



THE GOVERNOR JOHN ENGLER

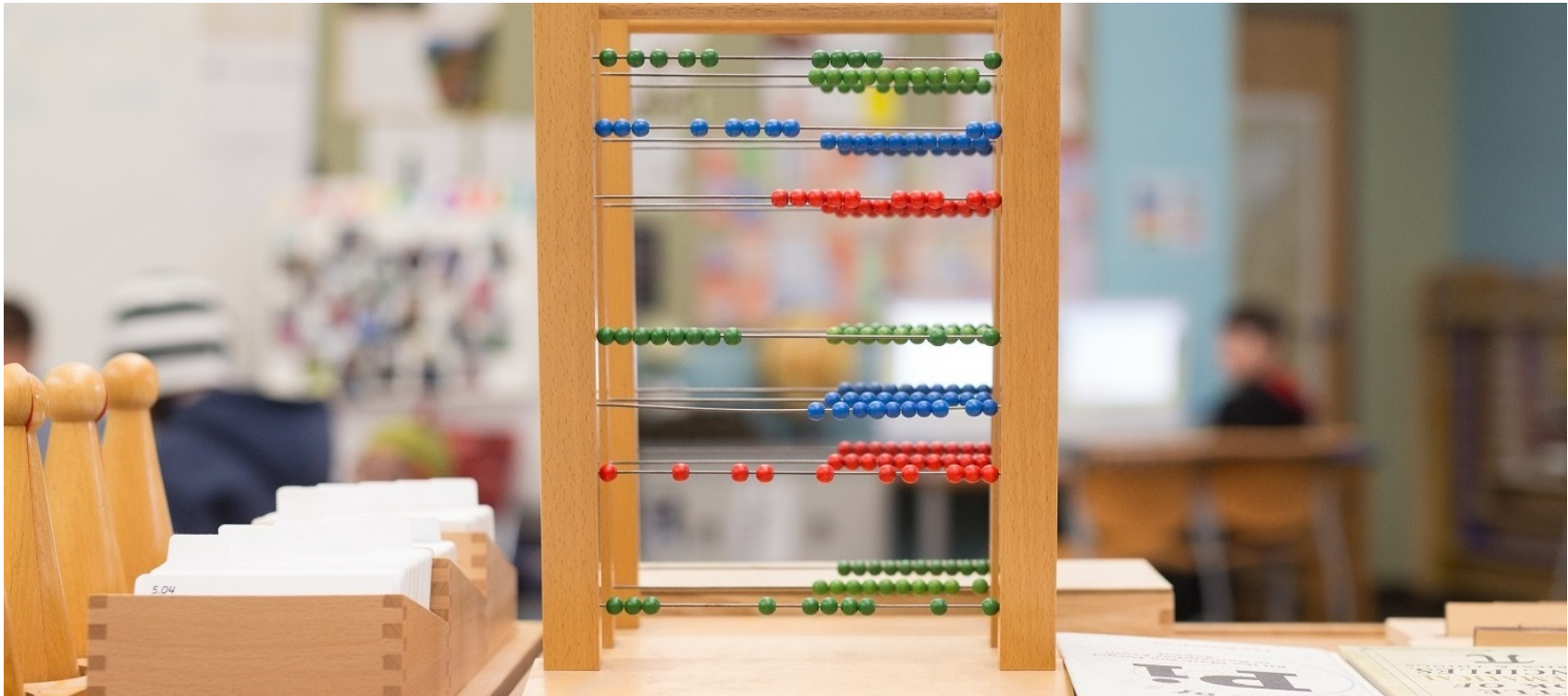
**CENTER FOR
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

FALL 2021-22

COVID-19 PERFORMANCE IMPACT REPORT

Guidance Document

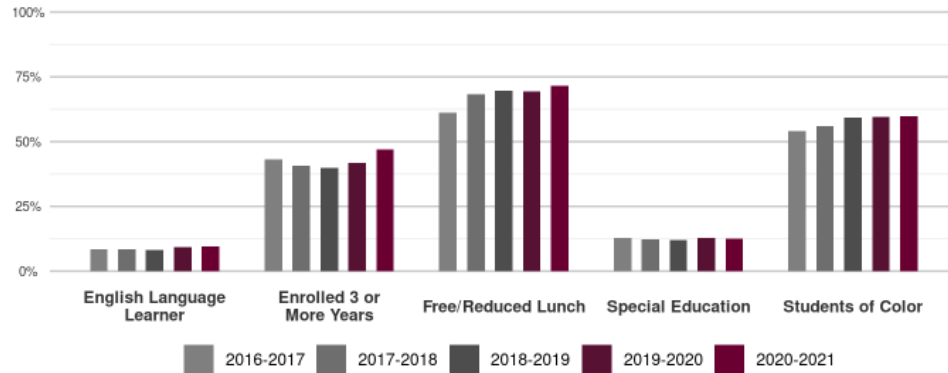


It is important to note that this COVID-19 PERFORMANCE IMPACT REPORT is provided to support our partners with the data analysis process. This report is not being used for evaluation or accountability purposes by The Center.

