | 47 | 54 |
| 6th | 57 | 55 |
| 7th | 45 | 56 |
| 8th | 51 | 52 |
| 9th | 50 | 40 |

| Mode of Instruction | Reading % Proficient | Math % Proficient |
| --- | --- | --- |
| Fully in Person | 54 | 68 |