



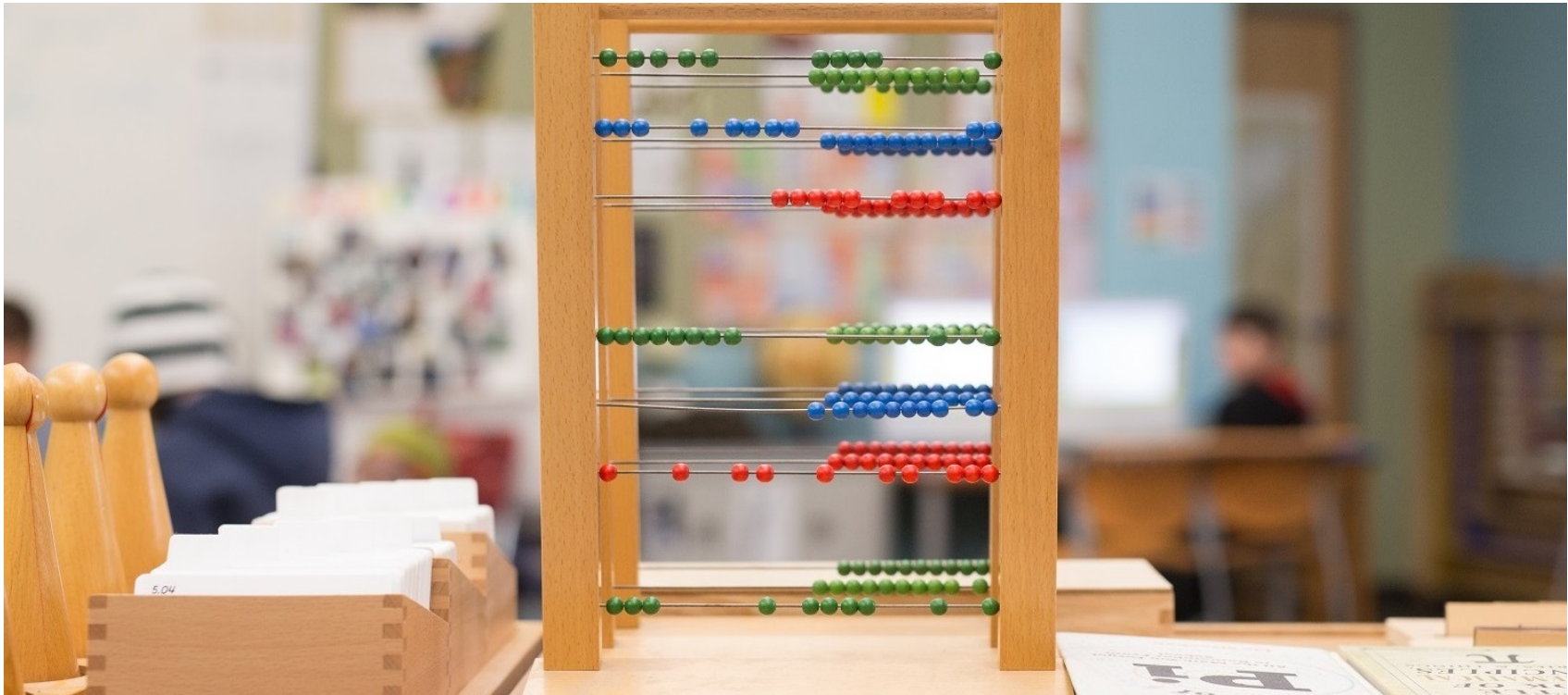
THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

