



**WWPS Student
Achievement:
Progress Toward Goals**
Board of Education
February 22, 2021

Tonight's Goals



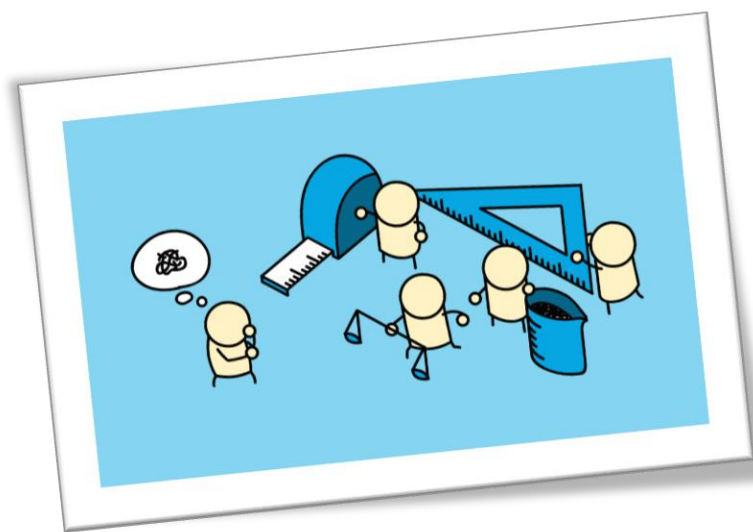
Learning Targets:

- 1. With all that is going on, why test?**
- 2. What should we expect when we didn't expect pandemic learning?**
- 3. How did WWPS results compare to achievement & growth from across the country?**
- 4. What now? How to use this information to support students**



Michigan's Return to Learn Plan

- Benchmark assessment
 - All students in grades K-8
 - Fall: September 21-October 30
 - Winter: January 14 - February 12
 - Spring: *Tentative - April 26 - May 27*
 - Assess proficiency in reading & mathematics.
- Required:
 - Goals aligned to state standards
 - Provide Information on student achievement
 - Provide immediate feedback to students and teachers
 - Nationally normed
 - Be the same test administered in prior years
 - Allows for consistent data

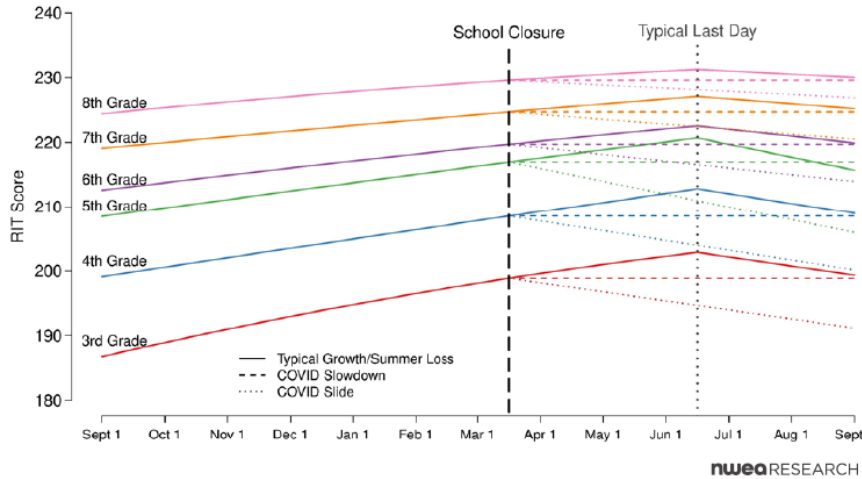


***Grades 9-12 used
PLC common
assessment data
to monitor student
progress**



Thank you

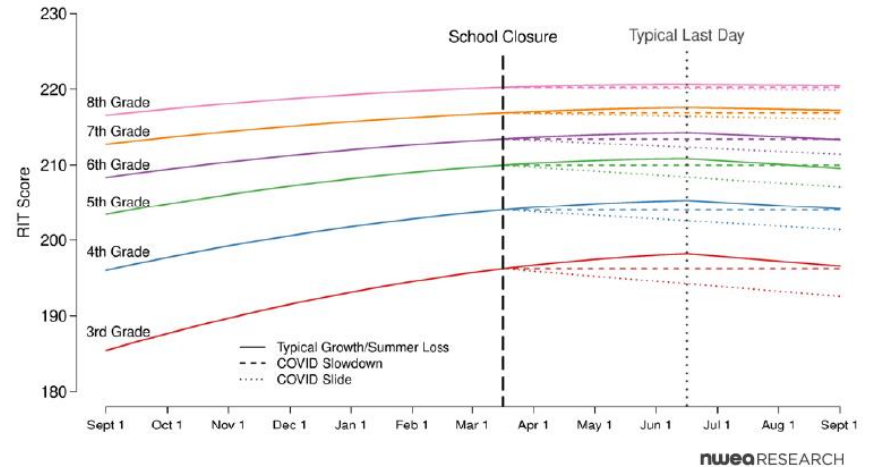
Figure 1. Mathematics forecast



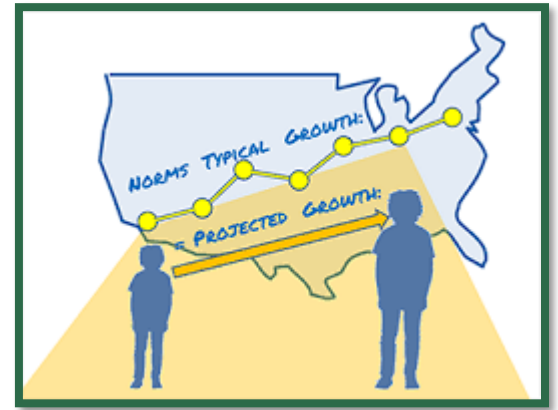
What should we expect when we didn't expect pandemic learning?

What summer learning loss can tell us about the effects of Covid-19

Figure 2. Reading forecast



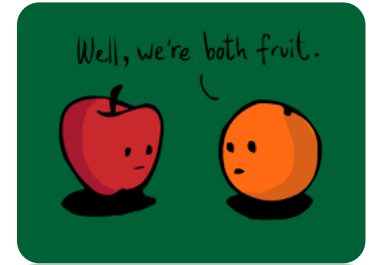
MEASURING NATIONWIDE EFFECTS



NWEA Study

- Data from 4.4M students in grades 3–8
- Study Goals
 - Comparison – This fall to a typical year
 - Growth since March 2020
 - Did it match predictions?

