Benchmark Assessment Mid-Year Goals required by ECOL Plan

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 Grade K-8 in reading and math for this school year. The county collectively decided before these goals could be set that fall 2020 baseline data was needed. These data sets were needed to minimally assess the impact that 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 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. However, gains in math were lower on average in fall 2020 than prior years, resulting in more students falling behind relative to their prior standing. It is important to note however, the national study didn't 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 show the impact this will have on student growth and achievement over the long term.

The initial advice from Macomb ISD 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 schooling 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; however 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 had in-person instruction. Since schools did not take the NWEA test in spring 2020, another potential 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.

Benchmark Assessment Mid-Year Goals required by ECOL Plan

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:

Eastpointe Community Schools decided to use local assessment data instead of proctoring NWEA for winter data. This decision was made based on the recent "pause" of instruction at the end of November, lack of technology for ALL students, and continued assessment of students we were not able to educate to our conditions of satisfaction. We felt a mid year NWEA assessment was not the best use of our teachers or students learning time.

Goal 1:

Eastpointe Community Schools used the following assessments for mid-year Reading:
Kinder- First and letter ID/ Reading Skills Checklist
1st-2nd Grade Developmental Reading Assessment (DRA)
3rd-5th will administer the Raz Plus Running Records to determine students' Lexile equivalent.

Grade	Lexile Green Proficient	Lexile Yellow Partially Proficient	Lexile Red Not Proficient
Third	600+	500-599	BR-499
Fourth	740+	550-739	BR-549
Fifth	850+	710-849	BR-709

 6-8th District approved Common Formative Assessments

As a district Eastpointe Community Schools demonstrated **maintained or improved** proficiency in Kindergarten, 2nd grade and 6-8th grade levels and subgroups. However, we had a **decrease** in Reading in 1st grade and in 3-5th grades.

Goal 2:

Eastpointe Community Schools used our District Approved Curriculum of K-5 Everyday Math Mid-Year Assessment for Math. We used 70% or greater for Proficient and 59% or less for Not Proficient. For 6-8th Grade the District used our common formative assessments to determine proficiency.

As a district Eastpointe Community Schools demonstrated **maintained or improved** proficiency in all grade levels and subgroups.

Kindergarten Reading

	Fall NWEA	District % Proficient
Overall	21%	43%
Special Education		67%
Economically DIsadvantaged		37%
African American		42%
White		46%

Kindergarten Math

	Fall NWEA	District % Proficient
Overall	30%	46%
Special Education		45%
Economically DIsadvantaged		38%
African American		36%
White		54%

1st Grade Reading

	NWEA FALL	District % Proficient
Overall	19%	16%
Special Education		11%
Economically DIsadvantaged		19%
African American		12%
White		16%

1st Grade Math

	NWEA FALL	District % Proficient
Overall	19%	25%
Special Education		20%
Economically DIsadvantaged		26%
African American		17%
White		46%

2nd Grade Reading

	NWEA FALL	District % Proficient
Overall	15%	29%
Special Education		32%
Economically DIsadvantaged		42%
African American		43%
White		52%

2nd Grade Math

	NWEA FALL	District % Proficient
Overall	12%	71%
Special Education		73%
Economically DIsadvantaged		50%
African American		53%
White		58%

3rd Grade Reading

	NWEA FALL	District % Proficient
Overall	27%	3%
Special Education		0%
Economically DIsadvantaged		3%
African American		0%
White		1%

3rd Grade Math

	NWEA FALL	District % Proficient
Overall	12%	50%
Special Education		10%
Economically DIsadvantaged		36%
African American		32%
White		8%

4th Grade Reading

	NWEA FALL	District % Proficient
Overall	20%	6%
Special Education		0%
Economically DIsadvantaged		4%
African American		1%
White		2%

4th Grade Math

	NWEA FALL	District % Proficient
Overall	9%	62%
Special Education		14%
Economically DIsadvantaged		57%
African American		38%
White		17%

5th Grade Reading

	NWEA FALL	District % Proficient
Overall	27%	11%
Special Education		0%
Economically DIsadvantaged		3%
African American		6%
White		4%

5th Grade Math

	NWEA FALL	District % Proficient
Overall	10%	37%
Special Education		6%
Economically DIsadvantaged		21%
African American		23%
White		4%

Eastpointe Middle School - Grade 6-8	Fall 2020	Winter 2021
MATH	NWEA Data Analysis	Local Assessment Data Analysis
Economically Disadvantaged	17%%	48%
African American	15%	36%
White	37%	51%
Multi-Racial	26%	52%
SWD	4%	45%
READING	NWEA Data Analysis	Local Assessment Data Analysis
Economically Disadvantaged	33%	43.00%
African American	33%	45.00%
White	40%	43.00%
Multi-Racial	50%	55.00%
SWD	4%	40.00%
Percent Proficient defined as:	**Goal RIT Band > Avg**	**ILC Summative Score > than 70%**

Reading Average of CFA in 6-8	55.9%
Math Average of CFA in 6-8	61%