



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

FALL 2020-21 COVID-19 PERFORMANCE IMPACT REPORT

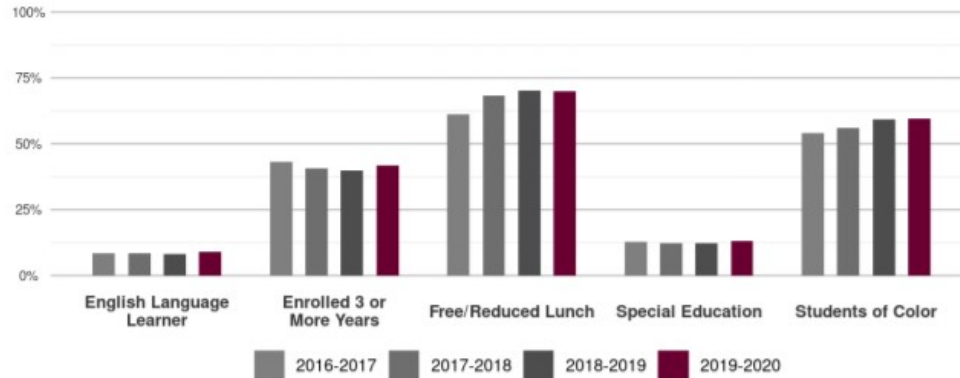
Guidance Document



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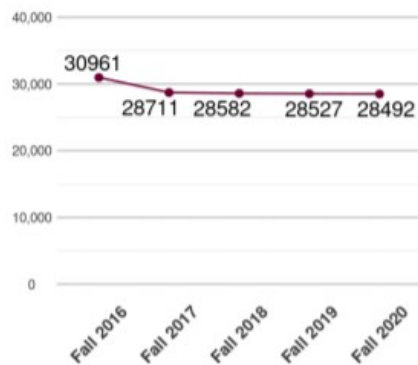
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Overview



	2016-17	2017-18	2018-19	2019-20
English Language Learner	8.4%	8.6%	8.1%	9.1%
Special Education	12.7%	12.4%	12.4%	13.2%
Free/Reduced Lunch	61.3%	68.3%	70.1%	70.0%
Students of Color	54.1%	56.1%	59.2%	59.7%
Enrolled 3 or More Years	43.1%	40.8%	39.9%	41.7%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	7067
Flint, School District of the City of	1983
Taylor School District	1214
Grand Rapids Public Schools	885
Lansing Public School District	746
Benton Harbor Area Schools	728
Romulus Community Schools	684
Ypsilanti Community Schools	582
Wayne-Westland Community School District	555
Other	14083

Overview

As of the date of the report, the 2020-21 student count and demographic data had not yet been made available by the Center for Educational Performance and Information (CEPI).

Source: CEPI Public Data; Michigan Student Data System (MSDS) fall – Unaudited

Enrollment

Annual achievement results can be impacted by changes in year to year enrollment. If enrollment numbers change significantly from one year to the next then the resulting analysis may not compare the same group of students from one year to the next. The enrollment numbers displayed for Fall 2016 to Fall 2019 are the unaudited fall headcount, which may vary slightly from the audited enrollment numbers reported by CEPI. Fall 2020 enrollment reflects the preliminary headcount that each school submits to The Center for Charter Schools.

Source: MSDS fall – Unaudited

Where Students Come From

These data represent the public school districts to which students would be assigned if they were not enrolled in the academy.

Source: MSDS fall – Unaudited

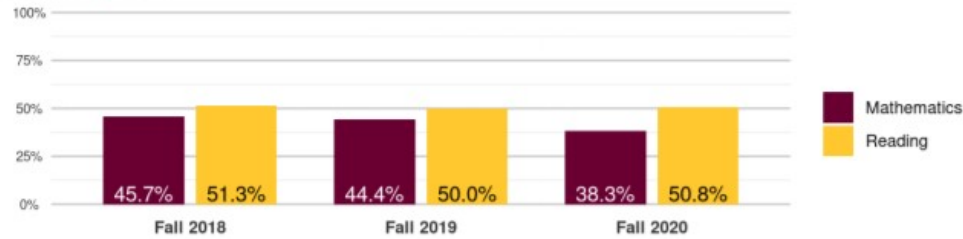
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FALL 2020-21 COVID-19 PERFORMANCE IMPACT REPORT