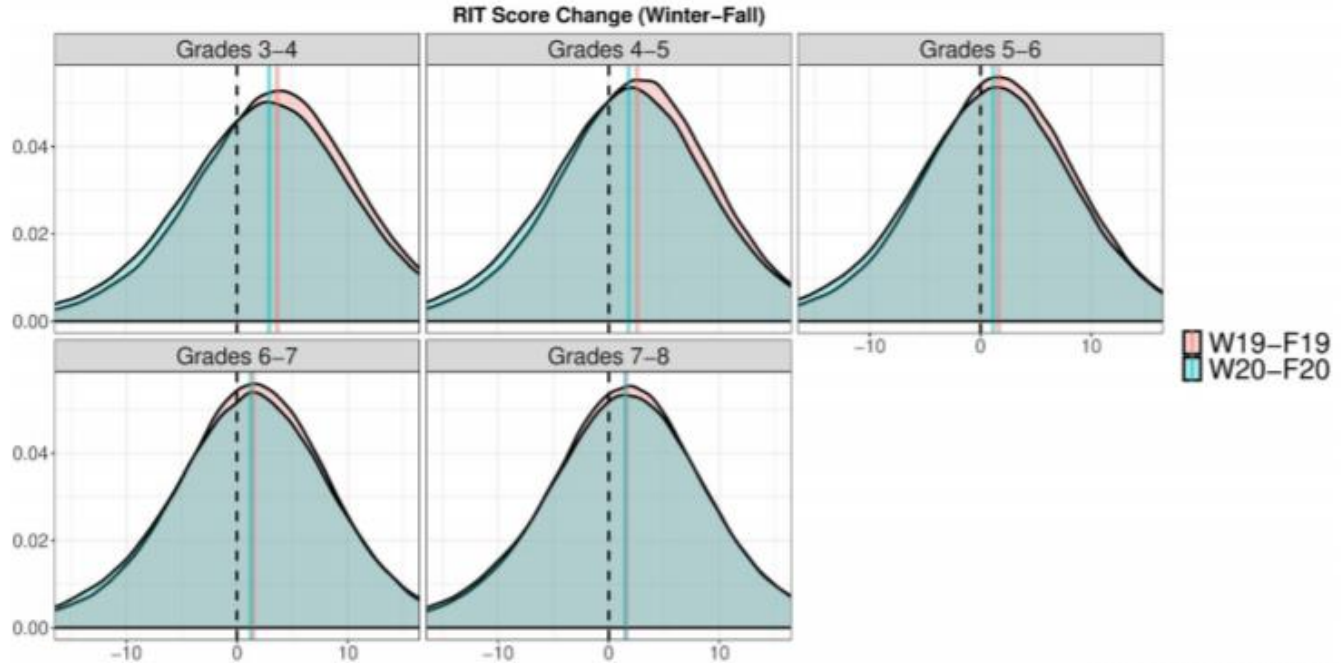
How does Fall 2020 compare?



- NWEA compared tests delivered remotely and in-person in Fall 2020.
- Quality of the data?
 - Increased distractions
 - Unfamiliar virtual meeting software
 - Potential connectivity challenges
- National Findings
 - The remote testing experience is consistent BUT may qualitatively differ for K-2 students.

READING

Figure 2 shows the distribution of change for students in different grade levels for the winter 2020 to fall 2020 period in reading (blue) as compared to same-grade students in the pre-pandemic span of winter 2019 to fall 2019 (red). For reading, the 2019 and 2020 distributions largely overlapped, suggesting similar amounts of within-student change from one grade to the next.



MATH

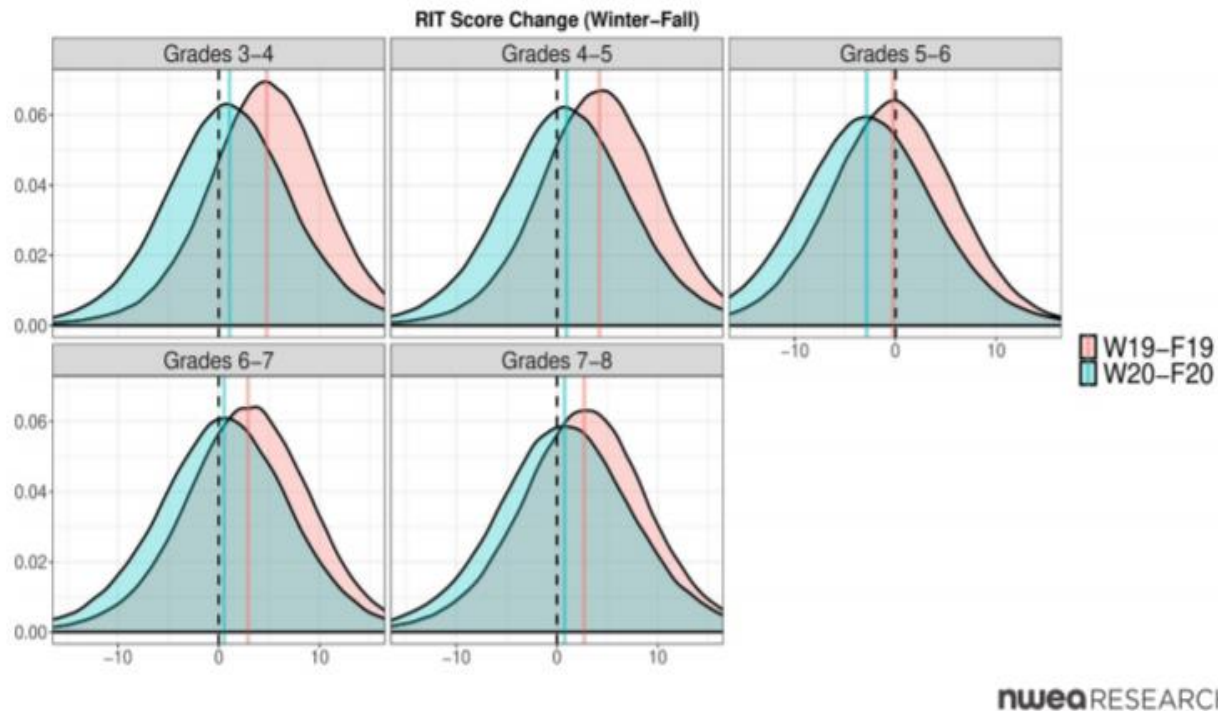
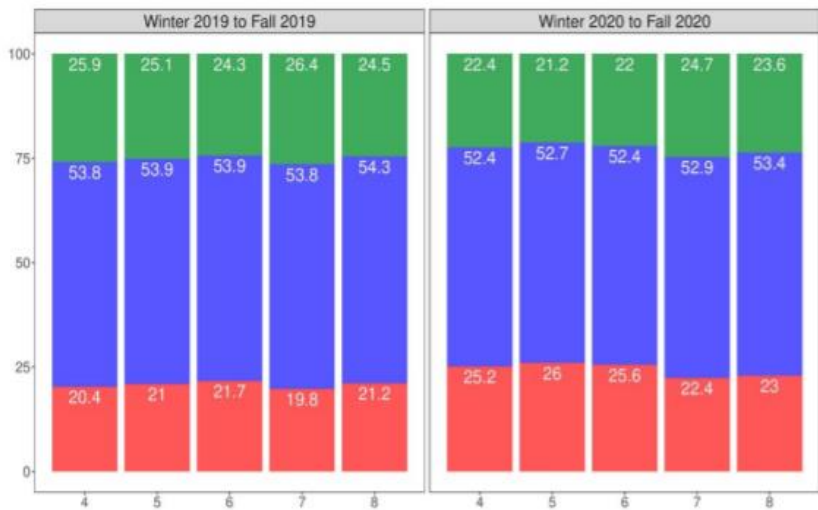