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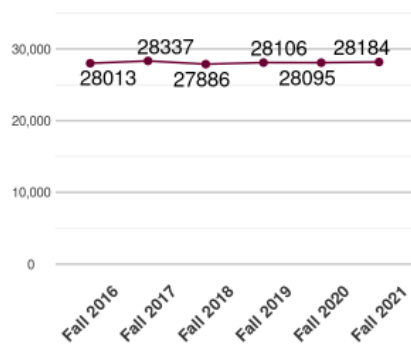
FALL 2021-22 COVID-19 PERFORMANCE IMPACT REPORT

Overview



	2016-17	2017-18	2018-19	2019-20	2020-21
English Language Learner	8.4%	8.6%	8.3%	9.2%	9.4%
Special Education	12.7%	12.4%	12.0%	12.7%	12.7%
Free/Reduced Lunch	61.3%	68.3%	69.6%	69.5%	71.5%
Students of Color	54.1%	56.1%	59.2%	59.5%	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

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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.

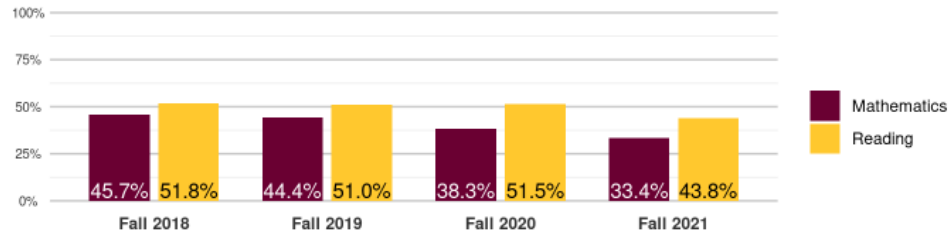
Source: MSDS fall – Unaudited

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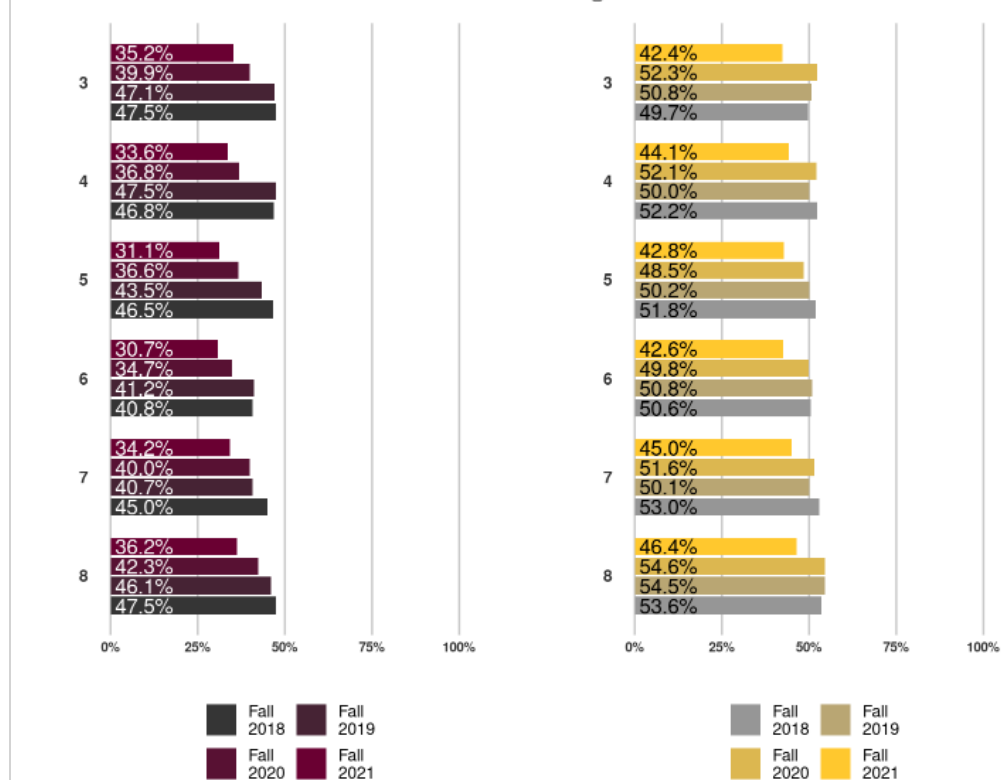
FALL 2021-22 COVID-19 PERFORMANCE IMPACT REPORT

