

Benchmark Testing Student Achievement Plan

2021-22



Benchmark Goals 2021-22

Middle of the Year Reading Goal

By January of the 2021-22 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 2021-22 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 2021-22 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 2021-22 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.

MTSS

- Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies.
- In Fraser, have a formal process used to identify gaps using screening assessments administered in Fall, Winter and Spring in grades DK-9.
- We **review** the student scores and profiles, and tier each student in the area of Math, Reading, and Behavior

	Reading Tier M	AReading M	AUTOreading M	Lexile M	DRA M	DRA2 ORF - M	DRA2 Comp M	Reading Intervention - M	Reading Notes - M	Math Tier M	Adaptive Math M	Math Intervention -M	Math Notes - M	Behavior Tier M	SAEBRS M	Behavior Intervention - M	Reading Tier B	AReading Percentile B	LEXILE - B
	Tier 3	13	77	795	40	3	3	CR - C / Read Live	RR	Tier 3	3	CMC-D	RR	3	3	P2P, safety plan	Tier 3	14	799
	Tier 3	4	7	211	20			CR	RR	Tier 3	1	CMC-C	RR	2	7	P2P	Tier 3	7	260
	Tier 3	19	96	850				Classwide Intervention/attendance concern		Tier 1	47				21		Tier 2	21	991
	Tier 1	30	18	750						Tier 1	41				81		Tier 1	30	750
	Tier 1	81	77	1145						Tier 1	67				71		Tier 1	64	1098
	Tier 1	81		1086						Tier 1	75						Tier 1	91	1044
	Tier 1	43	13	823	50	12	20			Tier 1	41				56		Tier 2	25	842
	Tier 1	38	49	838	40	3	3			Tier 1	68				71		Tier 2	23	858
	Tier 1	31	61	1012						Tier 1	41				83		Tier 3	15	849
	Tier 3	18	21	711	80	11	14	CR-B2		Tier 1	33				52		Tier 2	26	678
	Tier 3	14	33	800	50	13	21	CR - C - L 6		Tier 1	51				26		Tier 2	26	796
	Tier 2	26	35	776	50	3	3	Partner Reading/Paragraph		Tier 3	10	CMC	parents refused		16		Tier 2	28	763

Monitoring Student Learning

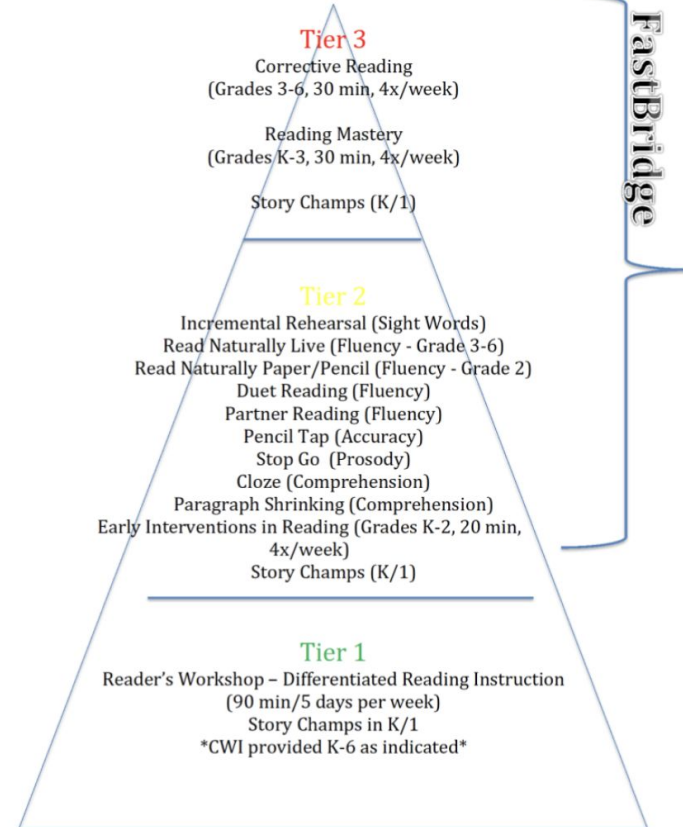
- Students DK-9 transitioned from aimswebPlus to FastBridge assessment for 2021-22 to assess Reading and Math
- Students 2-9 also take Scholastic Reading Inventory (SRI)
- Students K-12 also complete SAEBRS (Social, Academic, and Emotional Behavior Risk Screener)
- Students 9-12 take PSAT (previously it was optional)
- Fall 2021- benchmark assessments were administered DK-9 and compared to winter 2022 data.
- All buildings will conduct data meetings 3 times per year following the administration of the assessments.
- Data will provide us the needed information to implement classwide and small group interventions as well as schedule 7th-9th graders into intervention courses (Read 180, Read to Achieve, Spring Math).