Figure 3: Distribution of within-student change from winter 2019-fall 2019 vs. winter 2020-fall 2020 in math. Note: The vertical red and blue lines display the median growth estimate for winter 2019-fall 2019 and winter 2020-fall 2020 respectively. The black dashed line represents zero growth (e.g., winter and fall test scores were equivalent).

Pre-Pandemic

Covid-19



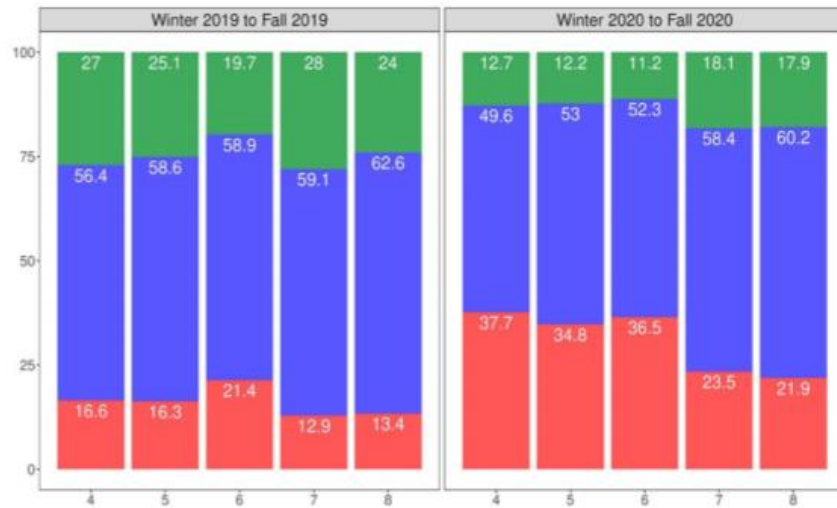
■ Gainers
■ Maintainers
■ Sliders

Reading

Figure 4: Percentage of students shifting their relative position in the reading test percentile distribution comparing winter 2019–fall 2019 vs. winter 2020–fall 2020

Pre-Pandemic

Covid-19



■ Gainers
■ Maintainers
■ Sliders

Math

Figure 5: Percentage of students who shifted their relative position in the math test percentile distribution comparing winter 2019–fall 2019 vs. winter 2020–fall 2020

KEY FINDINGS



- Students in gr. 3 – 8 performed similarly in reading to same-grade students in Fall 2019, **BUT** about 5 to 10 percentile points lower in math.
- In **almost all grades**, most students made **some learning gains** in both reading and math since the COVID-19 pandemic started.
- Some **differences by racial/ethnic groups** are emerging in the fall 2020 data
- **Student groups** especially vulnerable to the impacts of the pandemic were more likely to be **missing from our data**.

How did WWPS results
compare in the fall?



WWPS Fall NWEA

Achievement

**& grade level cohort growth*

READING				
	2020 NORMS	Fall 2019 Mean RIT	Fall 2020 Mean RIT	Fall 2020 Percentile
K	137	139	138	72
1	156	159	156	64
2	172	174	171	57
3	187	187	185	50
4	197	198	197	59
5	205	204	203	50
6	210	207	209	50
7	214	215	213	46
8	218	217	218	52
MATH				
	2020 NORMS	Fall 2019 Mean RIT	Fall 2020 Mean RIT	Fall 2020 Percentile
K	140	137	142	81
1	160	161	159	56
2	175	176	176	67
3	189	189	183	29
4	200	200	195	32
5	209	207	203	24
6	215	210	209	25
7	220	218	216	34
8	225	223	223	44

Return to Learn Plan

State Requirements

House Bill 5913

- By not later than **February 1, 2021**, the district shall create a report concerning progress made
- Transparency reporting link located on the district's website.
 - Must include achievement for all subgroups.
- By not later than the last day of the 2020-2021 school year, the district shall create a report concerning progress made in meeting the educational goals

Winter NWEA Achievement Grades K-8

- ❑ MISD Support
 - ❑ Using **growth** projections developed under normal testing environments & typical instructional methods **may not be as reliable**
 - ❑ Normative 2020 student **growth** predictions that NWEA provided at the student level is typical growth for a typical year

- ❑ OUR GOALS:

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



Fall 2020 - Winter 2021 GROWTH

READING			
	Fall 2020	Winter 2021	Growth
K	138	151	13
1	156	166	10
2	171	179	8
3	185	191	6
4	197	201	4
5	203	206	3
6	209	211	2
7	213	214	1
8	218	218	0
MATH			
K	142	155	13
1	159	170	11
2	176	185	9
3	183	192	9
4	195	200	5
5	203	209	6
6	209	212	3
7	216	220	4
8	223	224	1



GROWTH: Our Findings

Fall to Winter

- ❑ Aggregate K-8 RIT & sub groups improved from Fall RIT average.
 - ❑ Reading: Our Students with Disabilities, ELL, African American, Multi-Racial and Asian students' aggregate average Winter 2021 RIT scores remained below average.
 - ❑ Math: Students with Disabilities, Limited English Proficient, and African American students
- ❑ Need for accelerated achievement
 - ❑ Resources – Expertise and Tools
 - ❑ PLC Teams
 - ❑ Continue to meet – Early release time
 - ❑ Monitor progress and evaluate students' assessment results with other data collected.
 - ❑ Access NWEA Diagnostic Reports

