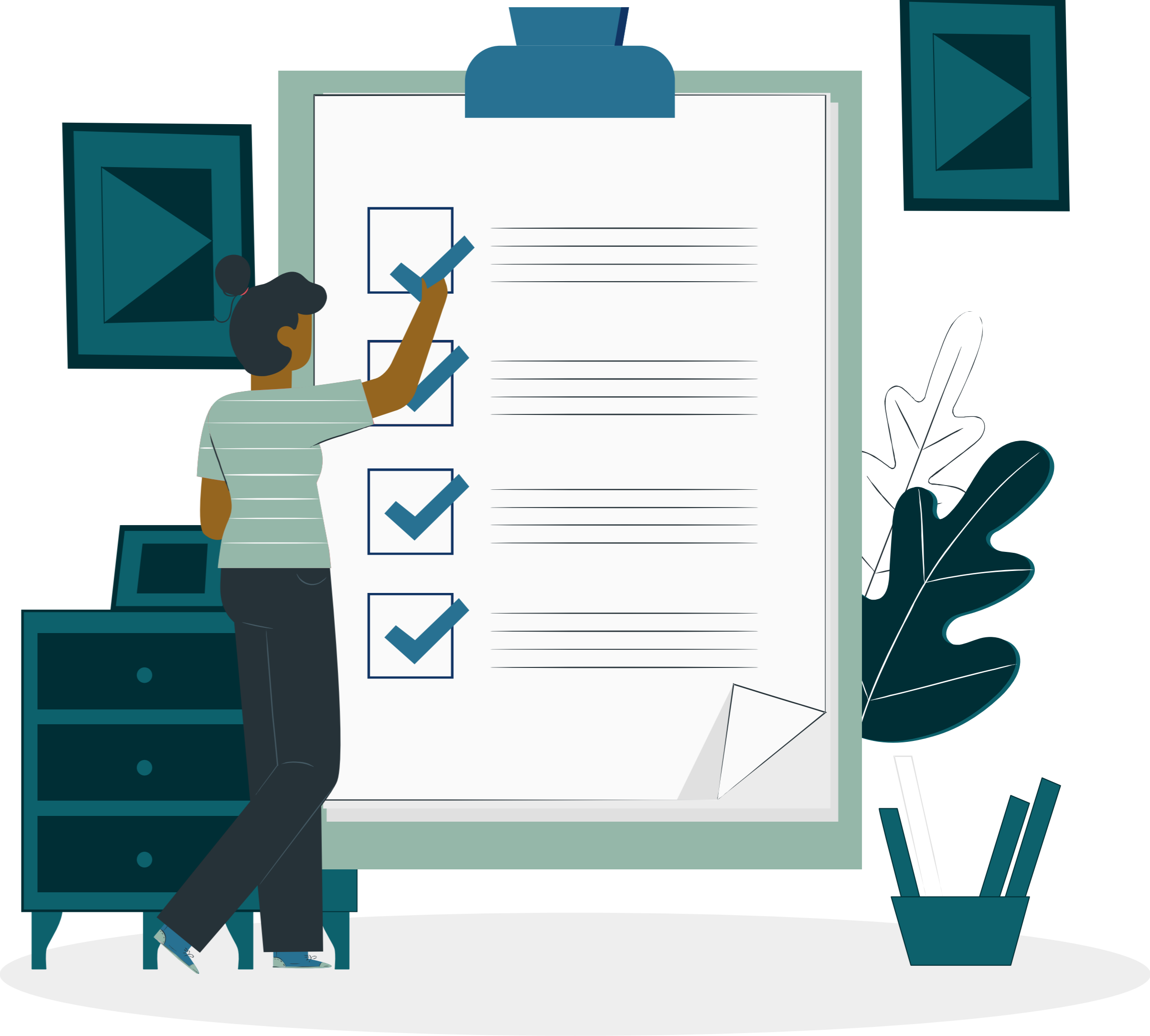


End of Year Assessment Review



Board of Education
June 2, 2022



Public Act 48 of 2021, Section 98b

In Public Act 48 of 2021, Section 98b requires those entities with schools—local education agencies (LEAs), both traditional public school districts and public school academies (PSAs), and intermediate school districts (ISDs)—to establish by not later than September 15, 2021 educational goals expected to be achieved for the 2021-22 school year for the school.

Goal set by the Lansing School District:
95% of our students will “Meet Growth Expectations”
by the end of the 2021-2022 school year.



How is Growth Measured?



aimswebPlus is used for grades K-1 to assess Early Literacy and Early Numeracy



aimswebPlus gives screener data which helps inform skill development



NWEA Map Growth is used for grades 2-12 for both Reading and Math



NWEA is a normed, adaptive assessment and is an excellent predictor of M-Step Proficiency

Data Preview

Proficient

A score that denotes a student that is at or above grade level expectations.

Met Growth

A score that denotes a student that has met expected growth as determined by aimswebPlus and NWEA.

Growth

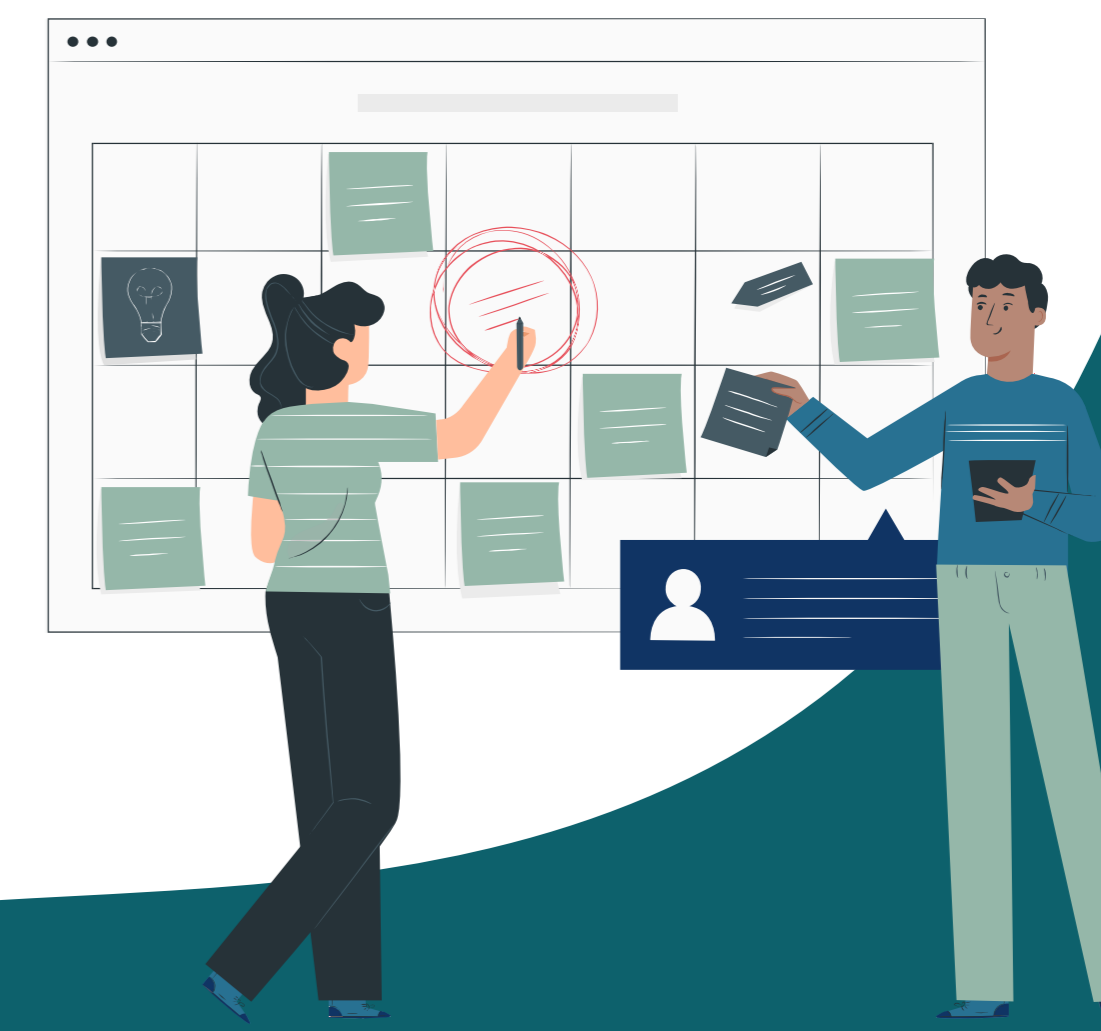
A score that denotes a student who has made growth from Fall to Spring.

No Growth

A score that denotes a student who has not made growth from Fall to Spring.

Trend Data

Looking at data by grade, school or grade band to determine if patterns exist.



Data Review



- **Growth by Grade Level**

- We are going to look at growth by grade level and trend data using aimswebPlus and NWEA.

**Growth by
Grade Level**



- **Growth by Grade Band and School**

- We are going to look at growth by grade band and school along with trend data overall.

**Growth by
Grade Band
and School**



- **Plan for Improvement**

- We are going to outline concrete steps to improving student achievement for the 2022-2023 schoolyear.

