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Benchmark Assessment Mid-Year Goals Required by ECOL Plan

February 15, 2021

One requirement of the Extended COVID-19 Learning Plan is for each district to set mid-year and end-of-year benchmark assessment goals for students in Grades K-8 in reading and math for this school year. Macomb County collectively decided that, before these goals could be set, Fall 2020 baseline data was needed. These data sets were needed to minimally assess the impact last spring's COVID-19 school closure had on student achievement and growth.

The fall 2020 NWEA data analysis conducted at the county level, as well as the national analysis NWEA released in the "Learning during COVID-19: Initial findings on students' reading and math achievement and growth" report, shows student achievement and growth was impacted when schools closed due to COVID-19. The impact on student achievement in reading was not as severe as math. However, it is important to note, the national NWEA study shows a loss of 5-10 percentile points for math. In regards to student growth, the NWEA study answered if students had any learning gains since the school closure. The national NWEA study found, in almost all grades, most students made some learning gains in both reading and math since the COVID-19 pandemic started. Nevertheless, gains in math were lower on average in fall 2020 than prior years, resulting in more students falling behind relative to their previous standing. It is important to note however, the national study did not share any findings about the percentage of students meeting their growth projections for fall in comparison to previous years.

Both analyses are only the beginning of us knowing the impact of schools closing last spring, coupled with the challenge of school circumstances so far this school year. Students across the county and state have experienced various schedule models ranging from virtual learning, hybrid, and/or face to face. Also, many students have experienced a combination of these in the first few months of school. Currently, there is no research or prediction that can accurately reflect the impact this will have on student growth and achievement for the long term.

The initial advice from Macomb Intermediate School District was to possibly use growth as a measure for the education goals that are required for the ECOL plans; however, after analyzing the fall 2020 data, it is apparent that using growth projections that were developed under normal testing environments and typical instructional methods may not be as reliable. The normative 2020 student growth predictions that NWEA provided at the student level is typical growth for a typical year. Obviously, this year is not typical, and the county analysis shows declines in the percentage of the students meeting projected fall-to-fall growth in comparison to previous years. These declines make

it hard to predict the impact winter and spring will have on student growth, when more students may have participated in face-to-face instruction. Since schools did not take the NWEA test in spring 2020, another concern is there will not be previous fall to spring, nor winter to spring, growth comparisons available.

NWEA also provides a RIT score, a student achievement indicator, for reading and math, which was used in the published study mentioned above. NWEA provides average Norm RIT scores for each grade level and subject area. These average RIT scores could be compared overtime to provide a way to monitor student achievement. After further analysis at the county level, it appears the average RIT scores are more stable across years than using NWEA growth predictions to monitor student performance.

****Please Note:***

Prior to the winter holiday break, parents were asked to commit to a learning environment for their child through March 26th; Virtual or In-Person Instruction. This required revisions of our gr. K-8 class rosters. Our parents' preferences resulted in many students switching their scheduled teacher(s) on January 19th. Therefore, in the interest of students' social and emotional needs, which remains a primary focus for our team during this ongoing pandemic, we elected to extend the NWEA testing window to accommodate the time needed for the second semester transition.

Mid-year Goals:

Goal 1: During the 2020-21 school year, the district will show growth in reading achievement throughout the global pandemic for students in Grade K – 8 as measured on NWEA Map Growth in the aggregate and for all student groups who have at a minimum of 30 students.

Goal 2: During the 2020-21 school year, the district will show growth in mathematics achievement throughout the global pandemic for students in Grade K – 8 as measured on NWEA Map Growth in the aggregate and for all student groups who have at a minimum of 30 students.

Mid-Year Narratives:

Goal 1:

As a district, we were able to improve the average RIT scores Fall 2020 to Winter 2021 in **reading** for students in grade K-8.

In regards to student groups, all of our subgroups improved their average RIT scores compared to their average RIT from Fall 2020. However, upon deeper analysis, our Students with Disabilities, Limited English Proficient, African American, Multi-Racial and Asian students' aggregate average Winter 2021 RIT scores remained below our K-8 average.

To address our need for accelerated achievement, we will be making use of multiple district resources including elementary Literacy Coaches, Interventionists, and supplemental instructional programs. As a professional learning community, our teaching teams will continue to meet regularly through their district provided early release time to monitor progress and evaluate students' assessment results with a continuous focus on student growth in literacy.

Goal 2:

As a district, we were able to improve the average RIT scores Fall 2020 to Winter 2021 in **mathematics** for students in grade K-8.

Growth from Fall 2020 to Winter 2021 was seen in all subgroups in mathematics. Still, gaps remain in average achievement in Winter 2021 for our Students with Disabilities, Limited English Proficient, and African American students.

To address our need for accelerated achievement, we will be making use of multiple district resources including student intervention time and support by our intervention teams and supplemental instructional programs. As a professional learning community, our teaching teams will continue to meet regularly through their district provided early release time to monitor progress and evaluate students' assessment results with a continuous focus on student growth in mathematics.

Conclusion:

Warren Woods Public Schools remains committed to the growth of every student. NWEA assessments are used by the district, school leaders, classroom teachers, and parents to monitor progress and help us work together to meet the instructional needs of our students. The NWEA Benchmark assessments will be administered again in the Spring 2021. Progress toward meeting our end-of-year goals will be published to all stakeholders at that time.