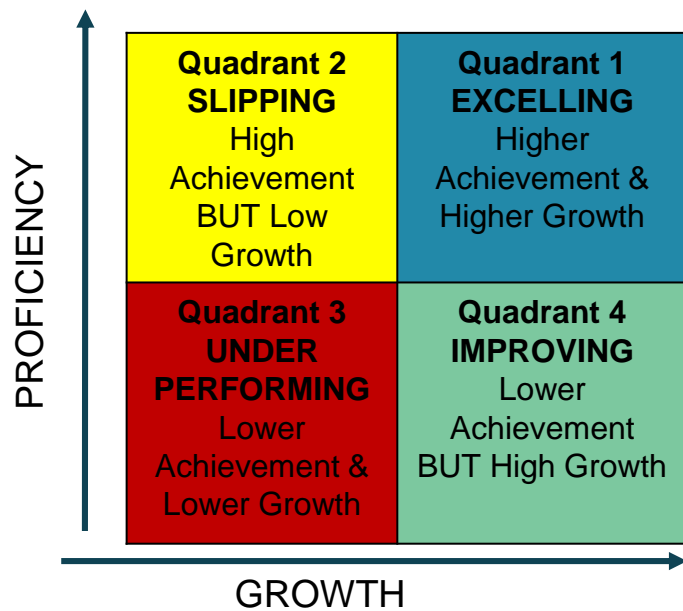
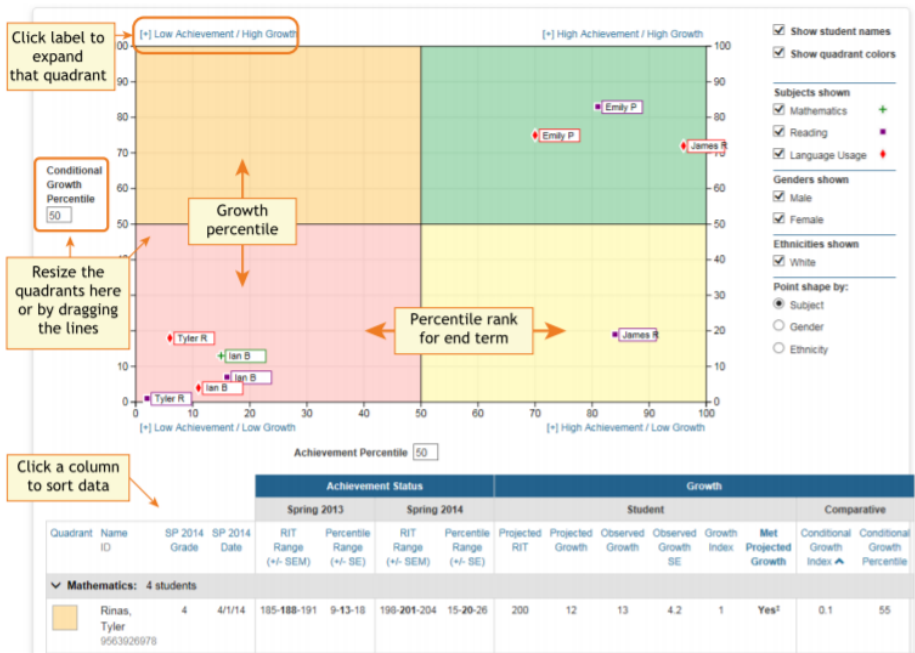


Achievement Status & Growth Report

Summary with Quadrant Chart

To visualize and compare students' growth in a given class, use the online quadrant chart, which graphs students by:

- Conditional Growth Percentile, on the vertical axis (see [explanatory video](#))
- Percentile rank for the **end** term, on the horizontal axis



Class Report

Summary page

map GROWTH **Class Report**
 Kotifani, Jenisha
 5th Grade Homeroom

Term Rostered: Fall 2015-2016
Term Tested: Fall 2015-2016
District: NWEA Sample District 3
School: Three Sisters Elementary

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2015)
Small Group Display: No

Reading

MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010

Summary	
Total Students with Valid Growth Test Scores	11
Mean RIT	201.7
Median RIT	201
Standard Deviation	11.2
District Grade Level Mean RIT	201
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	4

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010	2	18%	4	36%	2	18%	2	18%	1	9%	198-201 -204	201	11.2
Goal Area													
Literature	3	27%	2	18%	3	27%	2	18%	1	9%	196-201 -206	204	18.1
Informational Text	3	27%	3	27%	1	9%	3	27%	1	9%	196-204-212	202	12.5

Detail page

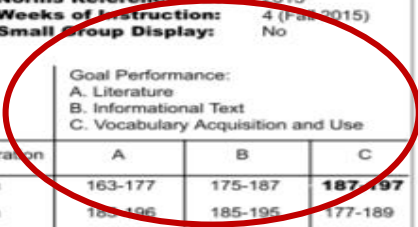
map GROWTH **Class Report**
 Kotifani, Jenisha
 5th Grade Homeroom

Term Rostered: Fall 2015-2016
Term Tested: Fall 2015-2016
District: NWEA Sample District 3
School: Three Sisters Elementary

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2015)
Small Group Display: No

Goal Performance:
 A. Literature
 B. Informational Text
 C. Vocabulary Acquisition and Use

Name (Student ID)	Gr	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)	Lexile® Range	Test Duration	A	B	C
Dugaw, Daytan N. (SW07001428)	5	09/14/15	178-181-184	4-5-8	158-308	75 m	163-177	175-187	187-197
Devany, Noni L. (F09000030)	5	09/14/15	184-188-192	8-12-18	288-438	20 m	185-195	185-195	177-189
Scruggs, Ambrose E. (F10000851)	5	09/14/15	194-197-200	22-28-35	452-602	42 m	191-202	191-203	192-204
Shalfoe, Dyanne E. (F10000849)	5	10/24/15	195-198-201	25-31-38	464-614	60 m	201-213	180-201	185-198
Haukebo-Bol, Zaiden N. (SF0600226)	5	09/14/15	195-198-201	25-31-38	457-607	53 m	187-199	196-207	192-204



Report

Class Breakdown by Goal

Class Breakdown by

Subject

MAP: Reading Primary Grades Common Core 2010 / Common Core English Language Arts K-12: 2010