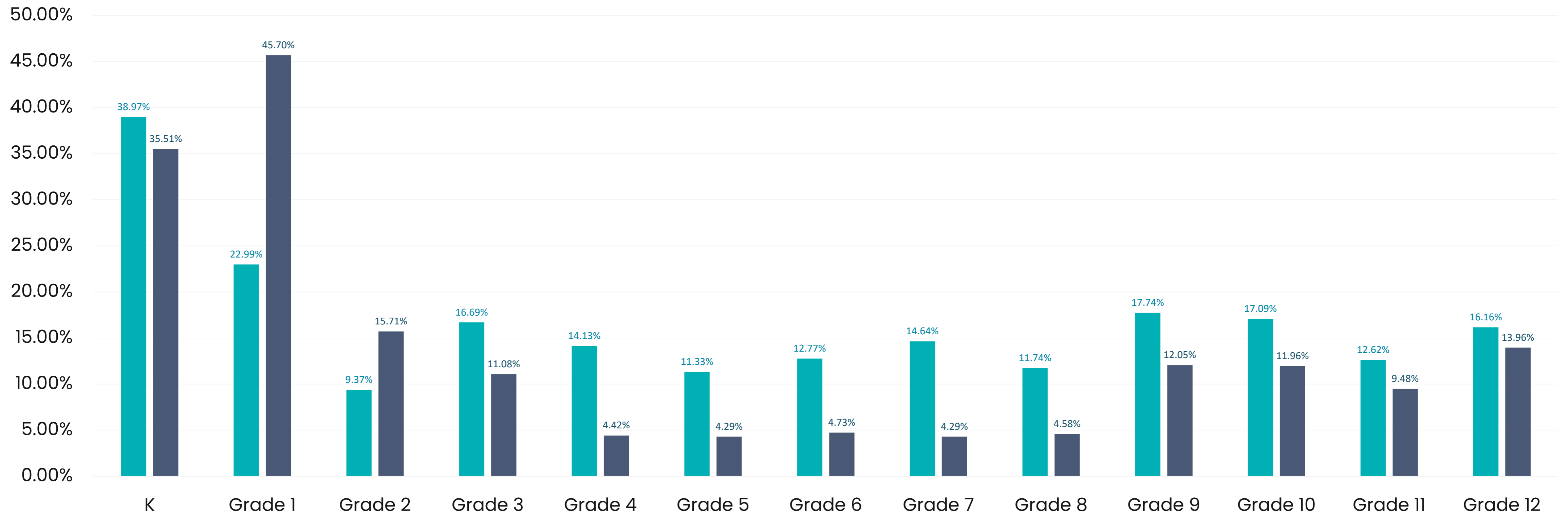
**Plan for
Improvement**



PROFICIENCY SUMMARY

Grades K-12

Percentage of students that met or exceeded the benchmark

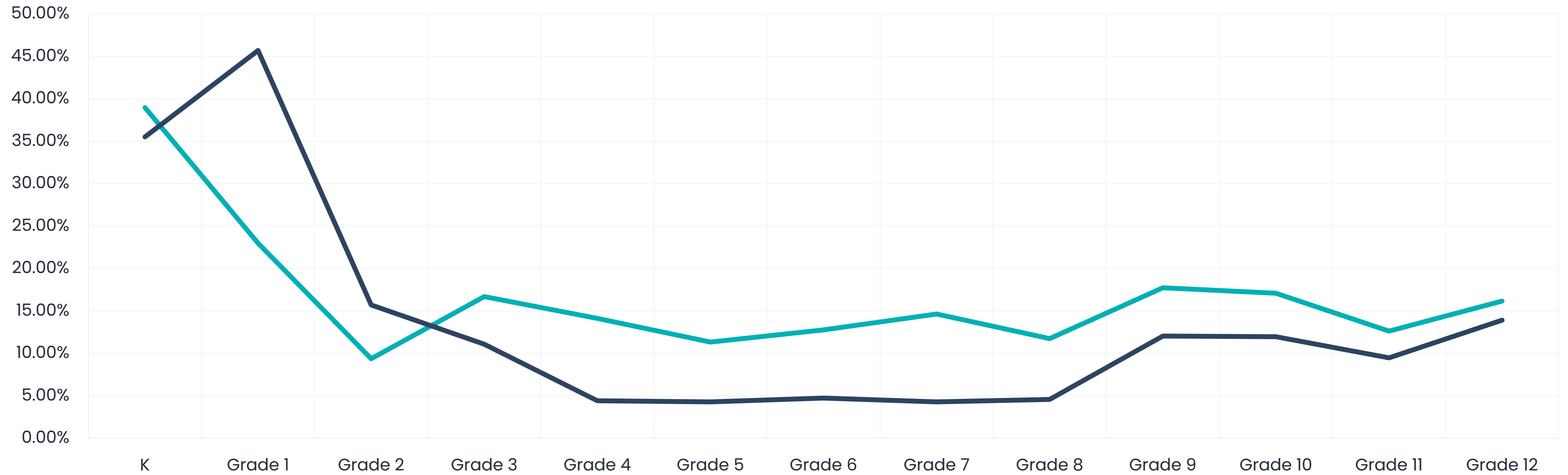


K-1 measure is aimswebPlus and 2-12 measure is NWEA

READING

MATH

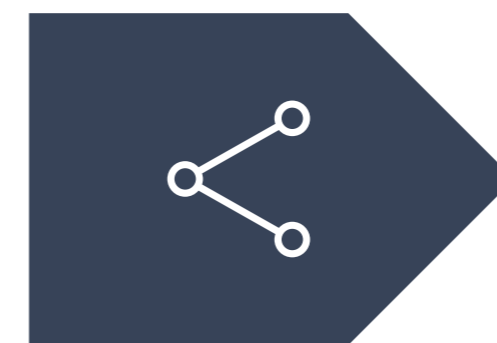
Proficiency Trend for Reading and Math



Reading Trend

K- 1 measure: aimswebPlus

2-12 measure: NWEA



Math Trend

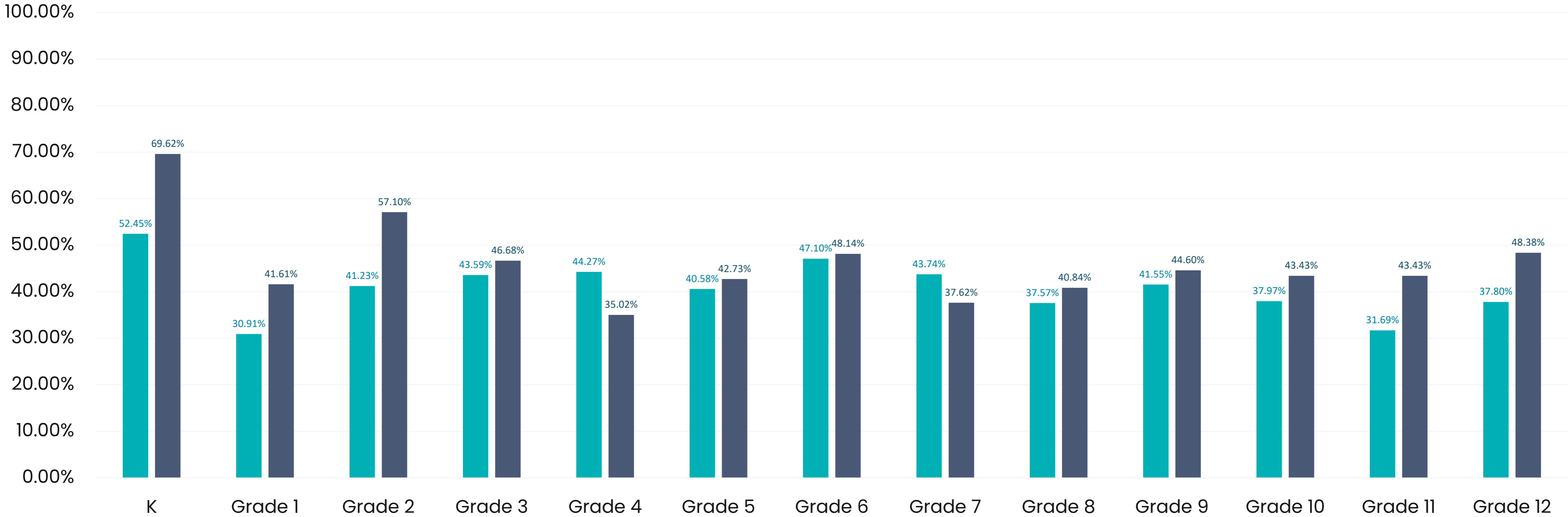
K- 1 measure: aimswebPlus

2-12 measure: NWEA

MET GROWTH SUMMARY

Grades K- 12

Percentage of students that met or exceeded the growth expectation

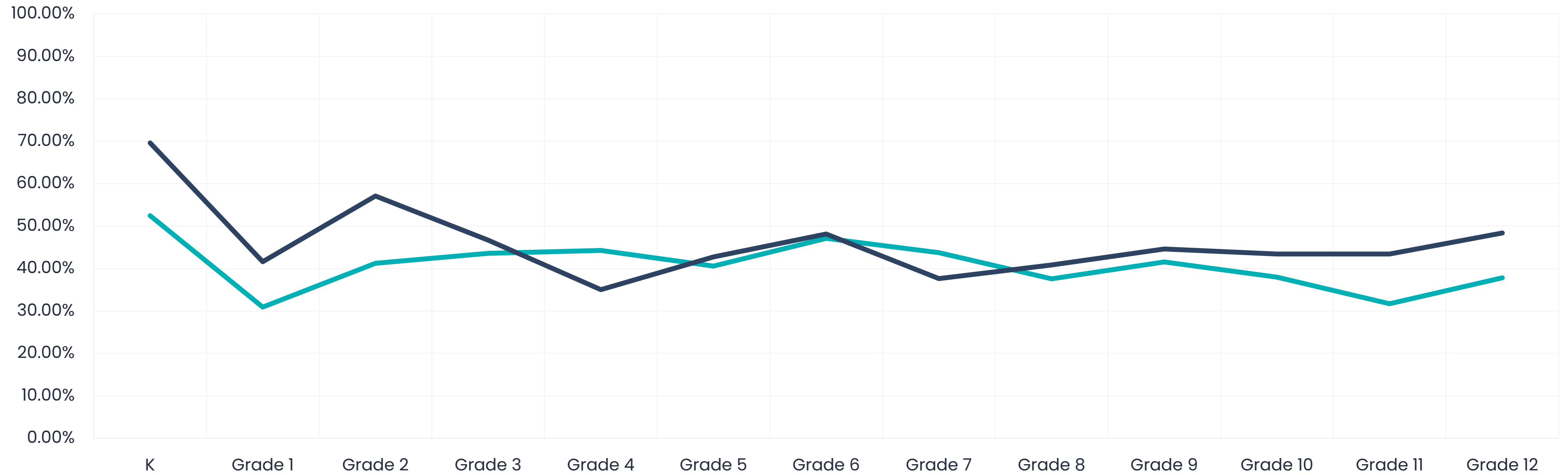


K-1 measure is aimswebPlus and 2-12 measure is NWEA

READING

MATH

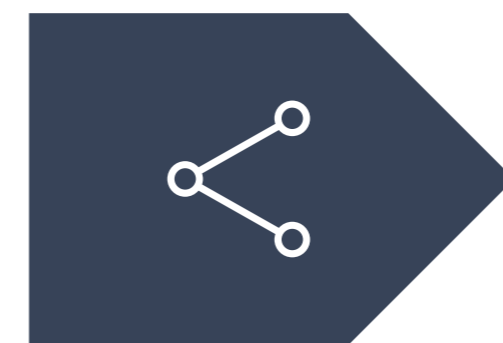
Met Growth Trend for Reading and Math



Reading Trend

K- 1 measure: aimswebPlus

2-12 measure: NWEA



Math Trend

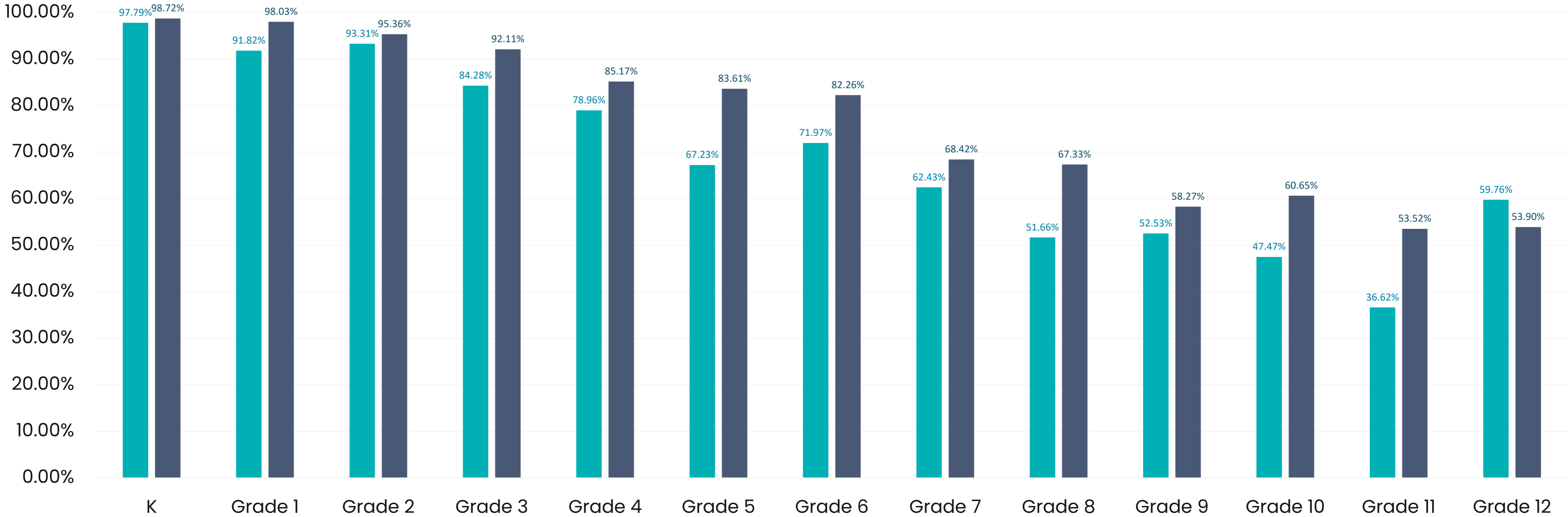
K- 1 measure: aimswebPlus

2-12: measure NWEA

GROWTH SUMMARY

Grades K-12

Percentage of students that made growth on aimswebPlus and NWEA

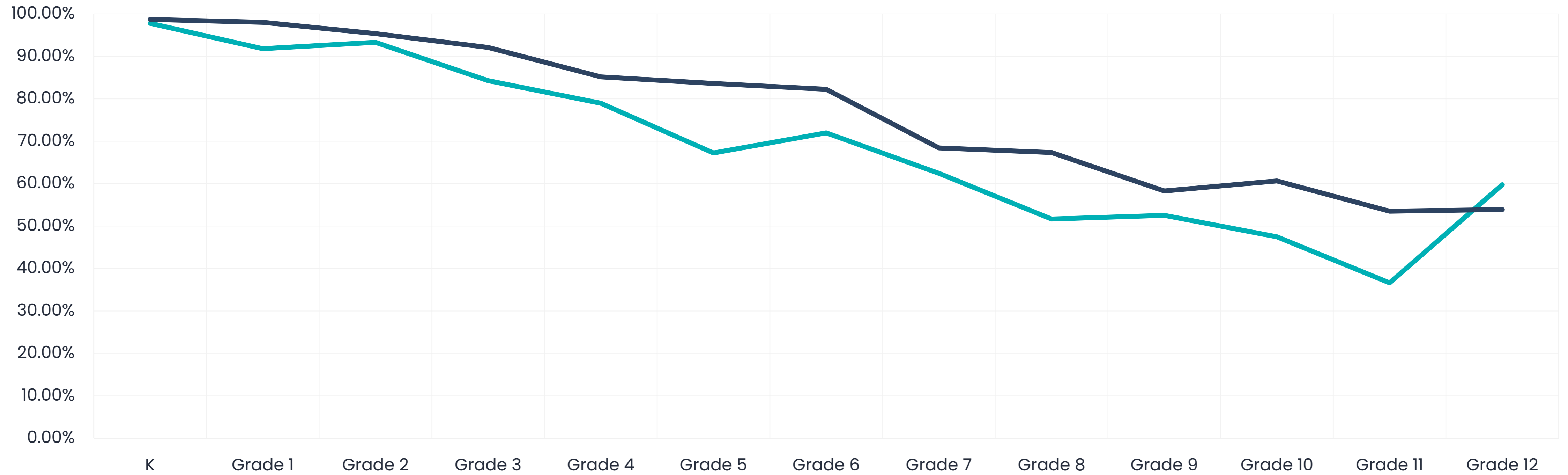


K-1 measure is aimswebPlus and 2-12 measure is NWEA

READING

MATH

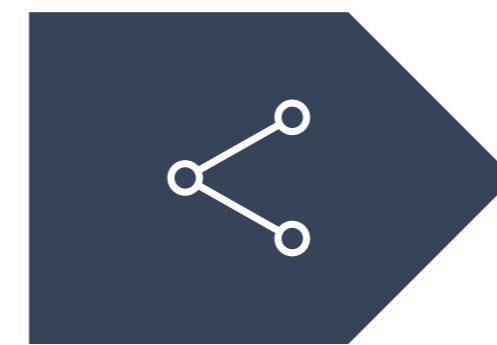
