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Benchmark Assessment Mid-Year Update February 2024

As we navigate through the 2023-24 academic year, we wanted to take a moment to provide an update on our mandated K-8 benchmark assessment practices.

As a district, we have recently transitioned away from the requirement to post goals and report data desegregated by subgroup. However, despite this change, we believe it is essential to maintain transparency and accountability in our educational practices.

With the onset of the second semester, it is crucial that we reaffirm our commitment to aligning our benchmark assessment practices with our educational objectives, ensuring they remain invaluable tools for measuring student progress and guiding instructional decisions. These assessments play a crucial role in monitoring student achievement, identifying areas for growth, and guiding targeted interventions to support all learners.

Moving forward, we remain dedicated to fostering a culture of continuous improvement within our district. We will continue to monitor and evaluate our practices to ensure they effectively support student learning and contribute to the overall success of our learning community.

Please note:

As a district, our winter NWEA testing window remains open through February 16th. However, we have access to preliminary data which has been used to inform our instructional decisions.

Mid-Year Progress

Elementary Highlights:

- All elementary instructional staff participated in at least two of the five days of KAGAN Cooperative Learning training to support student engagement during classroom instruction.
- Focus on proactive student attendance initiatives, involving increased study and action planning to promote consistent attendance and engagement.
- Enhanced the meaningfulness, documentation, and Responsiveness of the Multi-Tiered System of Supports (MTSS) Process to better meet students' learning needs.
- Advanced utilization of progress monitoring, leveraging NWEA Skill Checklist assessments, as well as Performance Matters.
- Expanded Offerings of Extended-Day Tutoring for K-5 Students, implementing the High Dosage Tutoring Model in collaboration with our ISD.
- Continuous professional development on the High Dosage Tutoring Support Model,
- Implemented a balanced Early Release calendar, with a focus on Literacy and Math instruction, developed in collaboration with K-5 stakeholders.
- Continual revision to ensure alignment of Grade-Level Curriculum Maps within Atlas Rubicon.
- Certified staff offer daytime and after-school English Language Learner Support, aimed at improving language acquisition alongside equipping students with strategies to excel in the classroom.

- Ongoing and meaningful collaboration between General Education and Special Education leadership to bridge gaps and ensure communication.
- Parent and Family Engagement Events to partner with parents and to extend learning opportunities at home.
- Consistent Implementation of Small Group Instruction.
- Incorporating supplemental digital tools like Dreambox & Learning A-Z alongside high-quality instruction to address specific student learning needs. These tools not only facilitate targeted support but also provide independent work opportunities, enabling increased access to small group instruction.
- Utilization of Student-Centered Coaching to collaboratively design instruction and enhance data-driven approaches for greater teacher and student efficacy.
- PLC process revisions driven by grade level team needs and our evolution of Atlas Rubicon usage.
- Delivering support as requested by teachers and employing Performance Matters for effective utilization.
- Enhanced data analysis through district-provided tools: Atlas Rubicon & Performance Matters which makes students' data more accessible to classroom teachers, support providers, and the administrative team.
- Focused on a centralized approach, instructional coaches actively model and support staff in utilizing district-provided tools to effectively identify, target, and monitor students' progress on essential learning.
- Elementary Instructional Coaching Team meets monthly with principals and Director of Curriculum

Math:

- Ongoing and effective collaboration between Instructional Technology Coach and Elementary Math Coach to support teachers in the integration of technology tools to enhance student learning.
- Use of Long-Term assignments in Dreambox to provide individualized support.
- Implementation of student math incentives to gamify learning and enhance our use of Dreambox.
- Targeted PD on Dreambox components to facilitate intentional use and progress monitoring.
- Expanded access to Add+Vantage Math Recovery training (Course 1 & 2) to increase learning opportunities and enhance collective efficacy among staff.
- Expanded use of Bridges Intervention materials to support during the day intervention efforts implemented by certified staff.
- Establishment of Cross-Curricular Connections with STEAM/STEM enrichment.
- Support staff with professional learning opportunities on how Atlas Rubicon can help inform district report cards & ensure continued alignment with Bridges resources.
- Maintain Dreambox Ambassadors Teacher Leader team aimed to improve 2-way feedback between admin and grade level teams.
- Sustain Job Embedded Student Centered Coaching by Title I Math Coach
- Continue to build capacity among teachers with AVMR 1 & 2 training: This training is intended to help teachers learn how to design, implement, and analyze their math instruction based on individual student learning: Use of Research based diagnostic assessments, learning progressions, and high-quality instructional tools help teachers increase student understanding and achievement.
- Hosted Title I Parent & Family Engagement event focused on Math: partnering with parents to reinforce strategies to use at home.
- Ongoing PD for Math interventionists, providing support for math intervention facilitated by Elementary Math Coach.