Goal	Goal Score					
	111-120	121-130	131-140	141-150	151-160	161-170
Foundational Skills		J.E. Sirgo (127)	J.N. Felipe (130) B.D. Dallman (140) J.A. Dahlquist (142) L.S. VanAllen (148)	T.S. Bitterman (136) L.A. Smith (137) B.O. Glander (140) H.I. Carston (141) B.R. Lawrence (144) C.L. Bems (145) F.E. Davidson (145) R.C. Carson (152) N.R. Biaggi (155)	B.N. Linton (151)	
Language and Writing	J.E. Sirgo (127)	L.A. Smith (137)	J.N. Felipe (130) T.S. Bitterman (136) H.I. Carston (141) B.R. Lawrence (144) F.E. Davidson (145)	B.D. Dallman (140) B.O. Glander (140) C.L. Bems (145) R.C. Carson (152)	J.A. Dahlquist (142) L.S. VanAllen (148) B.N. Linton (151) N.R. Biaggi (155)	
Literature and Informational		J.E. Sirgo (127) J.N. Felipe (130)	T.S. Bitterman (136) L.A. Smith (137) B.D. Dallman (140) H.I. Carston (141)	B.O. Glander (140) J.A. Dahlquist (142) C.L. Bems (145)	F.E. Davidson (145) L.S. VanAllen (148) B.N. Linton (151) N.R. Biaggi (155)	R.C. Carson (152)

Links to the Learning Continuum and applicable learning statements



STUDENT SUPPORTS



- Engage Michigan Partnership – 653 Spots!
- 35A Extended Day – Small Group & One-on-One
- Title I Math Support – Leveraging AVMR training
- Continued Intervention Support – Reading Recovery
- K-5 Spring Break Camps
- MS Student Advisory
- Ongoing Professional Learning
 - Transparency Report – Remote Learning



Looking Ahead Summer 2021 Supports



Elementary

- MISD Partnership
 - Intensive Literacy & Math (gr. 2-5)
 - STEM Literacy Virtual Camp
 - Virtual Math Mindset Camp
 - Kinderconnect & First Grade Fundamentals
 - English Language Learner Camp
- WWPS Title I Literacy and Math Support Programming
- 35A Summer Support (3rd Round RR?)

Secondary

- MISD Partnership
 - Virtual Math Mindset Camp
 - Virtual SAT-Khan Academy Camp
 - English Language Learner Camp
- MS Skill Development – Literacy & Math
- WWPS HS Credit Recovery

**THANK YOU FOR YOUR
ENGAGEMENT**

Any questions?

Figure 1. Mathematics forecast

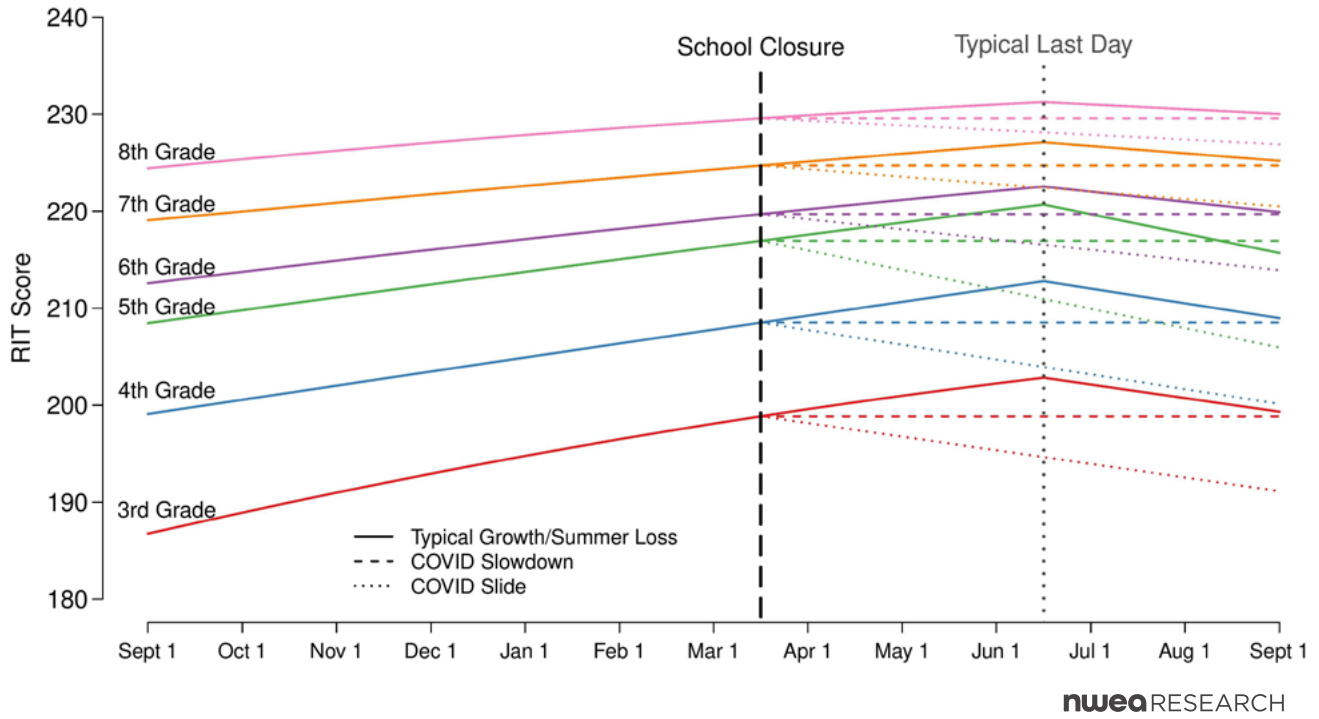
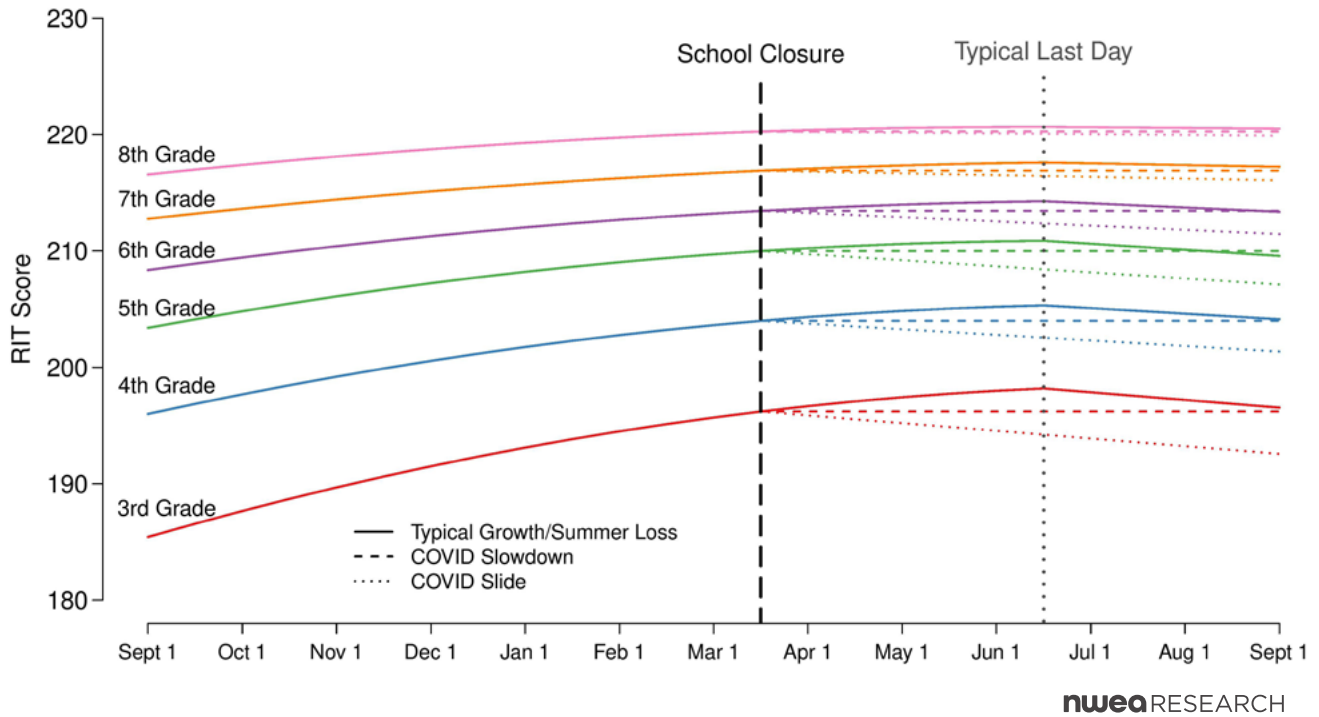


