



Our Vision

We prepare scholars to achieve globally, to contribute locally, and to be fulfilled individually.

Our Mission

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



DISTRICT BENCHMARK 3 DATA REVIEW

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Students are assessed in:

- **English Language Arts (ELA) and Mathematics in Grades 3 – 8,**
- **Science in Grades 5 and 8,**
- **Algebra I, Biology, U.S. History and English II**

Assessment Dates:

- **Benchmark 1: September 30–October 11**
- **Benchmark 2: December 9–20**
- **Benchmark 3: February 24–March 6**



Data is provided to schools via a Sharefile no later than five business days after the close of the assessment window. Schools are provided data reports at the school, class, and student levels.

The current assessment vendor, TE21, was selected based on their ability to customize assessments align to District blueprints and state standards.

Key Terms



Paced:

Aligned to JPS
Pacing Guide
for Term 1



Comprehensive:

All standards
aligned to state
standards (MS
CCRS)



Proficiency:

Performance
Level 4 and
Performance
Level 5



Item Analysis Report:

Analysis of
student
responses to
each question



District Summary Report:

Analysis of
district's
percent correct
and projected
proficiency by
school



Focused Instructional Team (F.I.T.):

Data Inquiry
Process used to
analyze
assessment
results



Elementary – General Ed

% Projected Proficiency Data (PL4 and PL5)

	2017 MAAP	2018 MAAP	2019 MAAP		Comp BM 1	Paced BM 1	Paced BM 2	Comp BM 3	Year 1 Goal 2020
ELA	21.4%	29.0%	34.3%		20.7%	24.1%	32.1%	35.0%	30% 40% (3 rd Grade)
Math	18.8%	21.5%	26.8%		13.0%	25.0%	25.4%	29.9%	27% 32% (3 rd Grade)
Science	51.9%	52.2%	62.8%		15.9%	32.3%	38.8%	44.7%	



Middle School – General Ed

% Projected Proficiency Data (PL4 and PL5)

	2017 MAAP	2018 MAAP	2019 MAAP		Comp BM 1	Paced BM 1	Paced BM 2	Comp BM 3	Year 1 Goal 2020
ELA	18.5%	19.0%	20.8%		17.0%	22.8%	20.7%	21.4%	30% 23% (8 th Grade)
Math	15.3%	20.0%	24.5%		9.6%	24.7%	24.6%	24.4%	27% 24% (8 th Grade)
Science	33.7%	38.7%	51.2%		12.1%	39.5%	29.8%	32.2%	



High School – General Ed

% Projected Proficiency Data (PL4 and PL5)

	2017 MAAP	2018 MAAP	2019 MAAP		Comp BM 1	Paced BM 1	Paced BM 2	Comp BM 3	Year 1 Goal 2020
Algebra I	16.1%	8.2%	11.3%		7.7%	16.5%	16.4%	21.5%	27% 15% (Algebra I)
English II	26.4%	24.0%	20.8%		12.8%	19.3%	19.5%	20.5%	30%
US History	31.0%	30.8%	33.2%		15.6%	30.1%	32.9%	36.4%	
Science	27.7%	31.0%	32.3%		9.4%	39.5%	28.2%	28.1%	



Exceptional Ed. ELA Statewide Assessment Proficiency

Grade Level	District Performance 2017	District Performance 2018	State Performance 2018	State Target 2018
Grade 3	9.79%	18.4%	22.25%	24.41%
Grade 4	7.44%	23.1%	21.44%	24.41%
Grade 5	6.59%	15.2%	13.61%	24.41%
Grade 6	1.13%	9.6%	14.69%	24.41%
Grade 7	0.47%	3.5%	10.17%	24.41%
Grade 8	0.00%	4.7%	10.94%	24.41%
English II	0.85%	3.4%	11.04%	24.41%