Percent Meeting NWEA MAP Fall Achievement Benchmarks

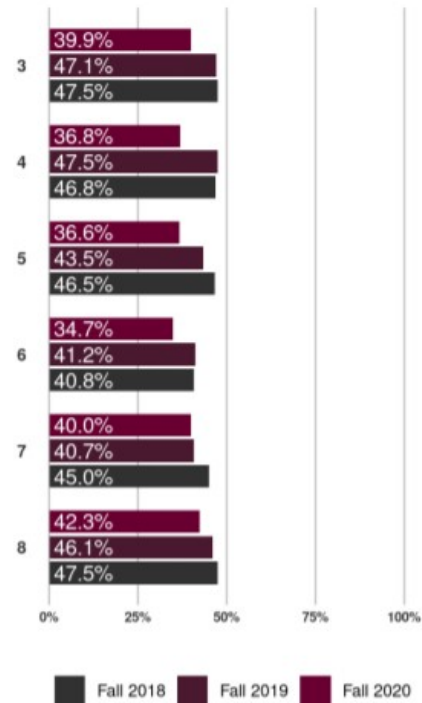
All Students Grades 3 - 8

School-Wide by Year

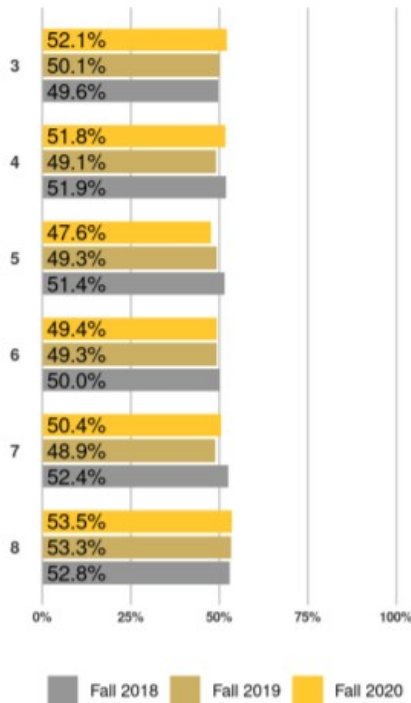


By Grade Level

Math



Reading



Fall Achievement Benchmarks

The percent of students meeting benchmarks displays how well students are performing against the NWEA 2020 national norms in reading and math, respectively. The percentages reported represent the proportion of students who achieved a Fall RIT score at or above the national status norm.

Source: NWEA MAP Growth - Fall assessment

School-Wide by Year

Displaying multiple years of comparative data illustrates the levels of fall achievement before the pandemic and how those levels of achievement compare to current levels. The 2020 NWEA national norms are used in all years in this report.

Source: NWEA MAP Growth - Fall assessment

By Grade Level

The grade-level achievement charts provide specific levels of fall achievement for each applicable grade in each subject. In a normal environment, one goal would be to increase these levels of achievement over time. Most schools have experienced a smaller percentage of students achieving at or above the national norm, particularly in earlier grades and more pronounced in math than reading.