Figure 2. Reading forecast



Achievement Status and Growth Summary with Quadrant Chart



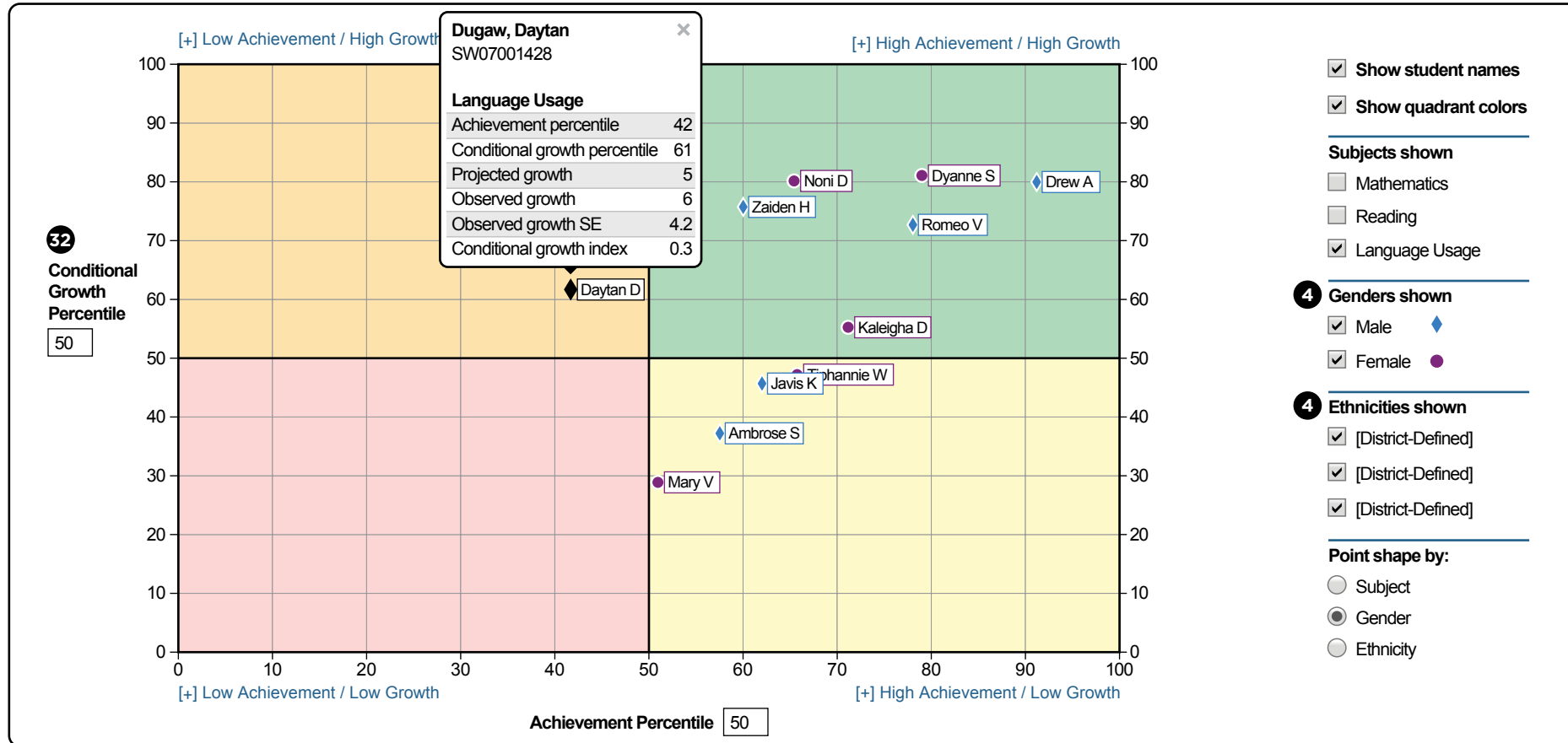
Achievement Status and Growth Summary with Quadrant Chart

Kotifani, Jenisha
5th Grade Homeroom

[Edit Report Criteria](#)

Term Tested: Winter 2015–2016
Term Rostered: Winter 2015–2016
District: NWEA Sample District 3
School: Three Sisters Elementary

- 1 Norms Reference Data:** 2015
- 2 Growth Comparison Period:** Fall 2015 – Winter 2016
- 3 Weeks of Instruction:** Start – 4 (Fall 2015)
End – 20 (Winter 2016)
- 5 Small Group Display:** No



- 1 Norms reference data:** Indicates which NWEA norming study your report data draw upon.
- 2 Growth comparison period:** The two terms for which you wish to receive student growth data.
- 3 Weeks of instruction:** The number of instructional weeks before testing, as set by your school or district administrator.
- 4 Optional grouping:** You may choose to view results by gender or ethnicity. If your district submitted a program file, you may also view summary results by special program.
- 5 Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.
- 14 Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the *RIT range* (see entry 13, *RIT range*).
- 32 Conditional growth percentile:** The conditional growth index (see entry 31) translated into national percentile rankings for growth.

