JACKSON
PUBLIC SCHOOLS
Transforming lives through excellent education

2020-2021 Benchmark 2 Data Review

February 16, 2021

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Instructional Team

JPS Vision and Mission

Our vision is to prepare scholars to achieve globally, to contribute locally, and to be fulfilled individually.

Our mission is to develop scholars through world-class learning experiences to attain an exceptional knowledge base, critical and relevant skill sets, and the necessary dispositions for great success.

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CORE VALUES

- Equity
- Excellence
- Growth mindset
- Relationships
- Relevance
- Positive and Respectful Cultures

Presentation Objectives:

1. Review and discuss the Benchmark 2 assessment data
2. Discuss strengths and opportunities for growth
3. Discuss instructional next steps
    A. Current next steps
    B. Future planning next steps

District Assessment Administration Dates

- ***Pre-Assessments**
  - September 14th – September 28th
  - Online and Paper-Pencil
- ***Benchmark 1**
  - October 13th – October 27th
  - Online and Paper-Pencil
- **Benchmark 2**
  - December 14th – 18th
  - Online
- **Benchmark 3**
  - March 8th – 12th
  - Online

District Assessment Population

- 3rd Grade – 8th Grade: ELA and Mathematics
- 5th Grade and 8th Grade: Science
- High School MAAP Tests: Algebra I, English II, US History and Biology I

Elementary

English/Language Arts, Mathematics, and Science

2020-2021 Benchmark Data

Subject	# Tested 2020-2021 BM 1	% Proficient 2020-2021 BM1	# Tested 2020-2021 BM2	% Proficient 2020-2021 BM2	Goal 2020-2021	Goal 2023-2024
3rd Grade ELA	1,496	23%	1,456	23%	44%	50%
4th Grade ELA	1,774	23%	1,731	22%	33%	50%
5th Grade ELA	1,128	24%	1140	27%	33%	40%
3rd Grade Math	1,470	22%	1,456	23%	37%	40%
4th Grade Math	1,752	22%	1726	19%	31%	40%
5th Grade Math	1,124	24%	1,145	22%	31%	40%
5th Grade Science	1,108	36%	1,143	35%	NA	NA

Benchmark 2 Comparison

Subject	2019-2020 BM2		2020-2021 BM2	
3rd Grade ELA	N-Count: 2,031	29%	N-Count: 1,456	23%
4th Grade ELA	N-Count: 1,492	34%	N-Count: 1,731	22%
5th Grade ELA	N-Count: 1,646	34%	N-Count: 1,140	27%
3rd Grade Math	N-Count: 2,021	24%	N-Count: 1,456	23%
4th Grade Math	N-Count: 1,491	27%	N-Count: 1,726	19%
5th Grade Math	N-Count: 1,643	26%	N-Count: 1,145	22%
5th Grade Science	N-Count: 1,618	39%	N-Count: 1,143	35%

Middle School

English/Language Arts, Mathematics, and Science

Benchmark Data

Subject	Number tested 2020-2021	% Proficient 2020-2021 BM1	# tested 2020-2021 BM2	% Proficient 2021 BM2	Goal 2020-2021	Goal 2023-2024
6th Grade ELA	1,213	18%	1,222	18%	33%	40%
6th Grade Math	1,165	24%	1,240	20%	31%	40%
7th Grade ELA	1,299	19%	1,305	15%	33%	40%
7th Grade Math	1,324	23%	1,320	25%	31%	40%
8th Grade ELA	1,255	16%	1297	14%	33%	40%
8th Grade Math	1,250	12%	1,289	22%	31%	40%
8th Grade Science	1,417	22%	1,495	27%	----	----
Algebra I	208	25%	185	49%	50%	80%

Benchmark 2 Comparison

Subject	2019-2020 BM2		2020-2021 BM2	
6th Grade ELA	N-Count: 1597	21%	N-Count: 1,213	18%
6th Grade Math	N-Count: 1579	27%	N-Count: 1,165	20%
7th Grade ELA	N-Count: 1577	18%	N-Count: 1,299	15%
7th Grade Math	N-Count:1572	28%	N-Count: 1,324	25%
8th Grade ELA	N-Count: 1329	23%	N-Count: 1,255	14%
8th Grade Math	N-Count: 1335	17%	N-Count: 1,250	22%
8th Grade Science	N-Count: 1336	30%	N-Count: 1,417	27%
Algebra I (8th GR)	N-Count: 146	41%	N-Count: 208	49%

Percent Proficient

High School

Algebra I, Biology I, English II, US History

Benchmark Data 2020-2021

Subject	Participation Rate BM1	Participation Rate BM2		Percent Proficient 2020-2021 BM1	Percent Proficient 2020-2021 BM2	District Goal Year 2 2021	District Goal Year 5 2024
Algebra I	60%	81%		9%	16%	19%	30%
Biology I	64%	81%		22%	28%	--	--
English II	67%	81%		21%	32%	33%	40%
U.S. History	61%	76%		24%	32%	--	--