Spring 2020-21 COVID-19 PERFORMANCE IMPACT REPORT

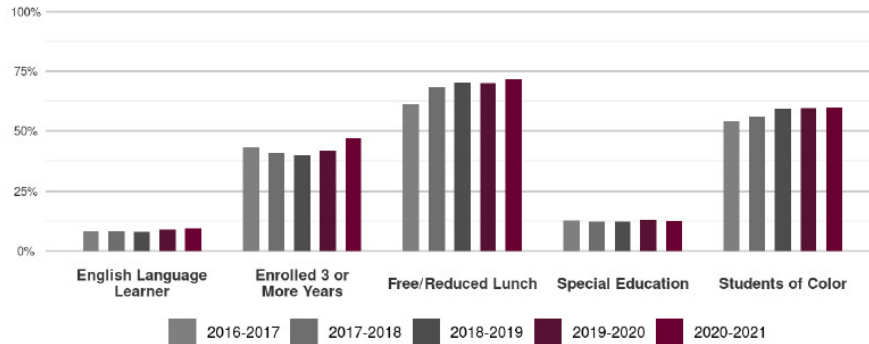
Guidance Document



GUIDANCE DOCUMENT

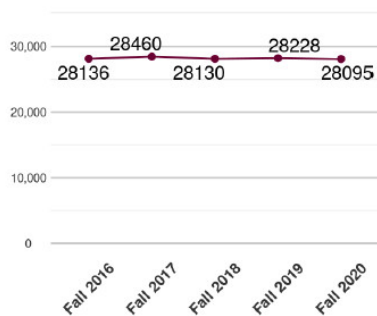
SPRING 2020-21 COVID-19 PERFORMANCE IMPACT REPORT

Overview



	2016-17	2017-18	2018-19	2019-20	2020-21
English Language Learner	8.4%	8.6%	8.1%	9.1%	9.4%
Special Education	12.7%	12.4%	12.4%	13.2%	12.7%
Free/Reduced Lunch	61.3%	68.3%	70.1%	70.0%	71.5%
Students of Color	54.1%	56.1%	59.2%	59.7%	59.8%
Enrolled 3 or More Years	43.1%	40.8%	39.9%	41.7%	47.1%

Enrollment



Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	6948
Flint, School District of the City of	1955
Taylor School District	1174
Grand Rapids Public Schools	849
Lansing Public School District	800
Romulus Community Schools	713
Benton Harbor Area Schools	694
Plymouth-Canton Community Schools	611
Wayne-Westland Community School District	598
Other	13922

Overview

Demographic makeup of the school.

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

Enrollment

Annual achievement results can be impacted by changes in the 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.

Source: CEPI Public Data

Where Students Come From

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

Source: MSDS fall – Unaudited

Participation Rate Footnote

Your report may display a footnote indicating that not all of the school's students have taken the NWEA MAP Growth assessment in the spring. A low participation rate can make it difficult to understand the academic performance of your students. This footnote will display at the bottom of all pages that include academic data.

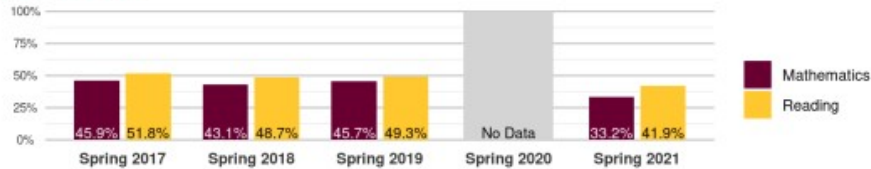
This year the Return to Learn law required that schools test all students in grades K-8. Low test administration rates limit the generalizability and usefulness of this analysis. In the spring of 2021, the school tested 87.5% of their students in mathematics and 91.6% in reading.

GUIDANCE DOCUMENT

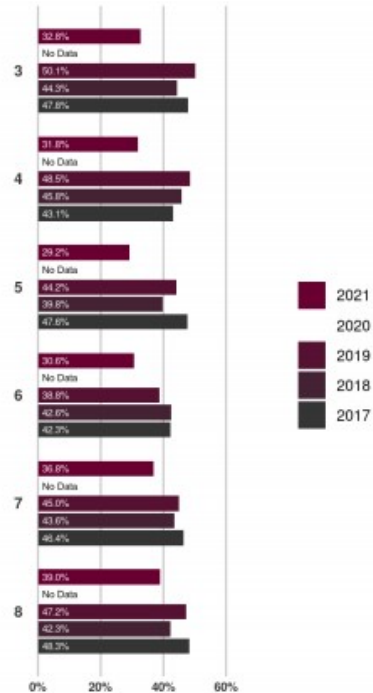
SPRING 2020-21 COVID-19 PERFORMANCE IMPACT REPORT