- Show student names
- Show quadrant colors
- Subjects shown**
 - Mathematics
 - Reading
 - Language Usage
- 4 Genders shown**
 - Male
 - Female
- 4 Ethnicities shown**
 - [District-Defined]
 - [District-Defined]
 - [District-Defined]
- Point shape by:**
 - Subject
 - Gender
 - Ethnicity

Class



Class Report

Kotifani, Jenisha
5th Grade Homeroom

Term Rostered: Fall 2015–2016 **1**
Term Tested: Fall 2015–2016
District: NWEA Sample District **5**
School: Three Sisters Elementary

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2015) **3**
Small Group Display: No

Reading

Growth: Reading 2-5 CCSS 2010 V2/Language 2-12 CCSS 2010

Summary	
Total Students with Valid Growth Test Scores	11
6 Mean RIT	201.4
7 Median RIT	201
8 Standard Deviation	11.2
District Grade Level Mean RIT	201
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	4

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Growth: Reading 2-5 CCSS 2010 V2/Language 2-12 CCSS 2010	2	18%	4	36%	2	18%	2	18%	1	9%
11 Goal Area										
Literature	3	27%	2	18%	3	27%	2	18%	1	9%
Informational Text	3	27%	3	27%	1	9%	3	27%	1	9%
Vocabulary Acquisition and Use	4	36%	2	18%	3	27%	1	9%	1	9%

10 Mean RIT (+/- Smp Err)	Median RIT	Std Dev
198-201-204	201	11.2
196-201-206	204	18.1
196-204-212	202	12.5
194-198-202	198	10.0

- 1 Norms reference data:** Indicates which NWEA norming study your report data draw upon.
- 3 Weeks of instruction:** The number of instructional weeks before testing, as set by your school or district administrator.
- 5 Small group display:** Summary groups of fewer than 10 students will display when you select this option while generating reports.
- 6 Mean RIT:** The group's average score for the subject in the given term.
- 7 Median RIT:** The group's middle score for the subject in the given term if individual scores were ordered from lowest to highest.
- 8 Standard deviation:** The variability of scores within a group. A larger standard deviation reflects a wider range of scores.
- 10 Sampling error:** An estimate of the amount of error in an aggregate statistic (commonly the mean) attributed to calculating the statistic on a population sample rather than on the entire population. The larger the group, the lower the sampling error.
- 11 Goal performance area or instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.



Class Report

Kotifani, Jenisha
5th Grade Homeroom

Term Rostered: Fall 2015–2016
Term Tested: Fall 2015–2016
District: NWEA Sample District 3
School: Three Sisters Elementary

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2015)
Small Group Display: No

Reading

Growth: Reading 2-5 CCSS 2010 V2/Language 2-12 CCSS 2010

Name (Student ID)	Gr	Test Date	13 RIT (+/- Std Err)	14 Percentile (+/- Std Err)	15 Lexile® Range	Test Duration	Goal Performance:		
							A	B	C
Dugaw, Daytan N. (SW07001428)	5	09/14/15	178- 181 -184	4- 5 -8	158-308	75 m	163-177	175-187	187-197
Devany, Noni I. (F09000030)	5	09/14/15	184- 188 -192	8- 12 -18	288-438	20 m	185-196	185-195	177-189
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Shalfoe, Dyanne E. (F10000849)	5	09/14/15	195- 198 -201	25- 31 -38	464-614	60 m	201-213	180-201	185-198
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Wolf, Tiphannie E. (F0800104)	5	09/14/15	198- 201 -204	31- 38 -45	513-663	25 m	189-201	194-206	201-214
Vosburg, Mary M. (F09000045)	5	09/14/15	202- 205 -208	41- 48 -56	587-737	72 m	198-210	211-224	187-200
Kucia, Javis S. (F0900167)	5	09/14/15	204- 207 -210	46- 54 -61	634-784	42 m	198-210	199-211	208-219
Valkier, Romeo Moises S. (F0900031)	5	09/14/15	208- 211 -214	56- 63 -71	697-847	57 m	210-221	205-216	200-212
Alhamzawi, Drew W. (SF0600225)	5	09/14/15	210- 213 -216	61- 68 -75	737-887	67 m	206-218	216-229	198-211
Dimalanta, Kaleigha S. (SF0600178)	5	09/14/15	217- 220 -223	77- 82 -88	858-1008	29 m	217-228	210-222	215-226

- 9 **Standard error of measurement or error margin:** An estimate of the amount of error in an individual's observed achievement score. The smaller the standard error, the more precise the achievement estimate.
- 11 **Goal performance area or instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.
- 13 **RIT range:** A range of RIT scores defined by the student's RIT score plus and minus one standard error of measurement. If the student took the test again relatively soon, you could expect their score to fall within this range about 68% of the time.
- 14 **Percentile:** The percentage of students in the NWEA national norm sample, for this grade and subject area, that this student's score (or group of students' mean score) equaled or exceeded. Percentile range is computed by identifying the percentile ranks of the low and high ends of the *RIT range* (see entry 13, RIT range).
- 15 **Lexile:** A measure of the text complexity that helps you identify level-appropriate reading material for individual students.
- 16 **Area of relative strength:** Chosen relative to the whole subject score, plus or minus the standard error. Relative strengths appear in **bold** in the *Class Report*.
- 17 **Area of relative weakness or suggested area of focus:** Chosen relative to the whole subject score, plus or minus the standard error. Relative weaknesses appear in *italics* in the *Class Report*.
- 19 **Goal score or instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT ranges (e.g., 187-199). The *Student Profile* report shows the midpoint of the student's RIT range. *Class Breakdown* reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT range.