Growth Trend for Reading and Math



Reading Trend

K- 1 measure: aimswebPlus

2-12 measure: NWEA



Math Trend

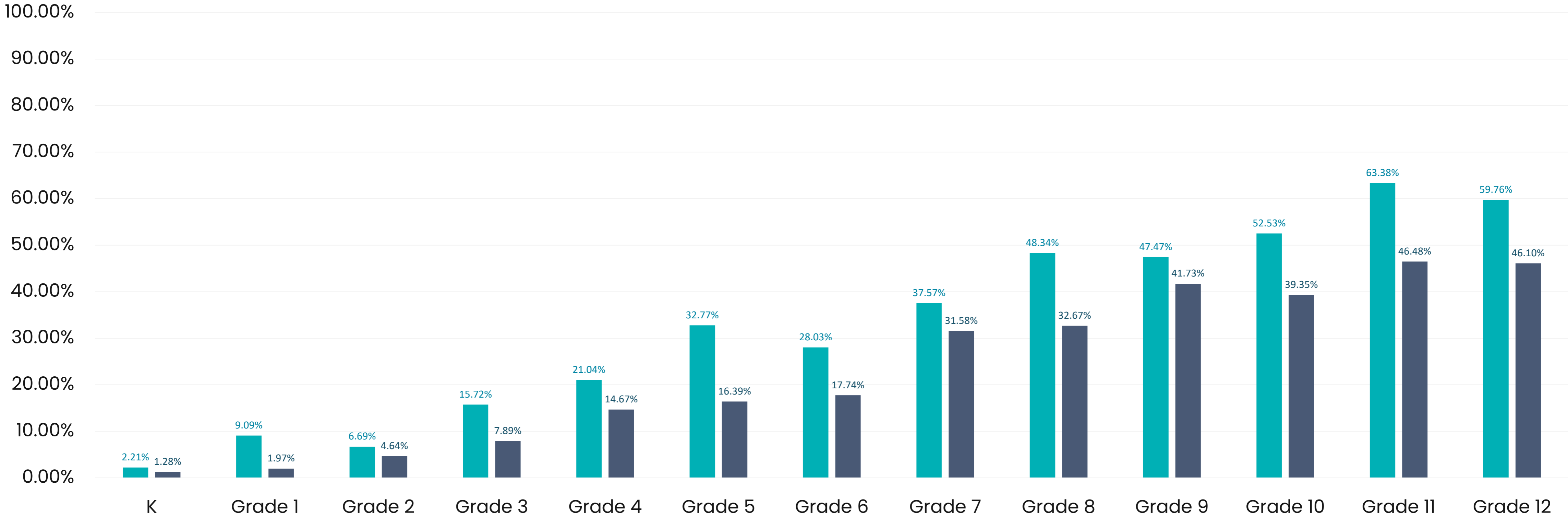
K- 1 measure: aimswebPlus

2-12: measure NWEA

NO GROWTH SUMMARY

Grades K- 12

Percentage of students that made growth on aimswebPlus and NWEA

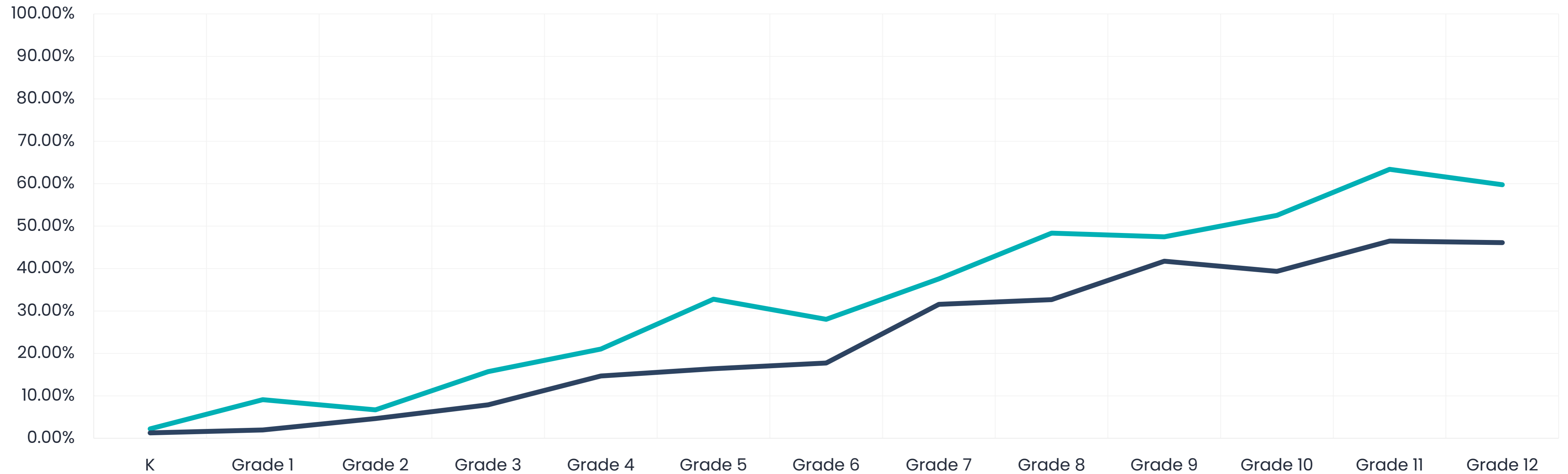


K-1 measure is aimswebPlus and 2-12 measure is NWEA

READING

MATH

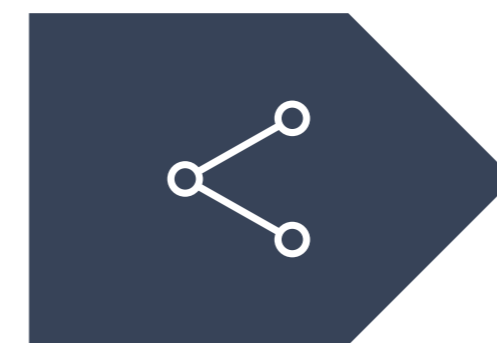
No Growth Trend for Reading and Math



Reading Trend

K- 1 measure: aimswebPlus

2-12 measure: NWEA



Math Trend

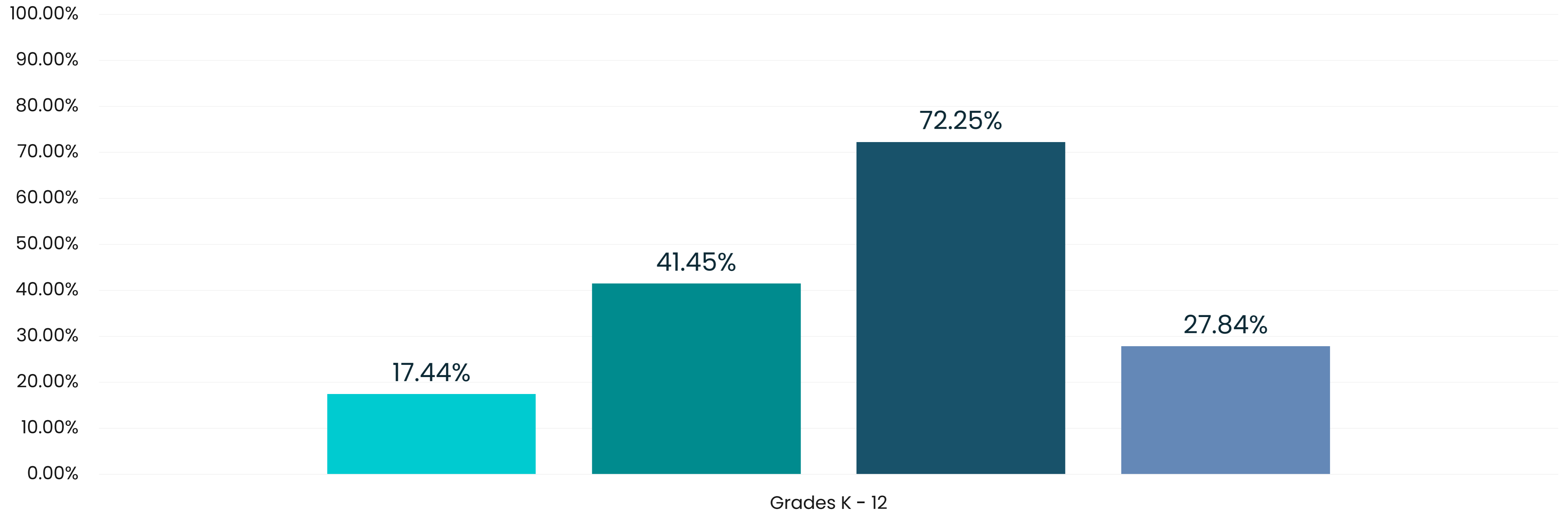
K- 1 measure: aimswebPlus

2-12: measure NWEA

DISTRICT READING SUMMARY

Grades K- 12

Percentage of student growth made on aimswebPlus and NWEA



K-1 measure is aimswebPlus and 2-12 measure is NWEA

PROFICIENT

MET GROWTH

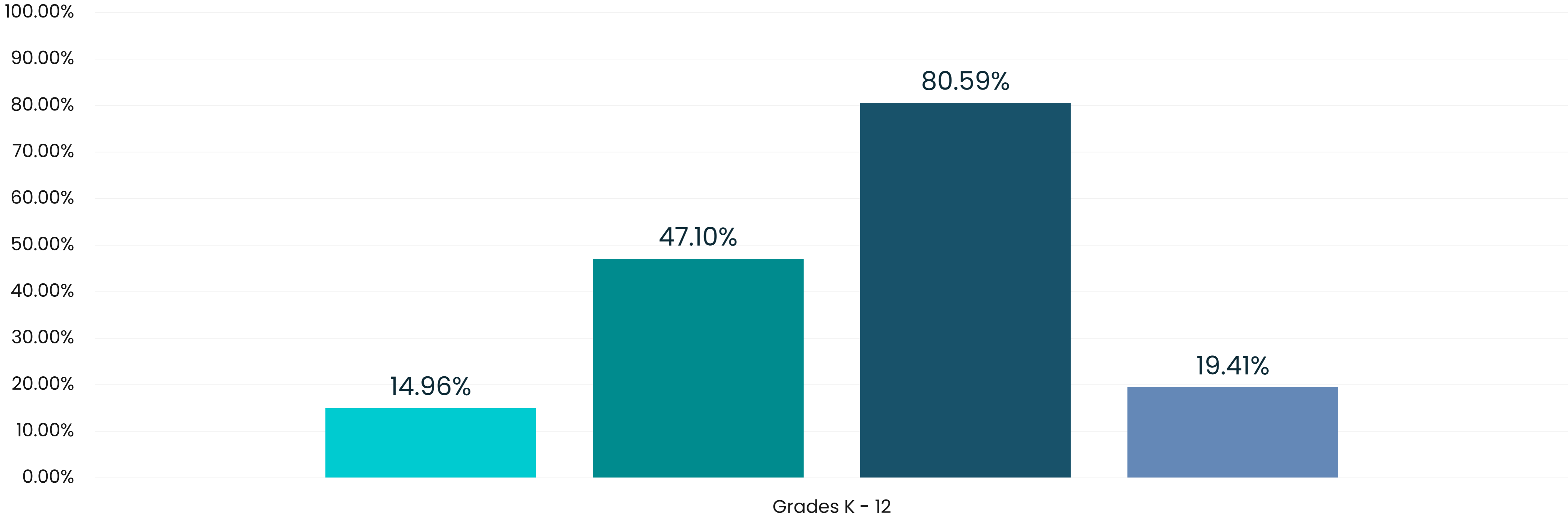
GROWTH

NO GROWTH

DISTRICT MATH SUMMARY

Grades K- 12

Percentage of student growth made on aimswebPlus and NWEA



K-1 measure is aimswebPlus and 2-12 measure is NWEA

PROFICIENT **MET GROWTH** **GROWTH** **NO GROWTH**

How is Teacher Effectiveness Calculated?

Each student's assessment growth was analyzed using the following rubric. All student rubric scores on a teacher's roster were then averaged to determine a final effectiveness score.

