Universal Screen Data

{ September 2021

Brooklyn Public Schools 2021-2022

SBAC Data

STATE CAUTION:

The data provided by the State of CT was done so with a caution. Achievement data for the 2020-21 school year for the state, districts, and schools provides a snapshot of student achievement in 2020-21.

Since students learned in very different ways in 2020-21, all data are disaggregated into one of three student learning models below:

1. Fully/mostly in-person: more than 75 percent of membership days were in-person;
2. Hybrid: 25 to 75 percent (inclusive) membership days were in-person; and ***BROOKLYN***
3. Fully/mostly remote: less than 25 percent of membership days were in-person.

These data also include scores of students who tested either in-person at school or remotely. These scores should not be combined.

It is common to compare assessment results across schools and districts, and to prior years. There are several reasons why those direct comparisons should not be made in 2020–21. First, *how* students learned (i.e., in-person, hybrid, remote) varied across districts and schools. In addition, *who* and *how many* learned fully/mostly remotely (i.e., student counts across student groups) varied across districts and schools. *Who* and *how many* tested remotely varied across districts and schools as well; *who* and *how many* participated in the in-person test also varied across districts and schools. Finally, these are unmatched data and do not account for any prior differences in achievement for the student groups.

For these reasons, the CSDE has conducted specialized analyses at the state level with the Smarter Balanced assessment results to learn about the impact of the pandemic on student achievement and growth. Any inferences about student performance in 2020-21 as well as the impact of the pandemic on learning should be based on those specialized state-level analyses and not these unmatched achievement data.

SBAC Data

ELA	Brooklyn 2017	Brooklyn 2018	Brooklyn 2019	2020	Brooklyn 2021
Grade 3	50.0%	46.8%	**48.9%**	No Assessment due to COVID	**48%**
Grade 4	63.2%	54.3%	50.6%		36.0%
Grade 5	68.4%	61.5%	61.1%		42%
Grade 6	76.9%	70.8%	67.2%		55.0%
Grade 7	53.3%	**75.7%**	74.1%		54.0%
Grade 8	67.1%	67.0%	**71.3%**		**66.0%**
All Grades	63.6%	63.5%	**63.6%**		

Math	Brooklyn 2017	Brooklyn 2018	Brooklyn 2019	2020	Brooklyn 2021
Grade 3	44.8%	**51.9%**	42.6%	No Assessment due to COVID	47.0%
Grade 4	47.0%	46.8%	**50.6%**		**18.0%**
Grade 5	34.2%	32.3%	**43.2%**		**27.0%**
Grade 6	34.0%	**56.2%**	49.3%		30.0%
Grade 7	39.2%	**54.5%**	**56.5%**		**24.0%**
Grade 8	38.0%	34.0%	**47.0%**		**43%**
All Grades	43.8%	47.1%	**47.9%**		

STAR Reading

	% Proficiency Spring 2021	% Proficiency Fall 2021	Differential
1 (Early Lit)	55%		
2	53%		
3	54%		
4	42%		
5	57%	59%	
6	53%	58%	
7	72%	60%	
8	63%	66%	

STAR Math

	% Proficiency Spring 2021	% Proficiency Fall 2021	Differential
1 (Early Lit)	55%		
2	53%		
3	54%		
4	42%		
5	30%	11%	
6	34%	18%	
7	27%	28%	
8	44%	20%	

Universal Screener Proficiency

	ELA % Proficiency Spring 2021	Math % Proficiency Spring 2021
1 (Early Lit)	55%	
2	53%	
3	54%	
4	42%	
	ELA % Proficiency Fall 2021	Math % Proficiency Fall 2021
5	59%	11%
6	58%	18%
7	60%	28%
8	66%	20%