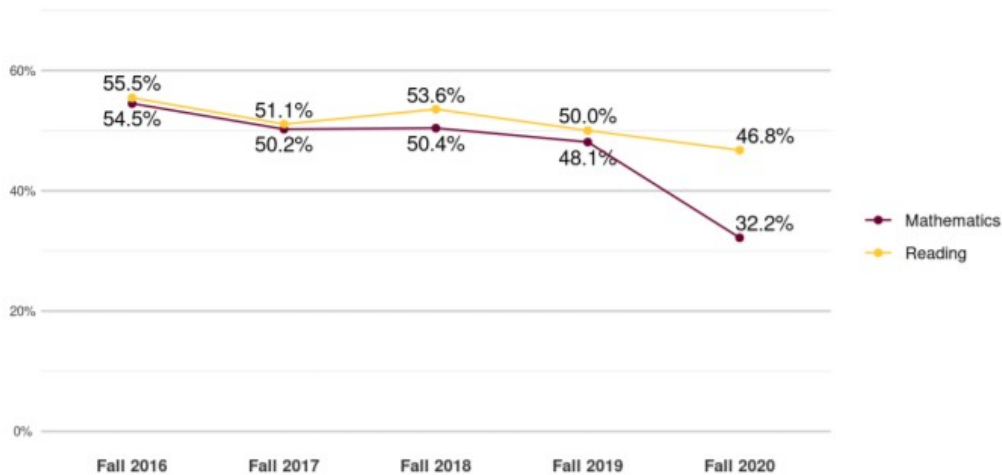
Source: NWEA MAP Growth - Fall assessment

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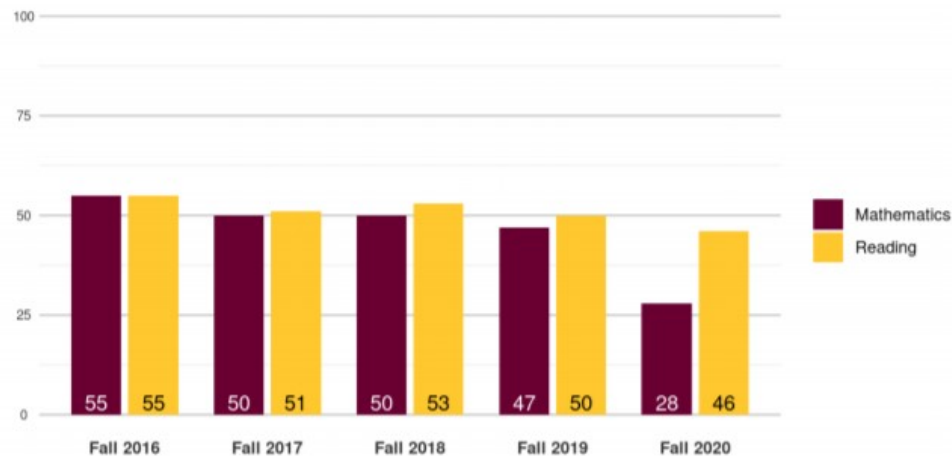
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NWEA MAP Fall-to-Fall Growth

Percent of Students with a Fall-to-Fall Growth Percentile of 50 or Greater



Fall-to-Fall Median Growth Percentile



Fall-to-Fall Growth

Typically, the Center would report on growth that took place within a school year (fall-to-spring growth). Due to the cancellation of testing in the spring of 2020 as a result of the pandemic, fall-to-fall growth calculations are used in these charts. It is important to note that these results will not match previous Performance Reports issued by the Center because they use fall-to-fall growth calculations and the new 2020 NWEA norms. The 2020 NWEA norms were used in all years throughout this report.

Source: NWEA MAP Growth - Fall assessment

Percent of Students with a Fall-to-Fall Growth Percentile of 50 or Greater

"One year's growth in one year's time"

The line chart shows the proportion of students that demonstrated a fall-to-fall student growth percentile of 50 or greater. If a student meets this growth benchmark it means that they grew at the same rate as their academic peers across the country.

Fall-to-Fall Median Growth Percentile

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 60 means that the student's growth was higher than 60 percent of their academic peers. A Median Growth Percentile of 50 means that half of all students have a CGP of 50 or greater. That is, half of the students are growing as fast or faster than half of their academic peers. Most schools experienced lower levels of growth between the fall of 2019 and the fall of 2020 than between previous intervals, particularly in math.