Highly Effective

A four was assigned to any student whose score meets or exceeds proficiency or expected growth



Effective

A three was assigned to any student whose score meets proficiency or expected growth

Ineffective

A one was assigned to any student whose score did not change from Fall to Spring

Minimally Effective

A two was assigned to any student whose score show growth, but does not meet expected growth or proficiency

READING = 2.52

MATH = 2.85

OVERALL = 2.69

Data Review



- **Growth by Grade Level**

- We are going to look at growth by grade level and trend data using aimswebPlus and NWEA.

**Growth by
Grade Level**



- **Growth by Grade Band and School**

- We are going to look at growth by grade band and school along with trend data overall.

**Growth by
Grade Band
and School**



- **Plan for Improvement**

- We are going to outline concrete steps to improving student achievement for the 2022-2023 schoolyear.

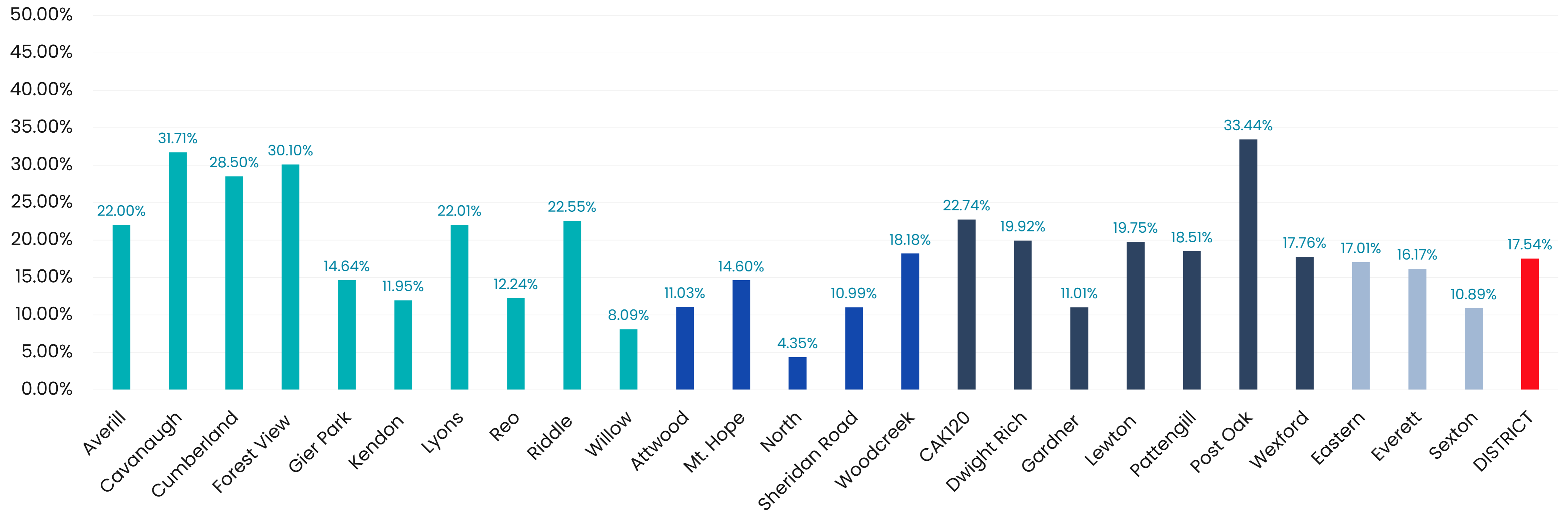
**Plan for
Improvement**



READING PROFICIENCY SUMMARY

By Grade Band and School

Percentage of students by grade band that met or exceeded the benchmark on aimswebPlus and NWEA