Literacy:

- Continued use of an explicit and systematic phonics program for grades K-2: Units of Study – Phonics which aligns with our reading and writing workshop approach to provide a coherent approach in which terminology, tools, rituals, and methods are shared in ways that benefit both teachers and kids.
- Implementing a Balanced Literacy curriculum designed to meet the diverse needs of K-5 students while aligning with state standards.
- Collaborating with Macomb Intermediate School District (MISD) to offer professional development sessions focused on improving teachers' literacy instruction strategies.
- Consistent use of K-5 progress monitoring tool to help teachers and teams respond to student needs for Literacy (Literacy Footprints)

- Implementing differentiated small-group instruction approaches to address individual student literacy needs.
- Provide ongoing and expanded extended day services to students, as well as access to intervention during the day.
- Ongoing PD for Literacy Specialists, providing support for literacy implementation and intervention.
- Ongoing coaching support of new classrooms to aid in their transition to approach to literacy instruction and resources.
- Providing consistent access to computers (Lab schedule & laptop access) which allows for greater integration of technology tools and digital resources into the literacy instructional block aimed to enhance engagement and student learning outcomes.
- Developing a partnership with Warren Public Library to provide digital access and provide literacy experiences beyond the classroom.

Secondary Highlights:

- Implemented High Dosage Tutoring (HDT) at the high school both during the day & after school; HDT provided by certified teachers is designed to provide supplemental small group instruction and support aligned to current core content classroom activities.
- Focus on proactive student attendance initiatives, involving increased study and action planning to promote consistent attendance and engagement.
- Continue to use the daily Advisory class period in WWMS to strengthen relationships and help students overcome the challenges that may keep them from succeeding academically. Advisory remains dedicated to providing social & emotional support and timely academic intervention.
- Implementation and continued use of Read 180 Literacy support at Warren Woods Tower, as well as expanded use at WWMS; designed for struggling readers who are reading 2 or more years below grade level.
- Consistent time provided for teachers to work collaboratively in recurring cycles of collective inquiry and action research aimed to improve student achievement.
- Ongoing professional learning among our secondary counselors based on *Hatching Results* which support counselors use of data to improve efficiency and effectiveness, leading to improved outcomes for students.
- Job embedded support and improved use of Performance Matters, our data warehouse. This tool allows teachers & teams to compare multiple data points more easily, such as NWEA, State Assessment results, intervention progress, and attendance to help respond to students' needs
- Use of supplemental tools to support differentiated instruction in math classrooms, such as small group instructional strategies/model.
- Continued review of middle school mathematics curriculum and resources; pilot of two resources Spring 2024
- Created an opportunity for all secondary instructional coaches to collaborate which improves consistency of communication & support between coaches and teachers.
- Conduct regular meetings between coaches and secondary administrative team to improve 2-way communication and work collaboratively to design and implement professional learning. Admin/coaching team remains focused on analyzing student data and planning how to best leverage coaching within each secondary WWPS building.
- To help support students' engagement in classroom instruction WWPS provided all secondary instructional staff with three of the five days of KAGAN Cooperative Learning training, as well as job embedded coaching support for implementation.
- Professional development provided to representative team of instructional coaches, as well as the administrative team on Student Centered Coaching
- Ongoing review of Professional Learning Community practices and process at secondary level to ensure focus remains on evaluating and adjusting essential learning standards.

Conclusion:

Warren Woods Public Schools remains committed to fostering the growth and development of every student. Local assessments play a crucial role in this endeavor for several reasons. Firstly, they provide valuable insights into students' understanding, enabling us to plan and tailor instruction effectively. Additionally, assessments

serve as a means of informing our students and parents about achievements, allowing for the celebration of successes and the implementation of targeted support as needed.

As a district, our primary goal is to deliver high-quality instruction that meets the diverse needs of our students. To achieve this, we rely on the NWEA assessments, which are utilized by district officials, school leaders, and classroom teachers to monitor progress and address individual instructional needs.