Exceptional Ed. Math Statewide Assessment Proficiency

Grade Level	District Performance 2017	District Performance 2018	State Performance 2018	State Target 2018
Grade 3	6.70%	17.1%	26.98%	23.97%
Grade 4	8.68%	19.8%	20.74%	23.97%
Grade 5	3.03%	16.3%	14.13%	23.97%
Grade 6	1.14%	4.7%	16.23%	23.97%
Grade 7	0.46%	7.5%	16.33%	23.97%
Grade 8	0.00%	4.7%	11.42%	23.97%
Algebra 1	0.57%	4.4%	11.26%	23.97%



Exceptional Ed. Graduation/ Drop-Out Rates

	District Performance 2017	District Performance 2018	State Performance 2018	State Target 2018
Percentage of EE students who graduated with a standard high school diploma	23.6%	30.9%	36.39%	38.78%
Percentage of EE students who dropped out	7.4%	5.4%	9.72%	10.00%



2019 IMPACT DATA

PROFICIENCY		PROFICIENCY	BIOLOGY I	ALL STUDENTS
100		100	50	200
45		36	15	160
GROWTH		GROWTH	U.S. HISTORY	ACCELERATION
100		100	50	50
60		58	19	18
GROWTH LOWEST 25%		GROWTH LOWEST 25%	CCR/ACT	PARTICIPATION RATE
100		100	50	
74		70	17	95%
Grade	High Schools		TOTAL >	573
A	754			
B	648			
C	584			
D	510			
F	<510			

2019 IMPACT DATA

		ENGLISH II	ALGEBRA I	BIOLOGY I & US HISTORY	GRADUATION
		PROFICIENCY	PROFICIENCY	BIOLOGY I	ALL STUDENTS
		100	100	50	200
		46	38	15	166
		GROWTH	GROWTH	U.S. HISTORY	ACCELERATION
		100	100	50	50
		66	59	19	20
		GROWTH LOWEST 25%	GROWTH LOWEST 25%	CCR/ACT	PARTICIPATION RATE
		100	100	50	
Grade	High Schools	74	69	18	>95%
A	754				
B	648				
C	584				
D	510				
F	<510				
				TOTAL >	590

Data Reports: Item Analysis

Item	mc_item1	mc_item2	mc_item3	mc_item4	mc_item5	mc_item6	mc_item7	mc_item8	mc_item9	mc_item10	mc_item
Standard/Objective	OA.2	G.1	OA.6	NBT.3	G.1	OA.4	OA.7	NF.3	MD.6	MD.4	NBT.1
DoK	1	1	3	3	2	1	2	3	1	2	1
Class Percent Correct	0.55	0.14	0.41	0.32	0.64	0.73	0.77	0.14	0.82	0.18	0.27
School Percent Correct	0.59	0.20	0.55	0.33	0.55	0.81	0.68	0.16	0.72	0.19	0.35
Correct Answer	D	D	B	B	Correct	A	A	C	B	D	BC
	D	D	B	B	Correct	A	A	B	B	C	CE
	B	C	C	A	Correct	D	D	D	D	A	AC
	D	A	D	A	Incorrect	D	A	A	B	A	AB
	A	A	A	A	Incorrect	D	A	B	B	A	ABCD
	D	C	C	D	Incorrect	D	C	B	B	A	AC
	D	C	B	B	Correct	A	A	Z	B	D	BC
	D	B	B	B	Correct	A	A	D	A	B	BC
	B	A	A	A	Incorrect	A	A	A	D	A	AE
	A	C	A	D	Correct	A	C	C	B	A	AC
	D	C	B	A	Correct	A	A	D	B	A	BE
	D	A	C	A	Correct	A	A	B	B	B	B
	A	A	B	D	Incorrect	A	A	C	B	A	BC
	D	B	A	B	Correct	A	A	B	B	C	AB
	A	C	A	D	Correct	A	A	A	B	A	BE
	D	C	B	D	Correct	A	A	A	B	D	C
	D	C	B	C	Correct	A	A	D	B	D	BC
	A	A	B	B	Incorrect	A	A	A	B	B	DE
	A	A	A	A	Correct	A	C	B	B	C	CD