K-1 measure is aimswebPlus and 2-12 measure is NWEA

K-3

MIDDLE YEARS

ACADEMIES

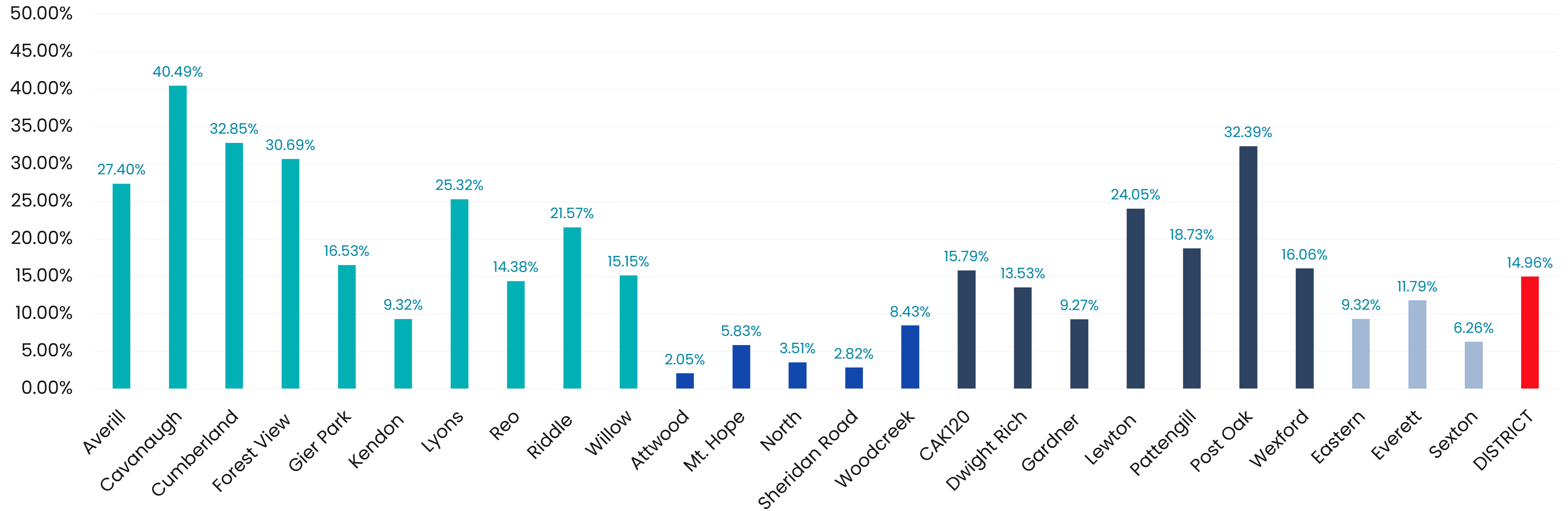
HIGH SCHOOL

DISTRICT

MATH PROFICIENCY SUMMARY

By Grade Band and School

Percentage of students by grade band that met or exceeded the benchmark on aimswebPlus and NWEA



K-1 measure is aimswebPlus and 2-12 measure is NWEA

K-3

MIDDLE YEARS

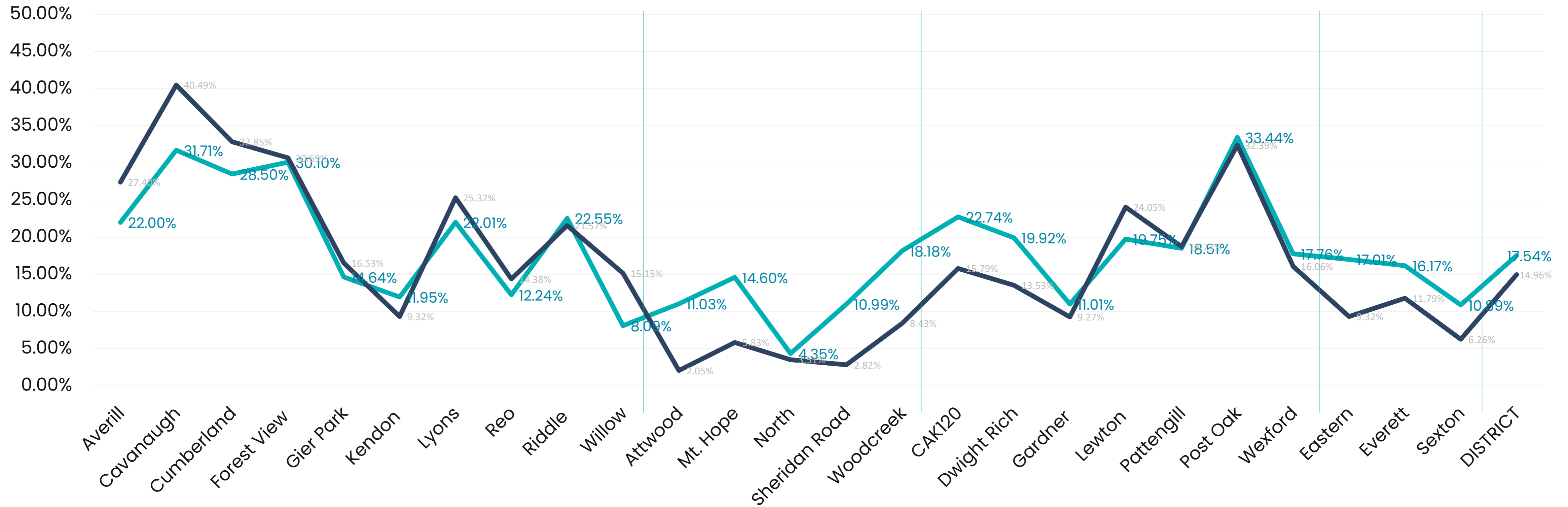
ACADEMIES

HIGH SCHOOL

DISTRICT

Proficiency Trend for Reading and Math

Percentage of students by grade band and school that met or exceeded the benchmark on aimswebPlus and NWEA



K-1 measure is aimswebPlus and 2-12 measure is NWEA

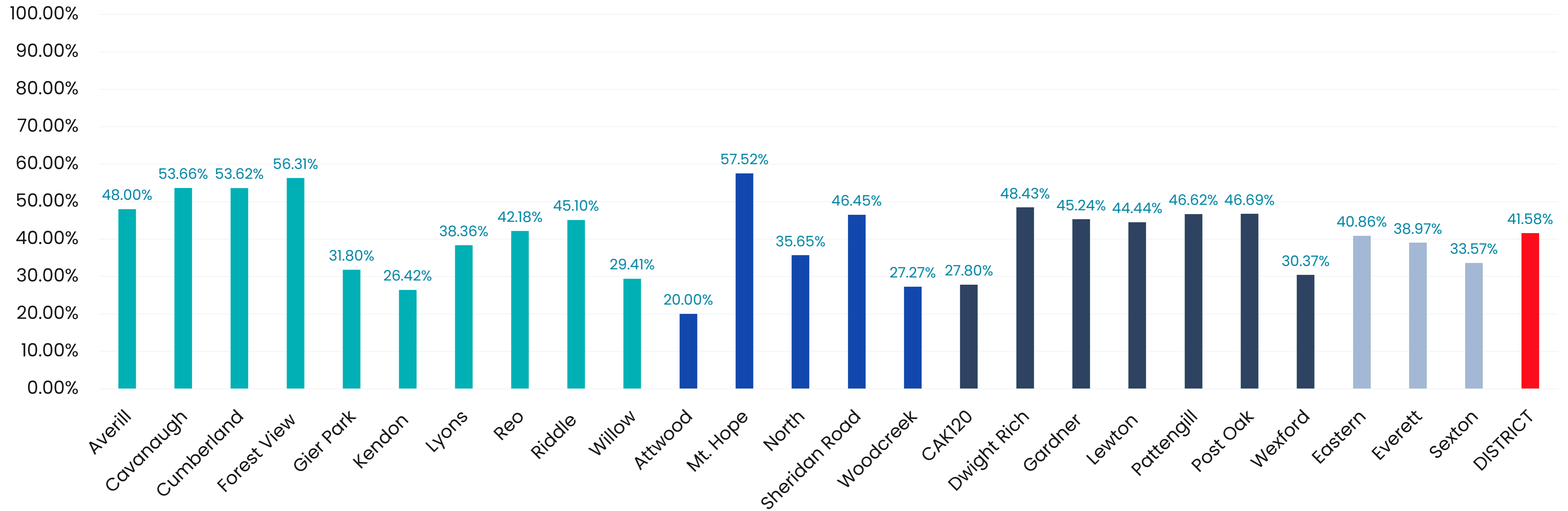
READING

MATH

READING MET GROWTH SUMMARY

By Grade Band and School

Percentage of students by grade band and school that met or exceeded the growth expectation