Percent Meeting NWEA MAP Spring Achievement Benchmarks All Students Grades 3 - 8

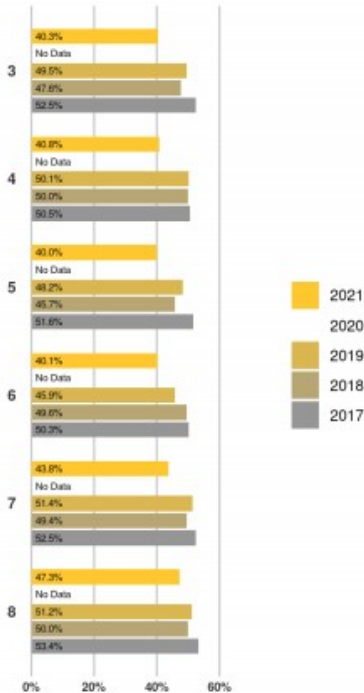
School-Wide by Year



By Grade Level Mathematics



Reading



Spring Achievement Benchmarks

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

Source: NWEA MAP Growth - Spring Assessment

School-Wide by Year

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

By Grade Level

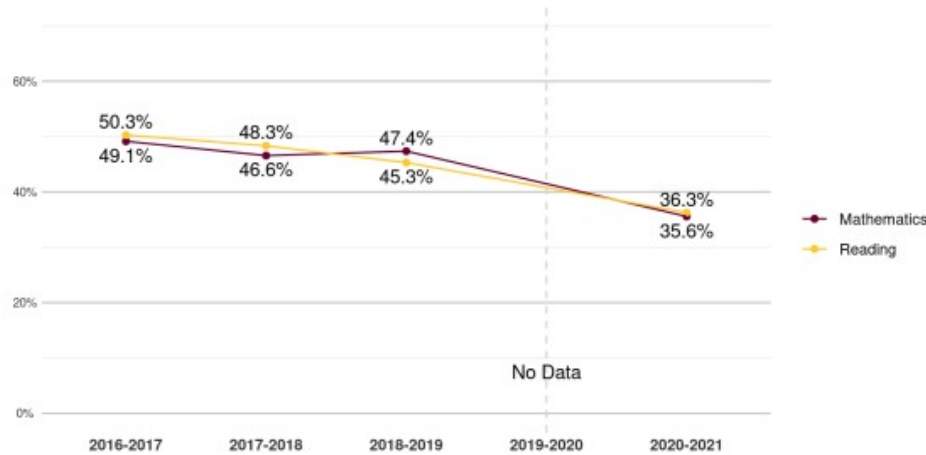
The grade-level achievement charts provide specific levels of spring achievement for each applicable grade in each subject. In a normal environment, one goal would be to increase these levels of achievement over time. Most schools have experienced a smaller percentage of students achieving at or above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

GUIDANCE DOCUMENT

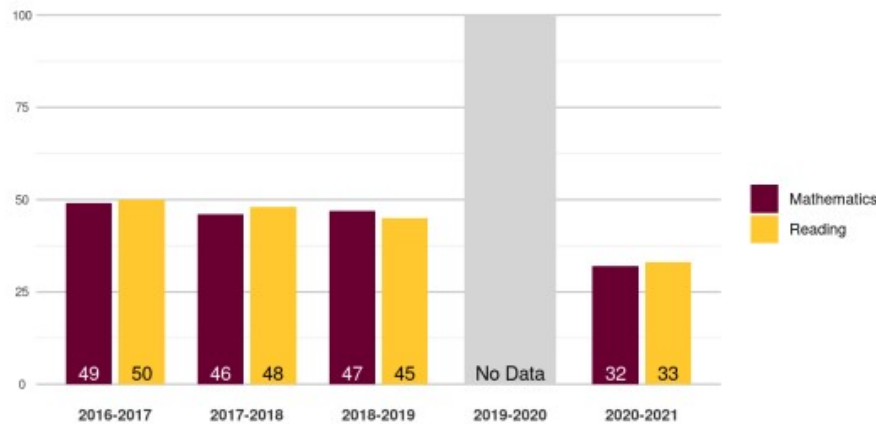
SPRING 2020-21 COVID-19 PERFORMANCE IMPACT REPORT

NWEA MAP Fall-to-Spring Growth

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



Fall-to-Spring Median Growth Percentile



Fall-to-Spring Growth

In the fall of 2020, the Center reported on student growth that took place across school years (fall-to-fall growth). The charts in this report represent a return to what the Center has reported on in the past, fall-to-spring growth. It is important to note that these results will not match previous Performance Reports issued by the Center because they use the new 2020 NWEA norms. The 2020 NWEA norms were used for all of the years throughout this report to create a more precise view of performance over time.