We are pleased to announce that the NWEA benchmark assessments will be administered once again in the upcoming spring semester, covering students from kindergarten to 8th grade. This ensures that we stay on track towards our end-of-year goals. Furthermore, progress towards these goals will be transparently communicated to all stakeholders, fostering a culture of accountability and collaboration within our district.

Fall 2023 NWEA Data by School and Subgroup

School Name	Grade	Course			
		Math		Reading	
		#Stud	Fall 22 Avg RIT Score	#Stud	Fall 22 Avg RIT Score
BRIARWOOD ELEMENTARY SCHOOL	K	56	140	56	134
	1	61	158	61	154
	2	53	170	53	165
	3	49	180	49	179
	4	55	193	55	191
	5	53	206	53	201
PINEWOOD ELEMENTARY SCHOOL	K	41	143	42	139
	1	52	163	52	156
	2	69	179	71	171
	3	56	187	56	184
	4	59	200	59	194
	5	56	207	55	203
WESTWOOD ELEMENTARY SCHOOL	K	70	140	71	136
	1	80	160	81	153
	2	78	178	78	174
	3	91	188	90	182
	4	80	203	80	200
	5	103	207	103	202
Warren Woods Middle School	6	234	210	238	207
	7	227	214	228	213
	8	226	218	228	216

**Less than 30 students*

School Name	Reporting Level	Student Group	Course			
			Math		Reading	
			# Stud	Fall 22 Avg RIT Score	# Stud	Fall 22 Avg RIT Score
BRIARWOOD ELEMENTARY SCHOOL	ENGLISH LEARNER	English Learners	*	*	*	*
		Not English Learners	304	174	304	170
	ECONOMICALLY DISADVANTAGED	Economically Disadvantaged	256	171	256	167
		Not Economically Disadvantaged	71	182	71	180
	GENDER	Female	161	175	161	173
		Male	166	173	166	167
	SPECIAL EDUCATION	Not Special Education	266	176	266	172
		Special Education	61	163	61	160
	RACE ETHNICITY	African American or Black	101	169	101	167
		Asian	42	178	42	172
		Hispanic or Latino	*	*	*	*
		Native Hawaiian or Other Pacific Islander	*	*	*	*
		Two or More Races	34	173	34	168
		White	142	176	142	172
	PINEWOOD ELEMENTARY SCHOOL	ENGLISH LEARNER	English Learners	32	178	32
Not English Learners			301	182	303	177
ECONOMICALLY DISADVANTAGED		Economically Disadvantaged	222	181	222	175
		Not Economically Disadvantaged	111	184	113	179
GENDER		Female	172	182	171	178
		Male	161	181	164	174
SPECIAL EDUCATION		Not Special Education	288	183	290	177
		Special Education	45	173	45	171
RACE ETHNICITY		African American or Black	60	177	60	171
		Asian	43	183	45	173
		Hispanic or Latino	*	*	*	*
	Two or More Races	*	*	*	*	
	White	193	185	193	180	

WESTWOOD ELEMENTARY SCHOOL	ENGLISH LEARNER	English Learners	42	180	43	171	
		Not English Learners	460	182	460	177	
	ECONOMICALLY DISADVANTAGED	Economically Disadvantaged	364	180	364	176	
		Not Economically Disadvantaged	138	184	139	178	
	GENDER	Female	247	181	248	178	
		Male	255	182	255	176	
	SPECIAL EDUCATION	Not Special Education	449	182	451	178	
		Special Education	53	177	52	167	
	RACE ETHNICITY	African American or Black	113	180	113	176	
		Asian	70	179	71	171	
		Hispanic or Latino	*	*	*	*	
		Two or More Races	46	184	46	180	
		White	253	182	253	177	
	Warren Woods Middle School	ENGLISH LEARNER	English Learners	73	211	76	207
			Not English Learners	614	215	618	213
ECONOMICALLY DISADVANTAGED		Economically Disadvantaged	442	213	449	211	
		Not Economically Disadvantaged	245	216	245	214	
GENDER		Female	355	213	358	213	
		Male	332	215	336	211	
SPECIAL EDUCATION		Not Special Education	604	217	608	214	
		Special Education	83	195	86	196	
RACE ETHNICITY		African American or Black	208	210	210	209	
		Asian	96	218	96	214	
		Hispanic or Latino	*	*	*	*	
		Two or More Races	52	211	52	211	
		White	304	217	309	214	