K-1 measure is aimswebPlus and 2-12 measure is NWEA

K-3

MIDDLE YEARS

ACADEMIES

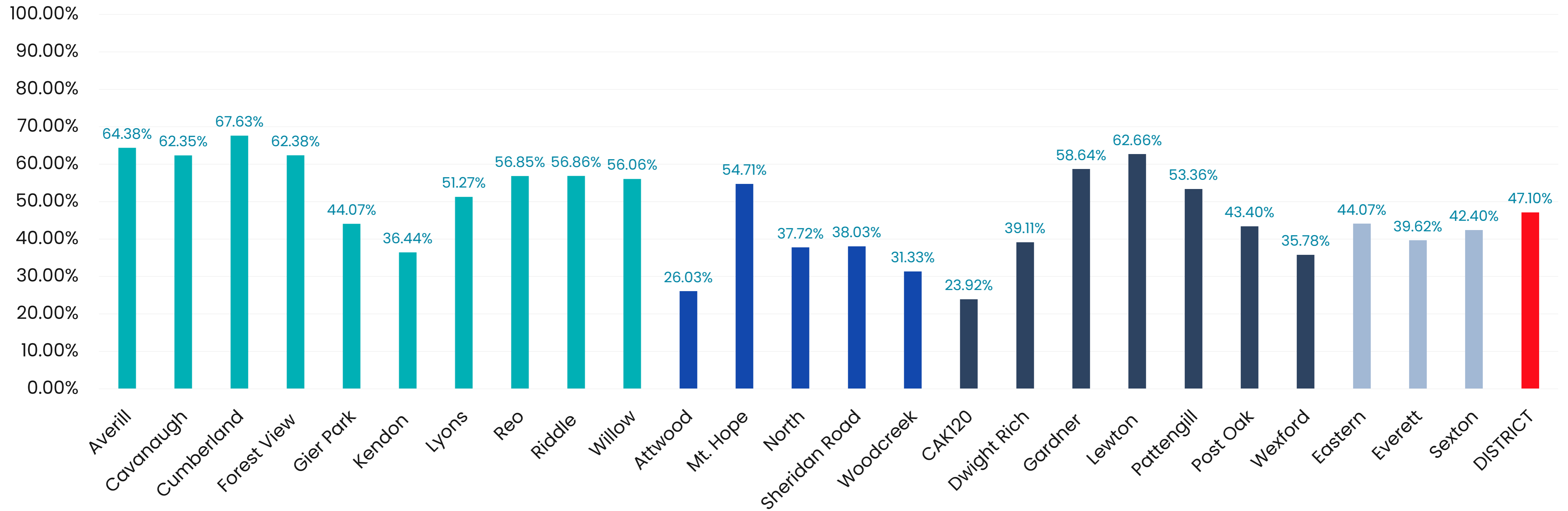
HIGH SCHOOL

DISTRICT

MATH MET GROWTH SUMMARY

By Grade Band and School

Percentage of students by grade band and school that met or exceeded the growth expectation



K-1 measure is aimswebPlus and 2-12 measure is NWEA

K-3

MIDDLE YEARS

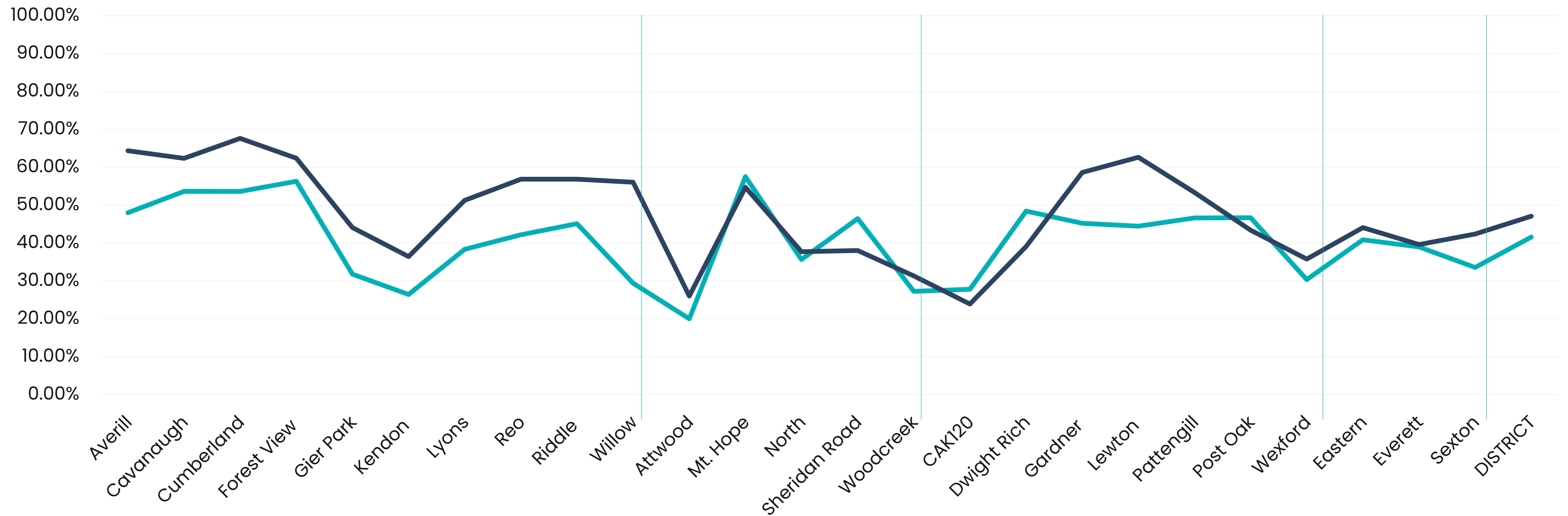
ACADEMIES

HIGH SCHOOL

DISTRICT

Met Growth Trend for Reading and Math

Percentage of students by grade band and school that met or exceeded the growth expectation



K-1 measure is aimswebPlus and 2-12 measure is NWEA

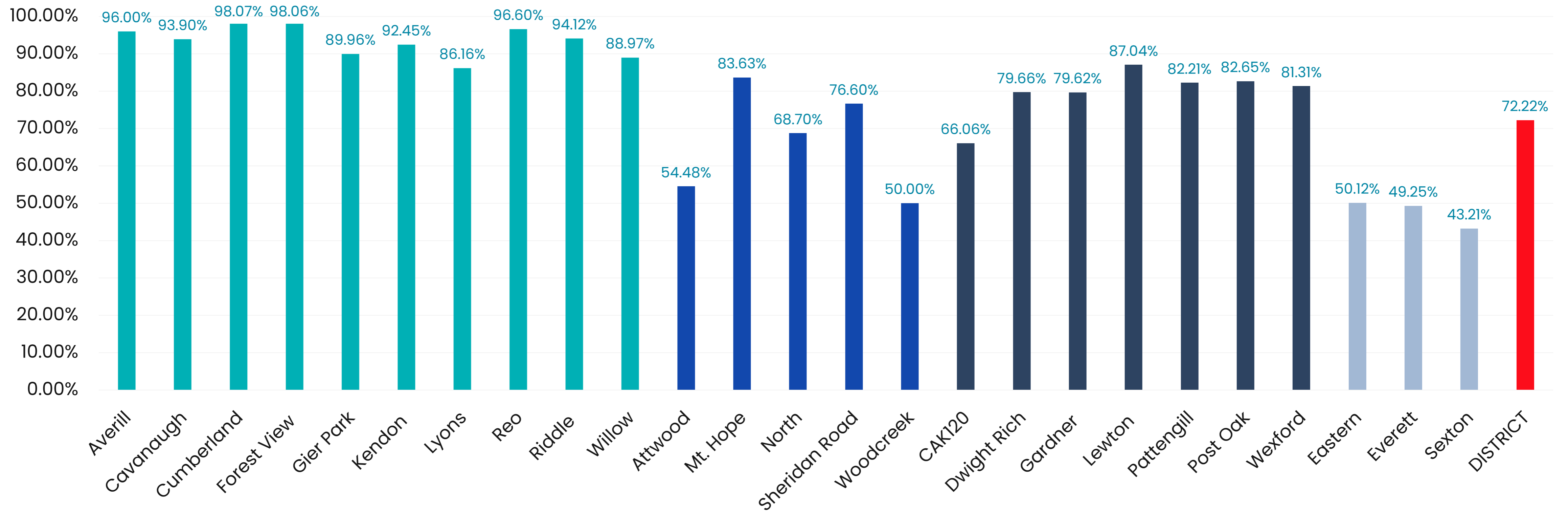
READING

MATH

READING GROWTH SUMMARY

By Grade Band and School

Percentage of students by grade band and school that made growth from Fall to Spring



K-1 measure is aimswebPlus and 2-12 measure is NWEA

K-3

MIDDLE YEARS

ACADEMIES

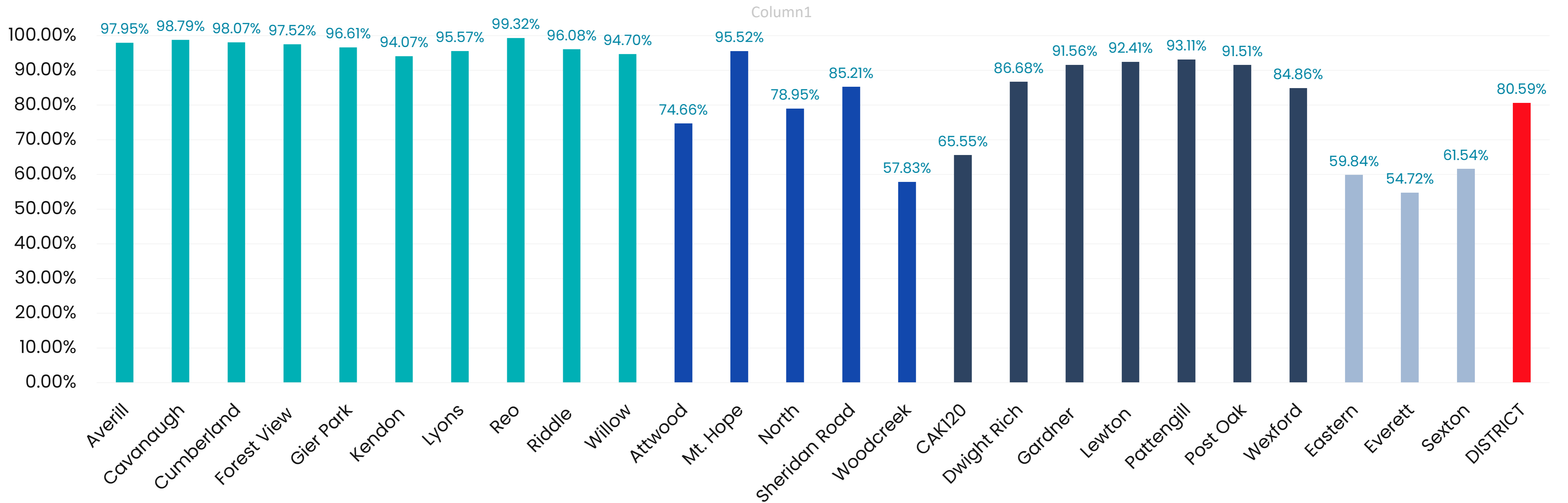
HIGH SCHOOL

DISTRICT

MATH GROWTH SUMMARY

By Grade Band and School

Percentage of students by grade band and school that made growth from Fall to Spring