Source: NWEA MAP Growth - Spring Assessment

Students with Growth Percentile 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-spring student growth percentile of 50 or greater. If a student meets this growth benchmark, they grew at least as fast as the typical student who began the growth period at a similar achievement level. Lower achieving students need to achieve a fall-to-spring growth percentile of more than 50 to close the gap and ultimately perform at or above the national norm.

Median Growth Percentile

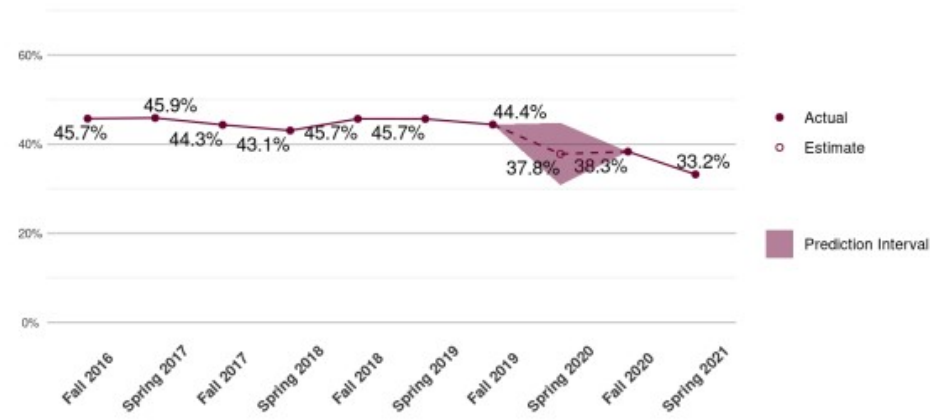
A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peers. A CGP of 60 means that the student's growth was higher than 60 percent of their academic peers. A Median Growth Percentile of 50 means that half of all students have 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 2020 and the spring of 2021 than between previous fall-to-spring intervals.

GUIDANCE DOCUMENT

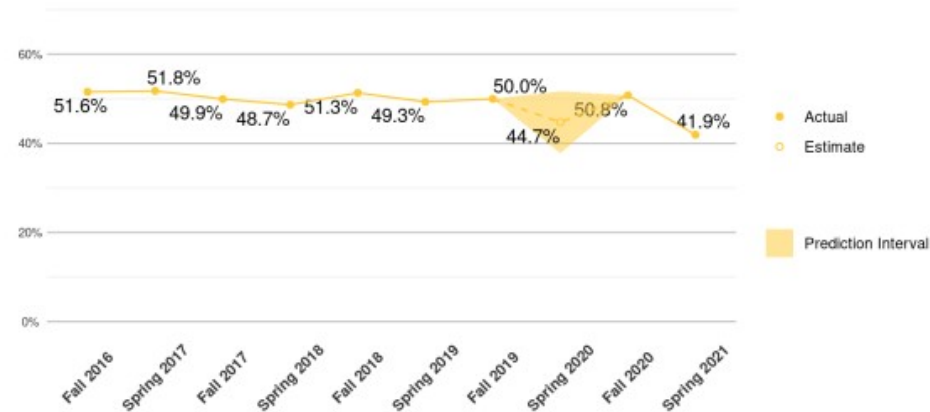
SPRING 2020-21 COVID-19 PERFORMANCE IMPACT REPORT

NWEA MAP Achievement Trend

Percent of Students Meeting Fall and Spring Achievement Benchmarks
Mathematics



Reading



Achievement Trends and Projections

Spring 2020 MAP scores are predicted using monthly learning gain estimates from a large-scale study performed by NWEA (Kuhfeld et al., 2020). Spring 2020 estimates provide a guide to how a student may have performed if they had taken the Spring MAP assessment in May 2020. These types of missing data predictions have inherent uncertainty. To account for this, The Center calculated a best case, worst case, and likely scenario for each student and then aggregated to the percentage of students meeting the benchmark within the school under each condition. Percent of students meeting or exceeding their spring 2020 achievement benchmark, compared to previous years provides an overview of how the pandemic may have affected student achievement in your school.