DRA

		Winter 2019	Winter 2020	Winter 2021	Spring 2021
Kinder	Below		NA	8%	30%
	Approaching		NA	40%	24%
	On/Exceeding		NA	53%	46%
Grade 1	Below	31%	Missing	33%	28%
	Approaching	20%	Missing	24%	13%
	On/Exceeding	**49%**	Missing	**43%**	**59%**
Grade 2	Below	15%	25%	40%	34%
	Approaching	12%	21%	16%	16%
	On/Exceeding	**73%**	**56%**	**44%**	**49%**
Grade 3	Below	32%	18%	42%	42%
	Approaching	20%	12%	25%	13%
	On/Exceeding	**48%**	***70%**	**33%**	**45%**
Grade 4	Below	16%	35%	32%	30%
	Approaching	11%	13%	16%	19%
	On/Exceeding	**73%**	**52%**	**51%**	**51%**

BES Intervention
What does it look like?

8:55-9:20	9:20- 9:45	9:50-10:15	10:15-10:40	10:40-12:00	12:00-12:25
Grade 2	Grade 2 (Teacher 3, 4, & 5)	Grade 1 (Teacher 1, 2, & 3)	Grade 1 (Teacher 4 & 5)	Team Meeting, Planning, Lunch	Grade 4 (Teacher 1 & 2)
2 Classroom Teachers 3 Reading Intervention 1 Math Intervention 1 Lexia Paraprofessional	2 Classroom Teachers 3 Reading Intervention 1 Math Intervention 1 Lexia Paraprofessional	2 Classroom Teachers 3 Reading Intervention 1 Math Intervention 1 Lexia Paraprofessional	2 Classroom Teachers 3 Reading Intervention 1 Math Intervention 1 Lexia Paraprofessional		Teacher 1 & 2 3 Reading Intervention 1 Math Intervention 1 Lexia Paraprofessional
12:25-12:50	**12:55-1:20**	**1:20-1:45**	**1:50-2:15**	**2:15-2:40**	**2:40-3:!0**
Grade 4 (Teacher 3, 4, $ 5)	Kindergarten (Teacher 1, 2, & 3)	Kindergarten (Teacher 4 & 5)	Grade 3 (Teacher 1, 2, & 3)	Grade 3 (Teacher 4 & 5)	Lexia Data Review
2 Classroom Teachers 3 Reading Intervention 1 Math Intervention 1 Lexia Paraprofessional	Teacher 1 & 2 3 Reading Intervention 1 Math Intervention 1 Lexia Paraprofessional	2 Classroom Teachers 3 Reading Intervention 1 Math Intervention 1 Lexia Paraprofessional	Teacher 1 & 2 3 Reading Intervention 1 Math Intervention 1 Lexia Paraprofessional	2 Classroom Teachers 3 Reading Intervention 1 Math Intervention 1 Lexia Paraprofessional	

Students Receiving Intervention

	ELA		Math
Grade K	Lexia (9)	NEED TO ADD THIS INFO 75 total students	Number Recognition to 10 Counting Forward & Backward Within 10 Before/After Numbers Within 10 Tracing Numbers
Grade 1	Phonemic Awareness/Letter ID (8) Consonant Sounds (22) Lexia (8) Fluency (4) Comprehension (4) Letter Sounds (11)	76% of students 57 students	5 students
Grade 2	Work Attack (7) Onset/Rime (8) CVC (4) Lexia (6) Rate/Phrasing (10) Decoding (3) Comprehension (3)	45% of students 41 Students	6 students
Grade 3	Fluency (9) Decoding (9) Lexia (5) Summarizing (4) Interpretation (3) Comprehension (3)	35% of students 33 students	3 students
Grade 4	Fluency (9) Summarizing (14) Lexia (9) Interpretation (6) Text Features (2)	49% of students 43 Students	5 Students

BES Intervention

- **SRBI- in the last 3 weeks**
  - Classroom teachers and intervention staff are collecting data
  - Adjusting groupings to meet the individual needs of students
  - Grade 2- Adjusting one group to 45 minutes (OG group)
  - Intervention staff are noticing areas such as pencil grips and giving advice prior to screen from OT
  - Kindergarten - major adjustments based on the data- more targeted to their needs, some with letter id and rest with letter sounds
- **Reflections**
  - Data is being discussed
  - Teams have really looking at the focus for instruction on the DRA3- looking outside the box
  - Children willing to make mistakes and try- this is a sense of community
  - More collaboration- professional conversations
- **Needs**
  - More targeted professional development for reading
  - Timing for first group of the day