K-1 measure is aimswebPlus and 2-12 measure is NWEA

K-3

MIDDLE YEARS

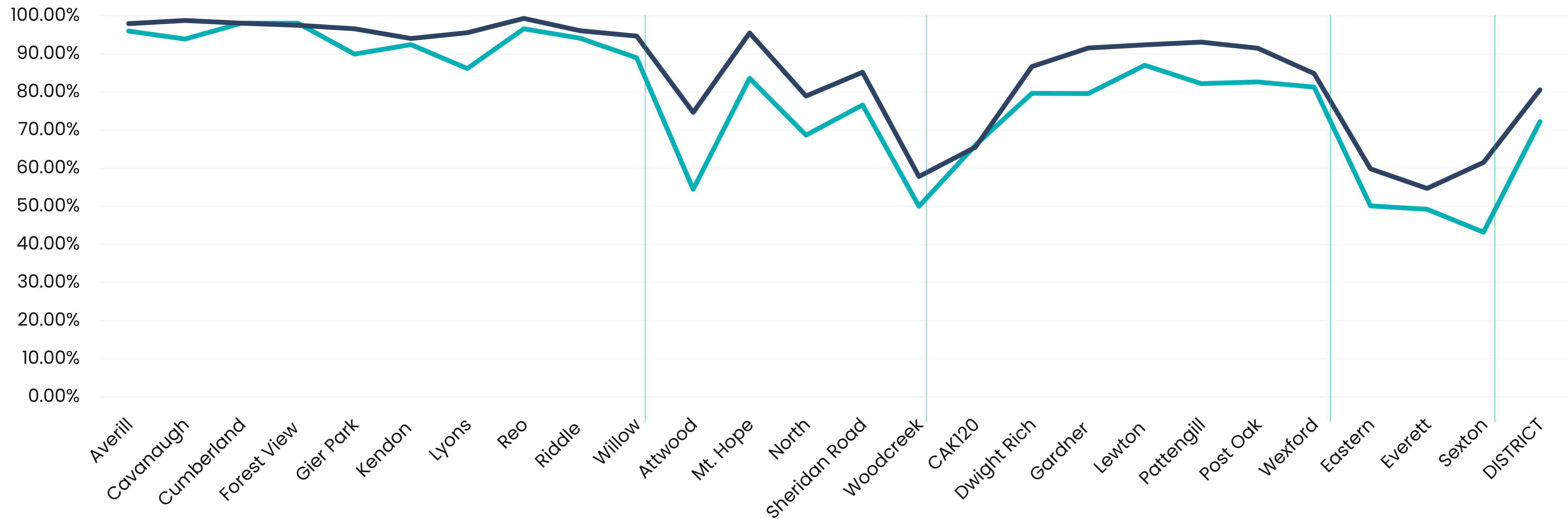
ACADEMIES

HIGH SCHOOL

DISTRICT

Growth Trend for Reading and Math

Percentage of students by grade band and school that met or exceeded the growth expectation



K-1 measure is aimswebPlus and 2-12 measure is NWEA

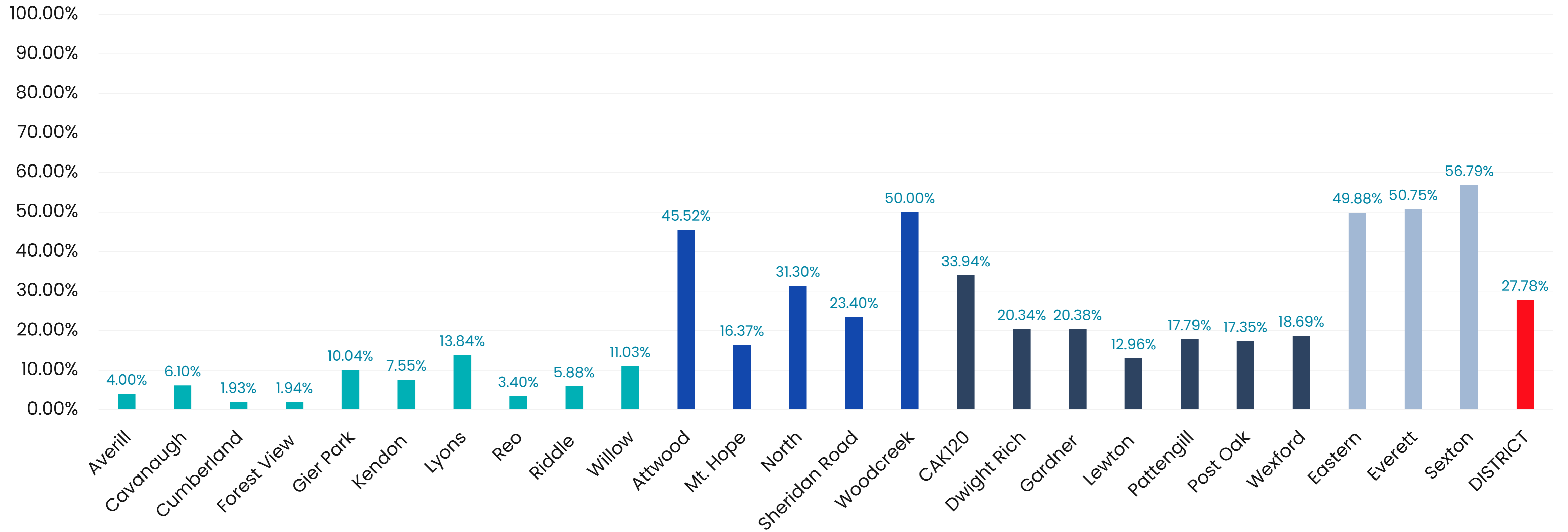
READING

MATH

READING NO GROWTH SUMMARY

By Grade Band and School

Percentage of students by grade band and school that did not make growth from Fall to Spring



K-1 measure is aimswebPlus and 2-12 measure is NWEA

K-3

MIDDLE YEARS

ACADEMIES

HIGH SCHOOL

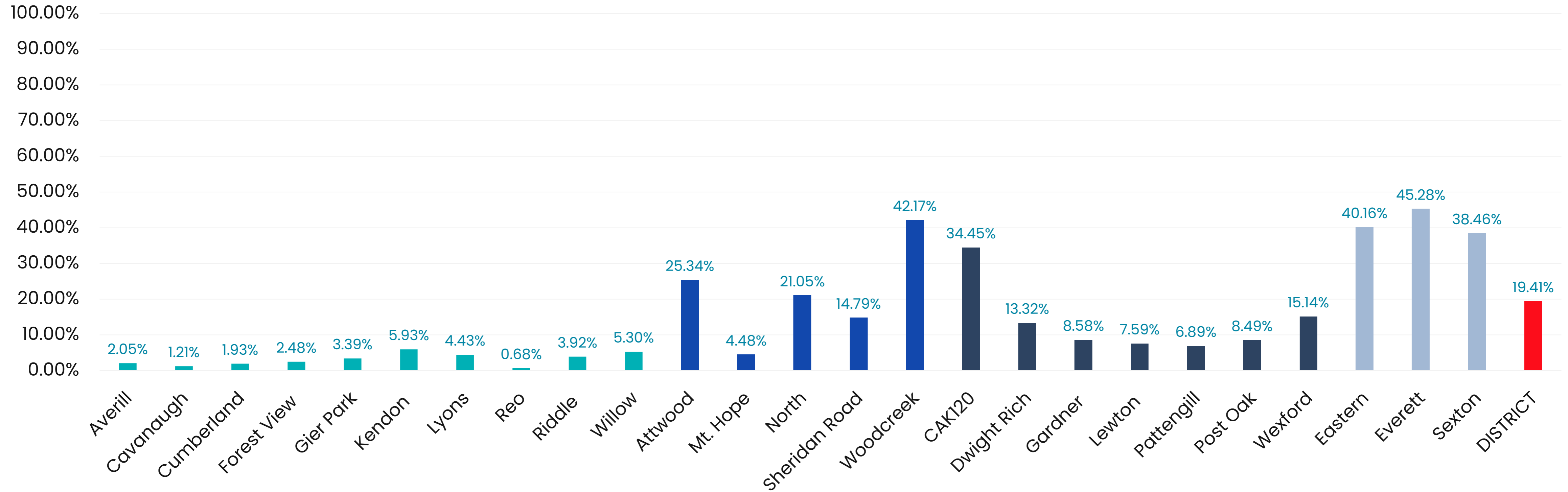
DISTRICT

MATH NO GROWTH SUMMARY

By Grade Band and School

Percentage of students by grade band and school that did not make growth from Fall to Spring

Column1



K-1 measure is aimswebPlus and 2-12 measure is NWEA

K-3

MIDDLE YEARS

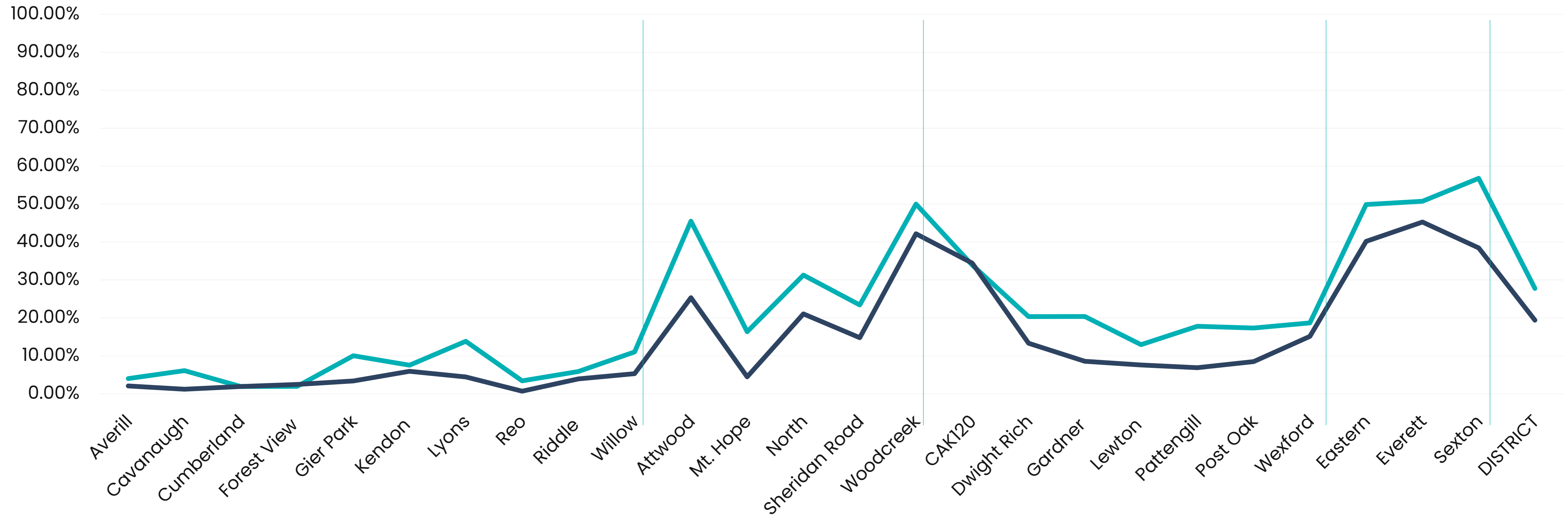
ACADEMIES

HIGH SCHOOL

DISTRICT

No Growth Trend for Reading and Math

Percentage of students by grade band and school that met or exceeded the growth expectation



K-1 measure is aimswebPlus and 2-12 measure is NWEA

READING

MATH

Data Review



- **Growth by Grade Level**

- We are going to look at growth by grade level and trend data using aimswebPlus and NWEA.