Source: NWEA MAP Growth; Kuhfeld, Soland, Tarasawa, Johnson, Ruzek, Liu (2020) Projecting the Potential Impact of COVID-19 School Closures on Academic Achievement. Educational Researcher, 49(8), 549-565

GUIDANCE DOCUMENT

SPRING 2020-21 COVID-19 PERFORMANCE IMPACT REPORT

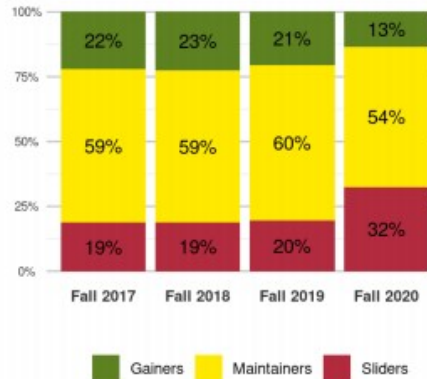
NWEA MAP Sliders, Gainers, and Maintainers

Sliders are students who have moved from a higher achievement percentile category to a lower achievement percentile category between testing sessions.

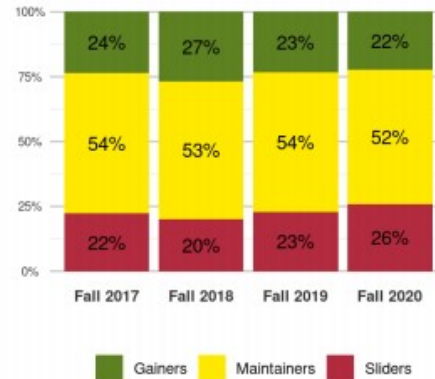
Gainers are students who have moved from a lower achievement percentile category to a higher achievement percentile category between testing sessions.

Maintainers 'stay' in the same category from one testing session to another testing session.

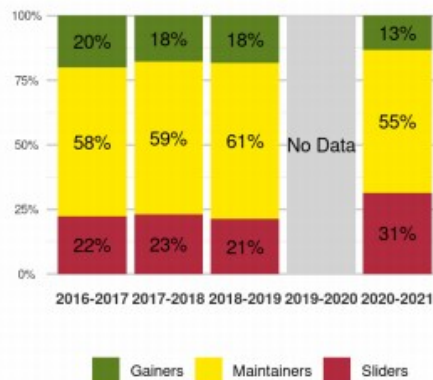
Fall-to-Fall
Mathematics



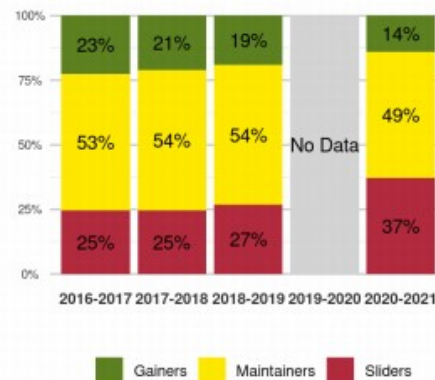
Reading



Fall-to-Spring
Mathematics



Reading



Sliders, Gainers, and Maintainers

For the purposes of these analyses, students were divided into five groups based on their fall 2020 or spring 2021 achievement percentile, respectively. The table below outlines how students were categorized using their test scores in each assessment window.

The following are the achievement categories:

Achievement Percentile Range	Category Descriptor
81-99	High
61-80	High Average/Above Average
41-60	Average
21-40	Below Average/Low Average
1-20	Low

The change in a student's performance between assessment periods is categorized in order to classify them in three different ways:

Slider: A student who moved down by at least one achievement category between test events.

Gainer: A student who moved up by at least one achievement category between test events.

Maintainer: A student who stayed in the same achievement category in both test events.