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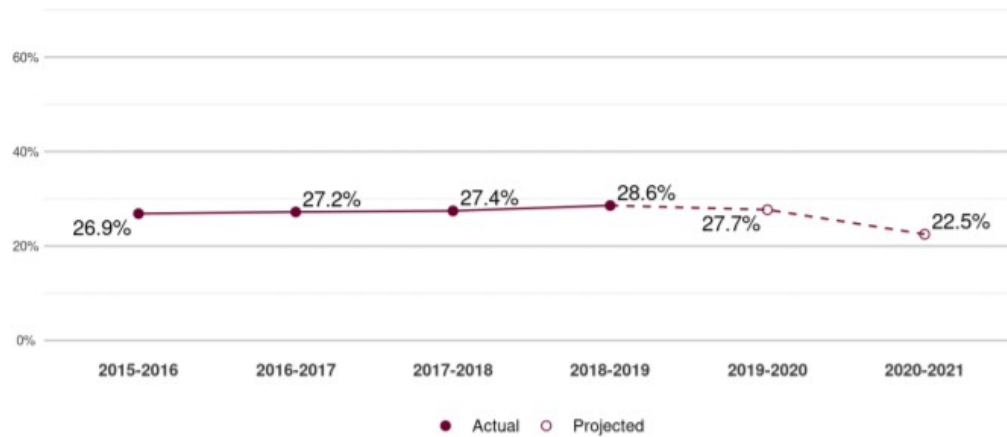
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M-STEP Achievement Projections

Using research published by NWEA in 2016, it is possible to project how your students are likely to perform on the M-STEP based on their NWEA MAP fall test scores. These projections show how students likely would have performed on the M-STEP had it been administered last spring, as well as what you can expect this upcoming spring based on the most recent test scores.

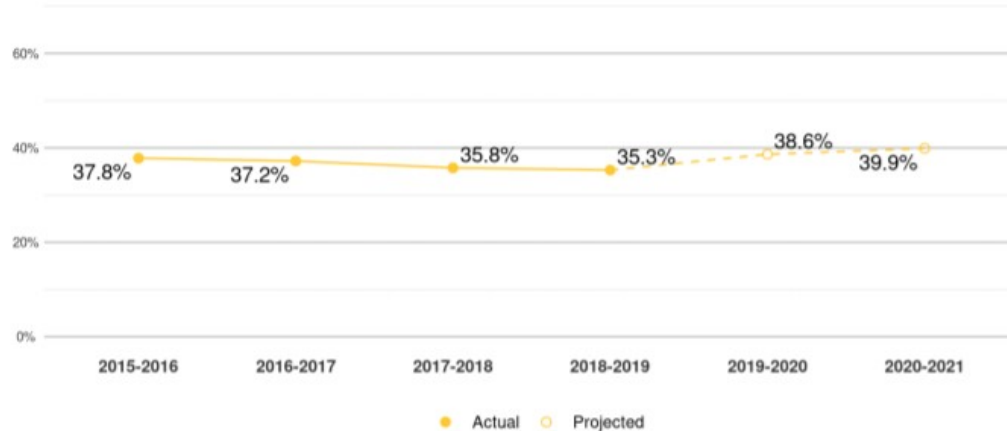
M-STEP Math

Percent Proficient



M-STEP English Language Arts

Percent Proficient



M-STEP Achievement Projections

Using research published by NWEA in 2016, it is possible to project how students are likely to perform on the M-STEP based on their fall NWEA MAP test score. These projections, using fall NWEA assessment data from the 2019-2020 and 2020-2021 school years, show how students would likely have performed on the M-STEP had it been administered last spring and what schools might expect their level of proficiency to be in the spring of 2021.