BMS SRBI Flow Chart

Brooklyn Middle School

Tier 1

Student is not meeting expectations from Tier 1 instruction in Math, ELA and/or Social/Emotionally

Tier 2 Intervention (2 to 3 times a week)

Data/Social Emotional Team Meetings
Each week students struggling to meet expectations can be brought to the team meetings on data and social emotional concerns. Students should be assigned to intervention groups during FLEX period

FLEX Intervention
Students identified in data/social meetings in need of academic intervention need to be part of intervention groupings during the FLEX period. Data will be tracked and reviewed quarterly to regroup students.

Quarterly Data Review
Student intervention data will be reviewed at the conclusion of each IV cycle at the end of the quarter to determine progress. If progress is being made, students return to FLEX groups or exit back to Tier 1.

Insufficient Progress

The team determines :
- Tier 2 continues with intervention plan adjustment
OR
- Refers child to CST

Tier 3 Intervention (4 to 5 times a week)

CST Team Meeting
The initial referral will be brought to the CST for review. A targeted plan will be developed with specific goals and data targets amd person responsible for the plan. This team will meet again every 4 to 6 weeks to review progress

Tracked Intervention
Students in Tier 3 intervention will be supported by the math and ELA interventionists and data will be tracked biweekly. If progress is made the student can return to tier 2

Insufficient Progress

The team determines :
- Tier 3 continues with intervention plan adjustment
OR
- Refers child to SPED

SPED Referral/PPT

Initial Referral to PPT
The CST team will recommend the referral to PPT. Staff will complete the referral, **Student should remain in Tier 3 intervention during this process.**

Potential Outcomes

- ➔ Student does not qualify for SPED and returns to Tier 3 intervention with adjustment to intervention plan through CST
- ➔ Student does qualify for SPED and the IEP is implemented
- ➔ Based on finding through the PPT process, a student may be given accommodations through section 504

BMS Current Intervention Numbers

Brooklyn Middle School

ELA	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Totals
Students in Grade	76	91	73	97	337
Tier 2	11	9	4	10	35
Tier 3	10	8	5	0	22
Total	21	17	9	10	57
Percentage	28%	19%	12%	10%	17%

Math	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Totals
Students in Grade	76	91	73	97	337
Tier 2	19	23	18	33	91
Tier 3	6	8	9	20	45
Total	25	31	27	53	136
Percentage	33%	34%	38%	55%	40%

BMS Pacing and Monitoring

Brooklyn Middle School

Assessment Calendar							
Week of	What is happening	ELA Assessment	Math Assessment	Days	Cycle	Interv. week	Grades 5- 8
30-Aug	PD Days			2			Intervention Groups Created
6-Sep	Labor Day			4		1	Math and ELA Teachers administer the STAR assessment to all students by Sept. 10th
13-Sep		Fall Benchmark STAR	Fall Benchmark STAR	5		2	STAR Data entered into grade level document by Sept 17th
20-Sep				5		3	
27-Sep	Progress Reports Due			5	Cycle 1	4	
4-Oct	10/8 Professional Development	Grades 5 and 6 Reading Literary Text IAB	Grade 5 and 8 Module 1 Assessment	4		5	
11-Oct	10/11 Columbus Day	STAR Tier 2 and 3 Progress Monitoring	STAR Tier 2 and 3 Progress Monitoring	4		6	Data Entered by 15th
18-Oct	DESSA-Mini Rating Scales Completed			5		Data	Data Meetings During FLEX (Coverage) DESSA-Mini Scales completed by Core teachers
25-Oct		Grades 7 and 8 Reading Literary Text IAB	Grade 6 Module 1 Assessment	5		SEL	Intervention Regrouping
End Quarter 1							