Source: NWEA MAP Growth - Fall & Spring Assessments

GUIDANCE DOCUMENT

SPRING 2020-21 COVID-19 PERFORMANCE IMPACT REPORT

NWEA MAP Sliders, Gainers, and Maintainers

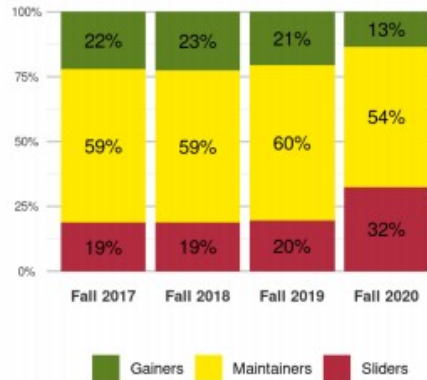
Sliders are students who have moved from a higher achievement percentile category to a lower achievement percentile category between testing sessions.

Gainers are students who have moved from a lower achievement percentile category to a higher achievement percentile category between testing sessions.

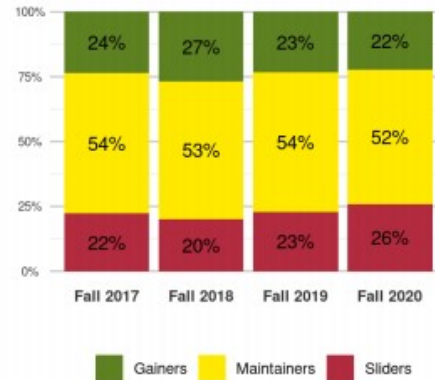
Maintainers 'stay' in the same category from one testing session to another testing session.

Fall-to-Fall

Mathematics

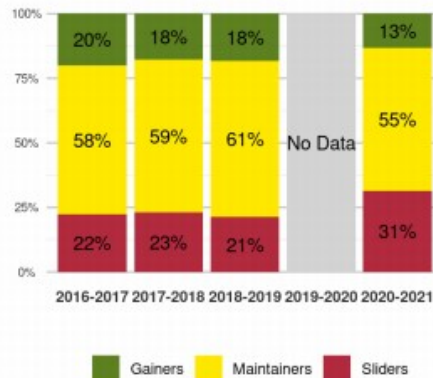


Reading

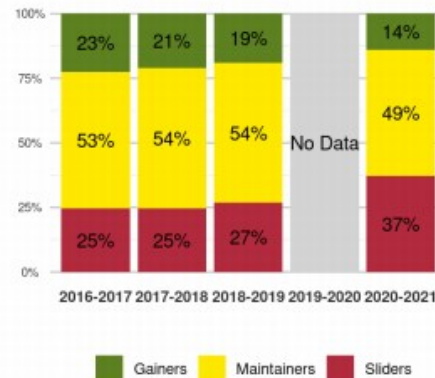


Fall-to-Spring

Mathematics



Reading



Sliders, Gainers, and Maintainers

Fall-to-Fall

Prior to the pandemic, the share of students in each group was consistent. In a typical year, roughly 20% of students moved up by at least one achievement group (gainers) and about 20% of students moved down by at least one achievement group (sliders). Around 60% of students remained within the same achievement group between tests. In the Fall-to-Fall analysis, including only students who had taken the assessments in the fall of 2019 and again in the fall of 2020, the distribution of those students changed in most schools. The share of sliders, particularly in mathematics, increased significantly and the share of students classified as gainers decreased significantly. In general, learning loss was evident between the fall of 2019 and the fall of 2020, particularly in mathematics.

Fall-to-Spring

The share of students in the sliders category increased in 2020-2021 and the share of students in the gainers category decreased. In general, many students continued to “slide” rather than “catch-up.” It is critically important that schools implement programs throughout the summer and into the 2021-2022 school year designed to “catch-up” students to their previous level of performance. While most of the declines in achievement and growth were isolated to mathematics in the Fall-to-Fall analysis, significant declines are pronounced in reading as well as mathematics in the Fall-to-Spring analysis, suggesting that intensive academic support services in reading will also be necessary for most schools.



THE GOVERNOR JOHN ENGLER

**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

THE GOVERNOR JOHN ENGLER CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY | MOUNT PLEASANT, MI 48859
(989) 774-2100 | www.TheCenterForCharters.org