JACKSON
PUBLIC SCHOOLS

Transforming lives through
excellent education

What we Noticed and Noted by content area

English/Language Arts (ELA)

Students are making progress with...	Students are challenged by...
comparing/contrasting the experience of reading text to listening/viewing an audio, video, or live version of the text	comparing/contrasting: 1) key points and details presented in two texts on the same topic, 2) a first-hand and second-hand account of the same event or topic, 3) one author's presentation of events with that of another
explaining key differences between poems/drama/prose and communicating the structural elements used	explaining the relationships/interactions between two or more individuals, events, ideas, or concepts in a historical/scientific/technical text based on specific information in the text
*determining the meaning of words/phrases in context, including figurative, connotative and technical meanings and analyzing the impact of word choice on meaning and tone; using grade appropriate academic and domain-specific words/phrases	analyzing: 1) the structure an author uses to organize a text and develop an idea, 2) how myths/traditional stories/religious works influence themes/patterns of events/character types in a modern work, 3) the development of theme/central idea
using information from illustrations/words in a text to demonstrate understanding	determining the theme(s) or central idea(s) of a text and providing an accurate summary of the text

Mathematics

Students are making **progress** with...

measuring/estimating liquid volumes and masses;
reading/writing multi-digit **whole numbers** in standard and expanded form; **comparing** two numbers based on a digit's place value

using **grouping symbols** in numerical expressions, and **evaluating expressions**; **interpreting** complicated expressions; **dividing** multi-digit numbers using the **standard algorithm**; deciding whether two quantities are in a **proportional relationship**

informally **fitting a straight line to a scatter plot** and **assessing** the model fit; **represent and analyze data** with plots on the real number line (also dot plots, histograms & box plots)

solving quadratic equations by inspection, taking square roots, completing the square, applying the quadratic formula and factoring; **recognizing** when the quadratic formula gives **complex solutions**

Students are **challenged** by...

explaining fraction equivalence and **comparing** them by **reasoning** about their size; recognizing and **drawing lines of symmetry**; generating two numerical patterns given specific rules and **identifying relationships** between corresponding terms

understanding the probability of a compound event as the fraction of outcomes in the sample space for which the compound event occurs ; finding the **area** of triangles, special quadrilaterals and other polygons **by composing/decomposing** into rectangles and triangles

computing (using technology) and **interpreting**: 1) the **correlation coefficient** of a linear fit, 2) differences in shape/center/spread of data sets, 3) the effects of extreme data points (outliers)

analyzing and **solving** pairs of simultaneous linear equations; **using function notation**, **evaluating** functions and **interpreting** function notation used in context

Science/Biology

Students are making progress with...	Students are challenged by...
developing and using scaled models of Earth's solar system to demonstrate the size/composition/location/order of the planets as they orbit the Sun	obtaining and evaluating scientific information to describe what happens to the properties of substances in mixtures and solutions
engaging in discussion <u>using models and evidence to explain that sexual reproduction produces offspring with a new combination of genetic information</u> different from either parent	researching and assessing the credibility of scientific ideas to debate/discuss how Earth's constructive and destructive processes have changed Earth's surface at varying time and spatial scales
developing criteria to differentiate between living and non-living things	researching and identifying how DNA technology benefits society; engaging in scientific argument from evidence over the ethical issues surrounding the use of DNA technology
analyzing and interpreting population data (both density-dependent and density-independent), to <u>define limiting factors</u> ; using graphical representations (growth curves) to illustrate the carrying capacity within ecosystems	modeling sex cell formation (meiosis) and combination (fertilization) to demonstrate the maintenance of chromosome number through each generation; explaining why the DNA of the daughter cells is different from the DNA of the parent cell