Class Breakdown by Goal

Class Breakdown by Goal Report

District: NWEA Sample District 3
Term Rostered: Fall 2015–2016
Term Tested: Fall 2015–2016
School: Three Sisters Elementary
Instructor: Kotifani, Jenisha
Class: 5th Grade Homeroom

[Modify Options](#)

You may select the student's name, RIT band, or the goal name to drill down to the Learning Continuum Class View to see learning statements for the selected data. The score in parentheses by the student's name (i.e., Name (219)) represents the student's overall RIT score for this subject.

Class Breakdown by **Goal** Create a PDF version of this report **Legal 8½" x 14"** [Create PDF Report](#)

Subject **Reading**

Growth: Reading 2-5 CCSS 2010 V2/Language 2-12 CCSS 2010

Goal	Goal Score 19						
	<171	171–180	181–190	191–200	201–210	211–220	221+
11 Literature	D. N. Dugaw (181) 12			N. I. Devany (188) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) T. E. Wolf (201)	D. E. Shalfoe (198) M. M. Vosburg (205) J. S. Kucia (207)	R. Valkier (211) D. W. Alhamzawi (213)	K. S. Dimalanta (220)
11 Informational Text			D. N. Dugaw (181) N. I. Devany (188)	A. E. Scruggs (197) D. E. Shalfoe (198) T. E. Wolf (201)	Z. N. Haukebo-Bol (198) J. S. Kucia (207)	M. M. Vosburg (205) R. Valkier (211) K. S. Dimalanta (220)	D. W. Alhamzawi (213)
Vocabulary Acquisition and Use			N. I. Devany (188)	D. N. Dugaw (181) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalfoe (198) M. M. Vosburg (205)	T. E. Wolf (201) R. Valkier (211) D. W. Alhamzawi (213)	J. S. Kucia (207)	K. S. Dimalanta (220)

- 11** **Goal performance area or instructional area:** A learning area (e.g., geometry) within a subject (e.g., math). On the *Class Breakdown by Goal Report*, click the instructional area to access the *Learning Continuum Class View*.
- 12** **RIT score:** A student's overall scale score on the test for a given subject.
- 19** **Goal score or instructional area score:** The student's performance in the instructional area tested. Most reports show instructional area scores as RIT ranges (e.g., 187–199). The *Student Profile* report shows the midpoint of the student's RIT range. *Class Breakdown* reports sort students into 10-point RIT bands, based on the midpoint of their instructional area RIT range.

Learning Continuum Class View

Reading 2-5, Grouped by Topic

Learning Continuum - Class View ²¹

5th Grade Homeroom

Growth: Reading 2-5 CCSS 2010 V2

[Edit Display Options](#)

Literature

Key Ideas and Details ▼

171-180	<p>Setting</p> <ul style="list-style-type: none"> • Draws conclusions about a setting based on a description ²³ • Identifies setting 	<p>D. N. Dugaw Overall: 181; Lexile® Range: 158-308L; Goal Range: 163-177</p>
181-190	<p>Setting</p> <ul style="list-style-type: none"> • Draws conclusions about a setting based on a description • Identifies setting • Recognizes description of setting 	<p>No students</p>
191-200	<p>Setting</p> <ul style="list-style-type: none"> • Draws conclusions about a setting based on a description • Identifies details that reveal aspects of setting • Identifies setting • Recognizes description of setting 	<p>N. I. Devany Overall: 188; Lexile® Range 288-438L; Goal Range: 185-196 A. E. Scruggs Overall: 197; Lexile® Range 452-602L; Goal Range: 191-202 Z. N. Haukebo-Boj Overall: 198; Lexile® Range 457-607L; Goal Range: 187-199 T. E. Wolf Overall: 201; Lexile® Range 513-663L; Goal Range: 189-201</p>
201-210	<p>Setting</p> <ul style="list-style-type: none"> • Compares or contrasts setting across literary works • Draws conclusions about a setting based on a description • Identifies details that reveal aspects of setting • Identifies setting • Recognizes description of setting 	<p>D. E. Shalifoe Overall: 198; Lexile® Range 464-614L; Goal Range: 201-213 M. M. Vosburg Overall: 205; Lexile® Range 587-737L; Goal Range: 198-210 J. S. Kucia Overall: 207; Lexile® Range 634-784L; Goal Range: 198-210</p>
211-220	<p>Setting</p> <ul style="list-style-type: none"> • Analyzes how setting affects characters • Compares or contrasts setting across literary works • Draws conclusions about a setting based on a description • Identifies details that reveal aspects of setting • Identifies setting • Recognizes description of setting 	<p>R. Valkier Overall: 211; Lexile® Range 697-847L; Goal Range: 210-221 D. W. Alhamzawi Overall: 213; Lexile® Range 737-887L; Goal Range: 206-218</p>
221-230	<p>Setting</p> <ul style="list-style-type: none"> • Analyzes how setting affects characters • Analyzes how setting contributes to plot • Compares or contrasts setting across literary works • Draws conclusions about a setting based on a description • Identifies details that reveal aspects of setting 	<p>K. S. Dimalanta Overall: 220; Lexile® Range 858-1008L; Goal Range: 217-228</p>

²¹ **The Learning Continuum Class View report:** Shows skills and concepts to develop with groups of students, based on 10-point RIT score bands that are appropriate for their readiness level.

²³ **Learning statements:** Statements that define learning objectives to help guide instruction.

This image has been modified to demonstrate functionality. Actual in-product screens will be slightly different. Learning statements in this example may differ from in-product learning statements.



ENGAGE Michigan

What is ENGAGE Michigan?

For many students, going from a traditional classroom to learning from home can be a real challenge. Michigan's Department of Education has partnered with Graduation Alliance to provide an extra layer of support for students in grades k-12 and their families who might be struggling with these changes.

Students who choose to participate in the program will get an academic coach to work with them to answer questions, connect them with resources, and develop a plan to get on track and finish the school year strong.

How does it work?

Graduation Alliance is reaching out to students through phone calls, emails, text messages and more to get students started.

What does it cost?

There is no cost for the student. ENGAGE Michigan is completely free to students.

How do I sign up?

Call **517.803.4734**, or email **EngageMI@GraduationAlliance.com** to get started.



Warren Woods Public Schools



2021 Elementary **SPRING BREAK** **CAMPS** 8:30AM - 12:30PM



CHECK IT OUT!

APRIL 6TH - 8TH

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