Source: Spring M-STEP – Student-level; NWEA MAP Growth - Fall assessment

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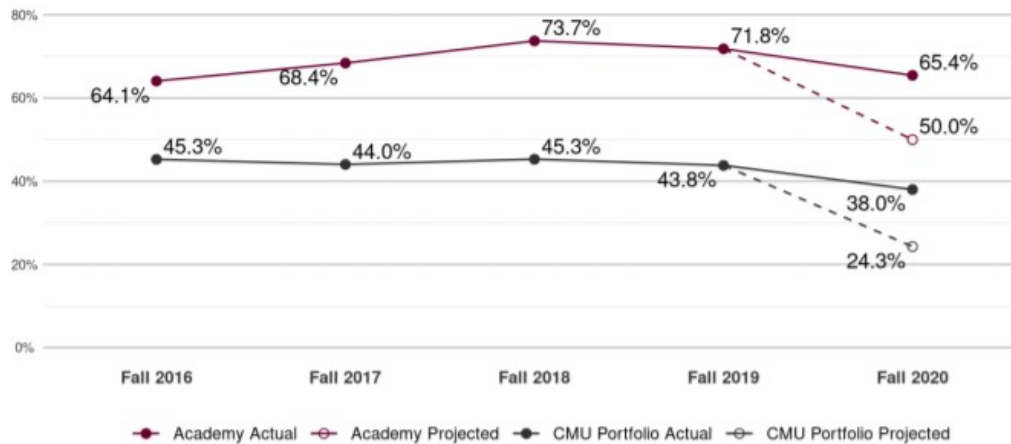
Fall 2020 COVID Projections

All Students Grades 4 - 8

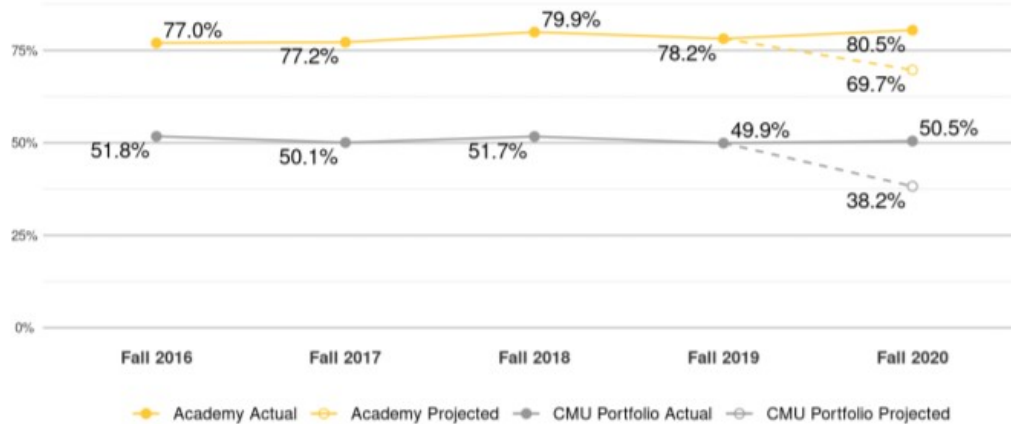
Fall 2020-21 MAP Scores are projected using estimates from a large-scale study performed by NWEA (Kuhfeld et al., 2020). These estimates reflect average learning gains for an abbreviated 2019-20 school year and learning losses for an extended summer break. These estimates provide a reasonable projection of average student achievement entering the 2020-21 school year. Projections for third grade are not available in the NWEA study.

Percent of Students Meeting Fall Achievement Benchmarks

Math



Reading



Fall 2020 COVID-19 Projections

The Center used research from NWEA to project fall 2020 MAP scores. The research from NWEA attempted to predict the amount of learning loss a student would experience as a result of the COVID-19 pandemic. The projections were calculated by extending what NWEA typically expects for summer loss for an additional two months. Summer loss is the decline a student experiences academically between the end of one school year and the beginning of another.

The NWEA projections assume that no instruction whatsoever was delivered for around five months. In this report the Center has provided data showing the performance of the academy and the portfolio over the last five years.

The solid line shows the actual grade 4-8 performance of the academy and the CMU portfolio respectively. The dotted line to the open point shows the projected percentage of students meeting the benchmark based on the NWEA research.

It's important to note that there were no projections for third grade in the NWEA research and therefore these charts show performance in grades 4-8 using the 2020 NWEA norms in all years.

Source: NWEA MAP Growth - Fall assessment



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CENTRAL MICHIGAN UNIVERSITY | MOUNT PLEASANT, MI 48859
(989) 774-2100 | www.TheCenterForCharters.org