2-Year Benchmark 2 Comparison

Subject	2019-2020 BM2	2020-2021 BM2	Number tested 2019-2020 BM2	Number tested 2020-2021 BM2
Algebra I	16% (37)	16% (55)	1,292	2,199
Biology I	28% (71)	28% (73)	1,601	2,002
English II	19% (45)	32% (51)	1,629	1,348
US History	32.9%	32.3%	1,321	1,122

Proficient

Areas of Strengths and Opportunities for Growth

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English/Language Arts (3rd- 8th and Eng. II)

Areas of Strengths	Opportunities for Growth
Demonstrating understanding and nuances in word meaning	**Compare and contrast** the overall structure (chronology, comparison, cause/effect, problem/solution) of events ideas and concepts or information in a text or part of a text.
Acquire and **use** accurately grade-appropriate general academic and domain-specific words and phrases	**Determine** an author's point of view or purpose in a text and analyze how the author acknowledges and respond to conflicting evidence or viewpoints
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (Literature)	**Analyze** how complex characters develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme. (Literature)

Mathematics (3rd – 8th)

Areas of Strengths	Opportunities for Growth
Fluently **multiply and divide** within 100, using strategies such as relationship between multiplication and division.	**Explain** the equivalence of a fraction
Apply properties of operations as strategies to multiply and divide rational numbers.	**Solve** word problem involving addition and subtraction of fractions referring to the same whole, including cases with unlike denominators
Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number	**Compute** unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

Mathematics (Algebra I)

Areas of Strengths		Opportunities for Growth	
Middle School	**High School**	**Middle School**	**High School**
Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	For a function that models a relationship between two quantities, **interpret** key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.	**Calculate** and **interpret** the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	**Create** equations that describe numbers or relations (A-CED.1-4) **Build** a function that model a relationship between two quantities (F-BF.1a,3)

Science (5th, 8th, and Biology I)

Areas of Strengths	Opportunities for Growth
Communicate scientific or technical information that explains human positions in food webs and our potential impacts on these systems	**Investigate** how different variables (e.g., temperature change, stirring, particle size, or surface area) affect the rate at which a solute will dissolve.
Use scientific evidence to **create a** timeline of Earth's history that depicts relative dates from index fossil records and layers of rock (strata).	Using scientific data, **debate** the societal advantages and disadvantages of technological advancements in renewable energy sources
Develop and **use** models to compare and contrast the structure and function of carbohydrates, lipids, proteins, and nucleic acids (DNA and RNA) in organisms.	**Evaluate** the mechanisms of transcription and translation in protein synthesis. **Investigate** traits that follow non-Mendelian inheritance patterns.

US History

Areas of Strengths	Opportunities for Growth
Trace national legislation resulting from and affecting the Progressive Movement, including: the Sherman Antitrust Act and the Clayton Antitrust Act.	**Interpret** the impact of change from workshop to factory on workers' lives, including: The New Industrial Age from 1870 to 1900, the American Federation of Labor of Labor-Congress of Industrial Organizations (AFL-CIO), the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and impact of John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs, A. Philip Randolph, and Thomas Alva Edison.
Trace the development of political, social, and cultural movements and subsequent reforms, including: Jim Crow laws, Plessy vs. Ferguson, women's suffrage, temperance movement, Niagara movement, public education, the National Association for the Advancement of Colored people (NAACP), and Marcus Garvey.	**Compare** and **contrast** the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression.

Next Steps

Continuous Steps to Increase Success

Current Practices

Focused Instructional Team Meetings

- Analyze performance data to identify skill gaps and deficits
- Continue to clarify misconceptions

Continue to effectively utilize the MTSS process to

- conduct individual and small group interventions.
- progress monitor to track progress, consistently.
- course-correct based on student outcome.

Effectively utilize individual score reports

- STAR Reports and Instructure (TE21) Data Reports
- Determine strengths and weaknesses
- Plan small group instruction activities

Effectively utilize scaffolding documents

- Accelerate on-grade level learning experiences
- Reduce learning gaps with intentional embedded safety nets

Current Support for Third Grade Scholars

- **Third Grade Success Plans – Comprehensive Support**
  - Data-driven Strategies
  - Targeted Interventions
  - Progress Monitoring

- **Third Grade Specific Support for High Leverage Standards**
  - Professional Learning Sessions
  - Tracking student progress on high leverage standards
  - Prioritization of third grade scholars to receive devices to help meet strategic plan goals

Future Steps to Increase Success

Practices for Upcoming School Year

Professional Development

- Inquiry-based instructional delivery
- Technology integrated approaches
- Cultural relevance
- Social emotional strategies in every area
- Unpacking Standards
- Implementation Protocol

Improvement on the Core Curriculum

- Conduct a curriculum audit
- Analyze the instructional schedule for the percentage of reading and writing
- Analyze the amount of time spent in foundational skills, reading, math, science, and social studies
- Strategic approach to Math and ELA

Questions and Comments