U.S. History

Students are making progress with...	Students are challenged by...
explaining how the federal, state, and local governments have responded to demographic and social changes	investigating controversies over the Treaty of Versailles of 1919, Woodrow Wilson's Fourteen points, and the League of Nations
analyzing President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression, including: the effectiveness of New Deal programs in relieving suffering, achieving economic recovery, and promoting organized labor	explaining the impact of the Populist movement on the role of the federal government in American society



Take-Aways from Data Analysis



Continue to expose students to Informational and Literacy Text



Utilize and implement contextual vocabulary (Content and Academic)



Improve the overall implementation of Mathematical Practices in all math classes



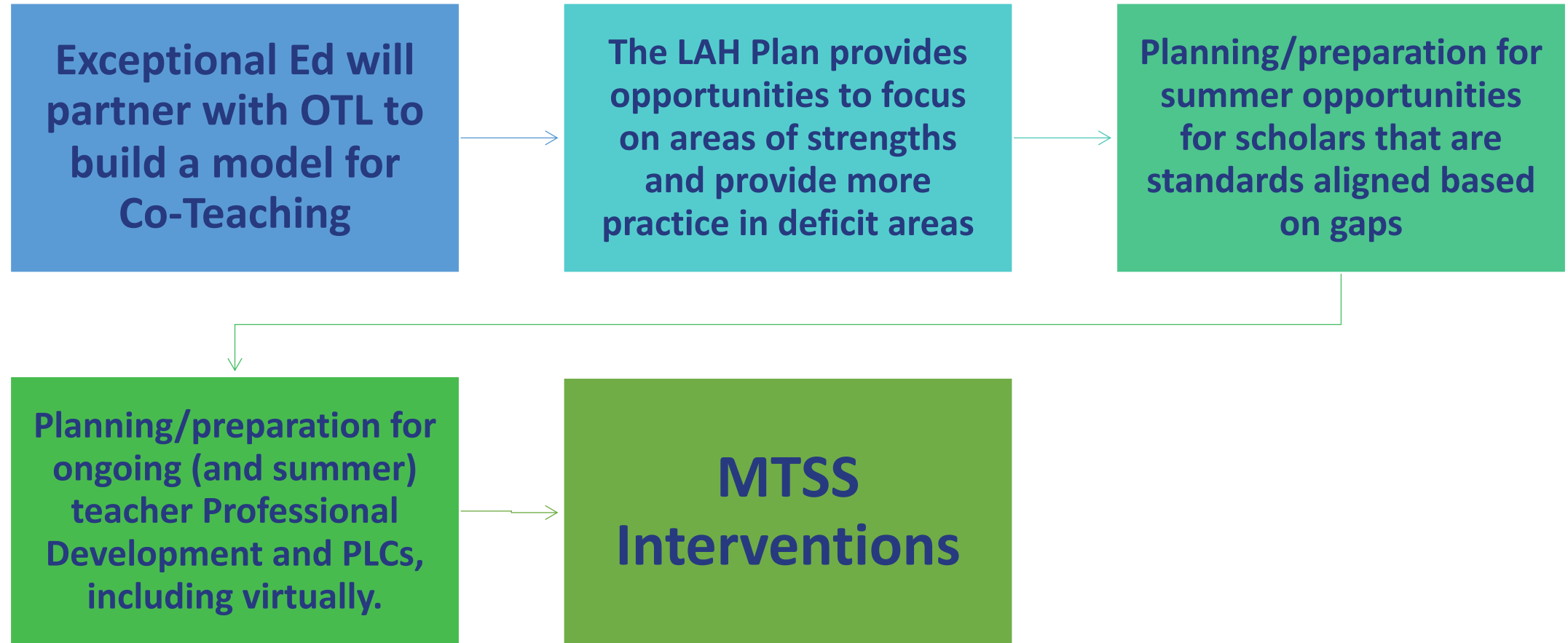
Increase rigor through research/evidence-based pedagogical strategies