Tier 1 Students:
On Grade Level
Core Instruction

Tier 2 Students:
Reteaching
Strategic & Targeted
Intervention

Tier 3 Students:
Below Grade Level
Intensive Intervention

2021-22 Reading Intervention Non-Negotiables



Identifying Academic Gaps

Grades DK-6

- MTSS Reading and Math Assessments (Fastbridge, SRI, DRA, etc)
- Classroom Assessments (Math module tests, science pre/post, writing tracker, etc)
- M-Step - Spring 2019 only

Grades 7-12

- MTSS Reading and Math Assessments (SRI, Fastbridge)
- Classroom Competency Assessments
- PSAT/SAT

2021-22 Data

Data By Grade Level and Subgroup

Grade 2 Example:

2nd Grade

	Beginning Reading			Middle Reading		
	Tier 1 %	Tier 2 %	Tier 3 %	Tier 1 %	Tier 2 %	Tier 3 %
2 All Students	46%	10%	44%	55%	14%	31%
2 Economically Disadvantaged	39%	9%	52%	43%	17%	39%
2 Special Education	7%	11%	82%	18%	18%	64%
2 English Learner	22%		78%	22%	33%	44%
2 Female	52%	10%	38%	59%	11%	29%
2 Male	39%	10%	51%	49%	16%	35%
2 Ethnicity - White	43%	11%	46%	56%	13%	31%
2 Ethnicity - Black	50%	5%	45%	49%	12%	39%
2 Ethnicity - Multi-Racial	55%	9%	36%	45%	25%	30%
2 School of Choice	49%	9%	42%	58%	11%	31%

	Beginning Math			Middle Math		
	Tier 1 %	Tier 2 %	Tier 3 %	Tier 1 %	Tier 2 %	Tier 3 %
2 All Students	60%	7%	33%	69%	10%	21%
2 Economically Disadvantaged	55%	5%	40%	62%	11%	27%
2 Special Education	35%	15%	51%	51%	8%	41%
2 English Learner	44%		56%	44%	11%	44%
2 Female	59%	7%	33%	64%	13%	23%
2 Male	60%	6%	34%	74%	7%	20%
2 Ethnicity - White	63%	6%	30%	75%	7%	18%
2 Ethnicity - Black	47%	9%	45%	51%	21%	28%
2 Ethnicity - Multi-Racial	64%	9%	27%	70%		30%
2 School of Choice	56%	6%	37%	72%	7%	21%

Responding to Learning Gaps - Elementary

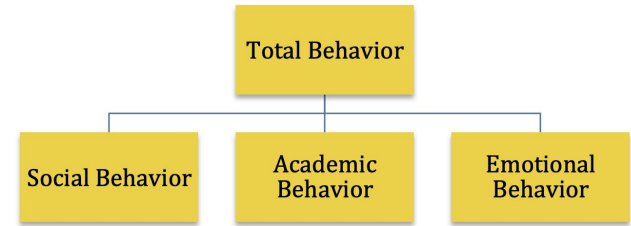
- **Small Group - Individual**
 - First four weeks
 - GE Tier 3 students - continue with direct instruction
 - After Fall data meetings
 - Tier 2 interventions begin
 - Tier 3 groups revised as needed
 - Progress Monitoring

Responding to Learning Gaps - Secondary

- Demonstration of Competency
 - Competency Assessments in all courses
 - Gradebooks adjusted to communicate whether students have met, not met, or are progressing toward each competency
 - Credit Recovery for HS Graduation Requirements
- Intervention/Support Courses
 - Read 180 (7th-9th Grade)
 - Reading Apprenticeship (9th Grade)
 - Spring Math (7th & 8th Grade)
 - Essentials for Algebra (8th Grade)
 - Double Block Algebra (9th Grade)

Social and Emotional Learning Assessment - SAEBRS

- Social Emotional data collection in grades K-12
 - Includes social, emotional, academic behavior scores
- Data collected three times
- K-6 Teacher Report
- 7-12 Student Self-Report



MySAEBRS Screening Tool

Students use the following scale to identify how frequently they experience the described behaviors.



	Never	Sometimes	Often	Almost Always
Social Behavior				
I argue with others.	3	2	1	0
I get along with my peers.	0	1	2	3
I lose my temper.	3	2	1	0
I disrupt class.	3	2	1	0
I am respectful.	0	1	2	3
Other people like me.	0	1	2	3
I have trouble waiting my turn.	3	2	1	0
Academic Behavior				
I like school.	0	1	2	3
I am ready for class.	0	1	2	3

Data Observations

All Students:

- Planning Support for Early Literacy - Heggerty Phonemic Awareness
- End of the year Data will be much more telling.
- Quarantine, COVID Cases, **Attendance issues** (due to Oxford), etc. played a role in our mid-year data.

FRASER PUBLIC SCHOOLS STRATEGIC PLAN 2019 – 2023