**Growth by
Grade Level**



- **Growth by Grade Band and School**

- We are going to look at growth by grade band and school along with trend data overall.

**Growth by
Grade Band
and School**



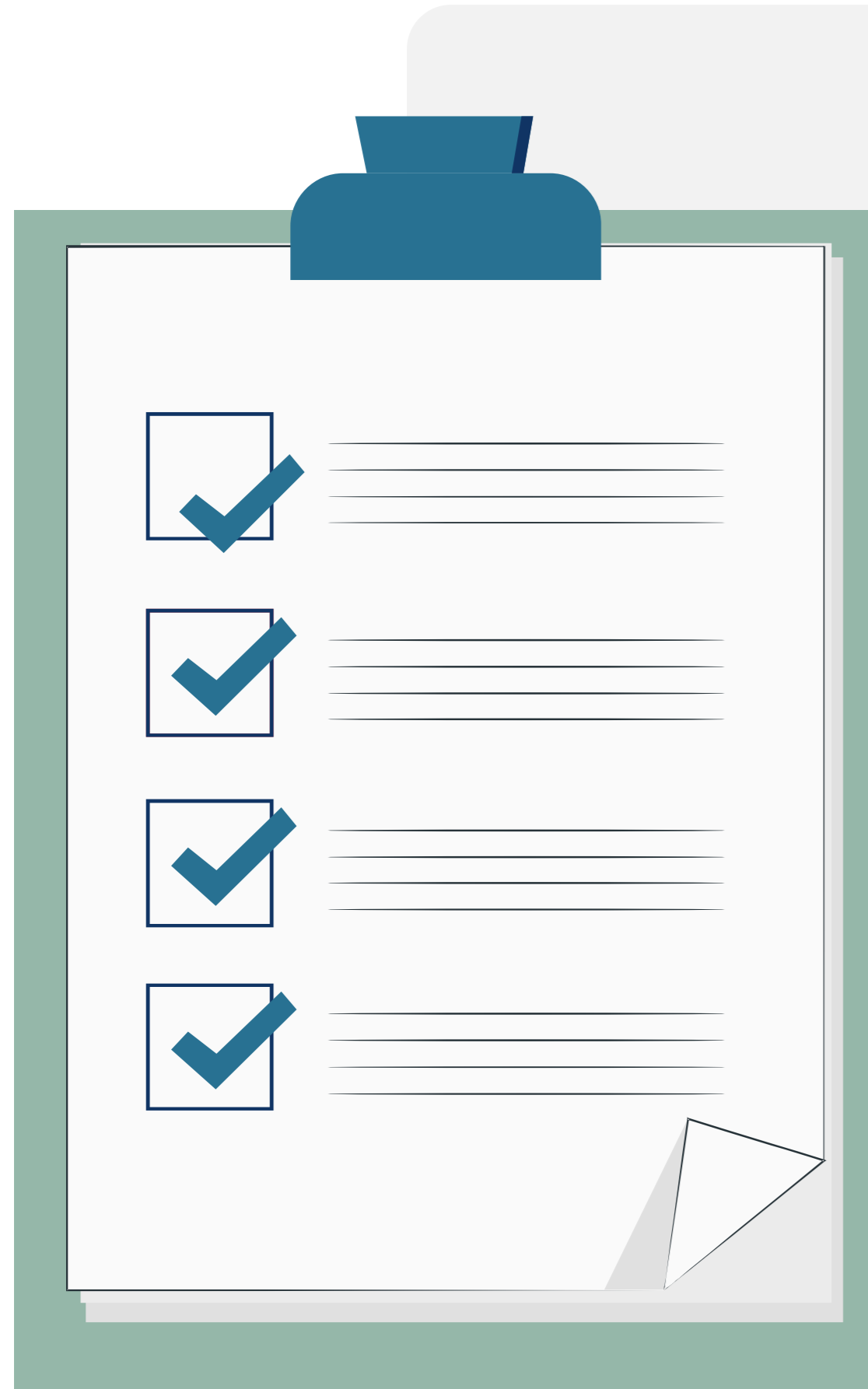
- **Plan for Improvement**

- We are going to outline concrete steps to improving student achievement for the 2022-2023 schoolyear.

**Plan for
Improvement**



What is the plan to improve student achievement?



Strengthen Tier I instruction



Using data regularly (both standardized and formative) to inform instruction



Create a consistent model of instruction with a focus on training, monitoring and support



Utilizing the results from the equity audit in all aspects of decision making and instruction



Utilizing surveys to receive feedback from students, parents and staff



Utilizing the Quality Review with all school leaders as a roadmap for success

Increasing student awareness and accountability for assessments & test prep

Strengthening Instruction through MTSS



Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
<p>3.3 The district has developed a written process, that is consistently used over time, to <u>align</u> instructional practices, interventions and supports. The process outlines all the following:</p> <ul style="list-style-type: none"> • conditions that warrant the use of the alignment process • criteria for selecting people with advanced knowledge of instructional practices, interventions, and supports to participate in the process • use of an initiative inventory within the process • core components of instructional practices, interventions, and supports to ensure alignment • documentation of whether instructional practices, interventions, and support components overlap or inhibit full use of other components • expectations for summarizing alignment results • decision-making protocol to be used if the alignment process results in a recommendation to discontinue use of an instructional practice, intervention, or support 	<p>The district has a written process to <u>align</u> instructional practices, interventions and supports, however, the process may not:</p> <ul style="list-style-type: none"> • include all the expected use in practice indicators. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • be consistently applied by the district. 	<p>The district does not have a written process to <u>align</u> instructional practices, interventions and supports.</p> <p style="text-align: center;">OR</p> <p>Instructional practices, interventions and supports may be philosophically misaligned.</p> <p style="text-align: center;">OR</p> <p>Instructional practice, intervention, and support components may be duplicative of one another.</p> <p style="text-align: center;">OR</p> <p>There may be unidentified gaps among the instructional practices, interventions, and supports provided.</p>

Quality Review

- Used to evaluate how well schools are organized to support student achievement.
- Based on research and stakeholder input to most accurately capture the expectations of schoolwide practices and their impact on teaching and learning.
- The rubric drives school improvement by helping school communities create a common language, reflect, self-assess, and plan.

Quality Review 2021-2022: Big Ideas by Indicator and Sub-indicator

Instructional Core			School Culture	
Indicator 1.1 Rigorous, engaging, and coherent curricula aligned to State standards and/or content standards a) Curricula aligns to State standards and expectations for CRSE practices b) Rigorous habits and higher order skills for all c) Planning and revising to ensure access to curricula and cognitive engagement for all students	Indicator 1.2 Research based, effective instruction that yields high quality student work a) Shared beliefs aligned to pedagogy and curricula and informed by the Danielson Framework, State Standards, and CRSE practices b) Teaching strategies provide multiple entry points that engage all learners c) High levels of student thinking and participation that culminate in meaningful work products	Indicator 2.2 Curricula-aligned assessment practices that inform instruction a) Curricula-aligned assessment practices and grading policies that provide actionable feedback b) Common assessment analysis that drives curricular and instructional adjustments c) Checks for understanding and student self-assessment that lead to effective lesson adjustments	Indicator 1.4 Structures for a positive learning environment, inclusive culture, and student success a) Safe and inclusive school culture b) School coordinates social-emotional learning, attendance, and youth development for academic success c) Aligned professional learning and supports for adoption of effective academic and personal behaviors	Indicator 3.4 A culture of learning that communicates and supports high expectations a) Communication of high expectations to staff, inclusive of training, and a system of accountability b) Communication of and support for families' understanding of high expectations for college and career readiness c) Staff communicate and support high expectations to all students
Systems for Improvement				
Indicator 1.3 Aligned resource use to support instructional goals that meet all students' needs a) Resource use aligns to instructional goals b) Use of time improves instruction and challenges all students c) Student programs align to teacher expertise and support access to learning that leads to college and career readiness	Indicator 3.1 School-level theory of action and goals shared by the school community a) School-level goals and theory of action are tracked for progress and accelerate student learning b) Data driven needs assessments inform school-level goals, action plans, and professional learning c) Community involvement in setting school-level goals and action plans	Indicator 4.1 Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes a) Teacher growth supported by effective feedback and next steps from observations and data b) Feedback to teachers supports development and offers trends and next steps using the Danielson Framework c) Data informed professional learning and teacher/administrator performance based decisions	Indicator 4.2 Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice a) Teacher teams engage in collaborative inquiry that supports goals and strengthens teacher capacity b) Student work/data analysis within teams improves curricula, teaching, and learning c) Embedded distributed leadership structures that influence key decisions	Indicator 5.1 Regularly evaluate school level decisions with a focus on State standards and expectations for CRSE practices a) Evaluating and adjusting curricular and instructional practices based on student needs b) Evaluating school culture and expectations to make adjustments c) Evaluating and adjusting use of resources, teacher team effectiveness, and professional learning



Thank You!