Employ literacy strategy in all content areas



Next Steps





JPS 2nd-3rd Grade After-School Program

2nd-3rd Grade After-School Program

- Pro-active preparation for 2020 Third Grade “Gate”
- Three site locations across the district
- Tuesday - Thursday afternoons from 3:00 - 5:30 p.m.
- Transportation and snacks provided
- Two 7-week sessions



Overarching Program Goal

Students will be at or above grade level by the conclusion of the program in March 2020





All Three Sites- Curriculum

Florida Center for Reading Research
Activities

Classworks

Wordly Wise

STAR Renaissance

Readworks

Instructional Strategies & Best Practice
Approaches to Teaching Reading Utilized

**2nd-3rd Grade
After-School
Program**

Galloway

**Boyd
Casey
Galloway
Green
McLeod
McWillie
North Jackson
Spann
Walton
Watkins**

Lake

**Barr
Clausell
Dawson
Isable
John
Hopkins
Johnson
Lake
Pecan Park
Raines
Smith**

Oak Forest

**Baker
Bates
Key
Lee
Lester
Marshall
Oak Forest
Sykes
Timberlawn
Van Winkle
Wilkins**



2nd-3rd Grade After-School Program: Site Coordinators

Galloway	Lake	Oak Forest
		
Ifeoma McNeal Assistant Principal, Galloway	Lisa Hadden Assistant Principal, Johnson	Joseph Collins Assistant Principal, Sykes



2nd-3rd Grade After-School Program

	Galloway	Lake	Oak Forest
# Students Invited	135	148	144
# Students Enrolled	67	71	81
Initial Response Rate	50%	48%	56%

2nd-3rd Grade After-School Program

	Galloway	Lake	Oak Forest
# Students - 1st Session	67	71	81
# Students - 2nd Session	91	69	88
Net Change	+24	-2	+7

2nd-3rd Grade After-School Program

GALLOWAY

LAKE

OAK FOREST

**Average Weekly
Attendance Rate**

76%

65%

80%

***Average % SS Change
(2nd Grade)**

+49%

+48%

+53%

***Average % SS Change
(3rd Grade)**

+16%

+22%

+29%



Program Data 3rd Grade (GE)

	BOY	Mid S1 (Oct)	End S1 (Nov)	Mid S2 (Feb)	End S2 (Mar)	% Change
2 nd Grade	1.2	1.5	1.6	1.8		50%
3 rd Grade	2.4	2.4	2.6	2.8		17%



3rd Grade Projected Proficiencies

(PL4 and PL5)

	Comp BM 1	Paced BM 1	Paced BM 2	Comp BM 3	District Goal
ELA	20%	23%	29%	34%	40%
MATH	13%	21%	24%	27%	32%



Recommendations

- Progress monitor students at their home school earlier in the day for more accurate results (**Excellence**)
- Reward students with perfect attendance (**Growth Mindset**)
- Ask interventionists to input additional assignments into Classworks for the students attending the after school programs. (**Growth Mindset**)
- Include a common pre-assessment to be given on day-one of the program so that teachers can have data to build their instruction around and an idea of their student group's achievement level. (**Growth Mindset/Relationships**)
- Invite parents to a literacy night on the first day of the program. Include resources and how-to sessions that target reading fluency, phonological awareness, and vocabulary acquisition. Include a description of the curriculum and the expectations that will be placed on students. (**Relationships/Relevance/Positive and Respectful Culture**)



Recommendations

- Provide after-school site coordinators with a list of children who are identified as students in the Exceptional Education program and provide their IEPs to ensure each student is being accommodated appropriately. (Equity)
- Invite teachers to a professional development session prior to the program implementation date, presented by the after-school program coordinators, where they will receive information on program expectations, the curriculum binder contents, and management of after school students. (Excellence)
- Is it possible to provide a sack lunch (sandwich and fruit) for students? They are hungry by the time they get to after-school! (Equity/Relationships)
- Continue to target 2nd graders into the summer based on program outcomes (Excellence/Growth Mindset)





Questions and Responses