Percent Meeting NWEA MAP Fall Achievement National Norms All Students Grades 3 - 8

School-Wide by Year



By Grade Level



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Fall Achievement National Norms

The percent of students meeting national norms displays how well students are performing against the 2020 NWEA national norms in mathematics and reading. 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 for all of the years in this report.

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 recently in both subjects, particularly in earlier grades.

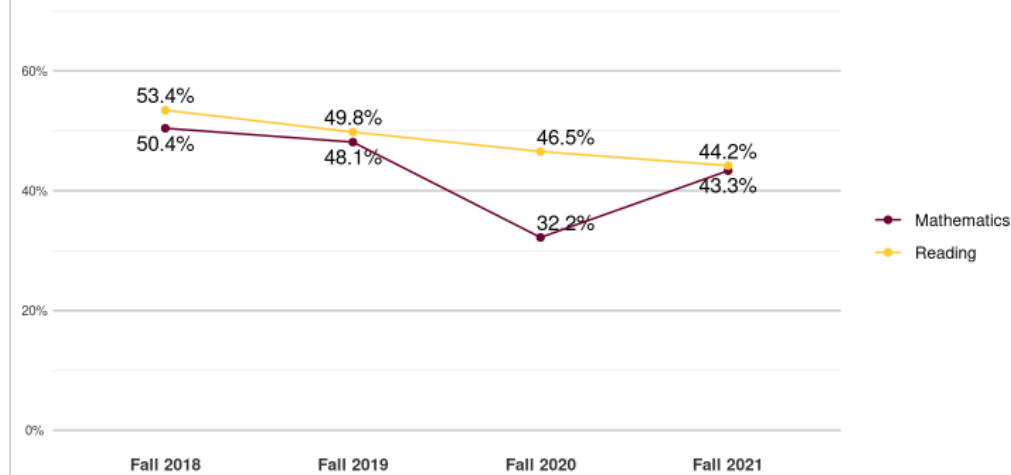
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NWEA MAP Fall-to-Fall Growth

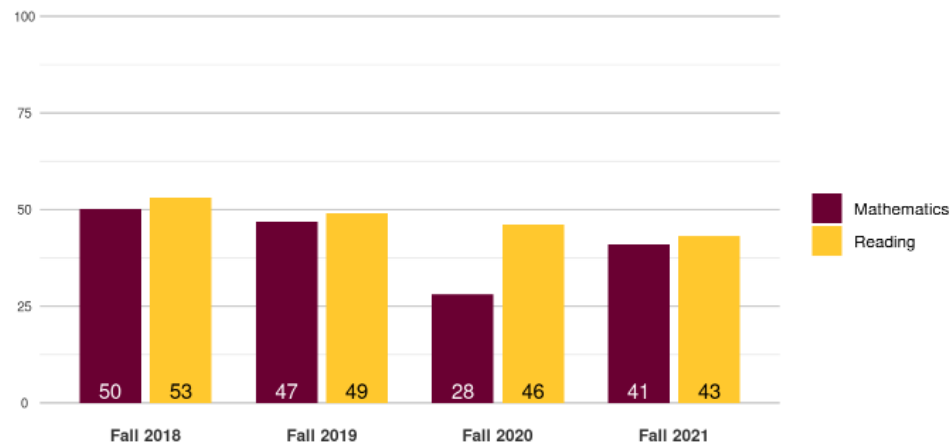
Percent of Students with a Fall-to-Fall Growth Percentile of 50 or Greater

All Students Grades 3 - 8



Fall-to-Fall Median Growth Percentile

All Students Grades 3 - 8



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Fall-to-Fall Growth

In the fall of 2020, the Center reported on student growth that took place across school years (fall-to-fall 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 comparable view of performance over time.

Source: NWEA MAP Growth - Fall 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-fall 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-fall 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.

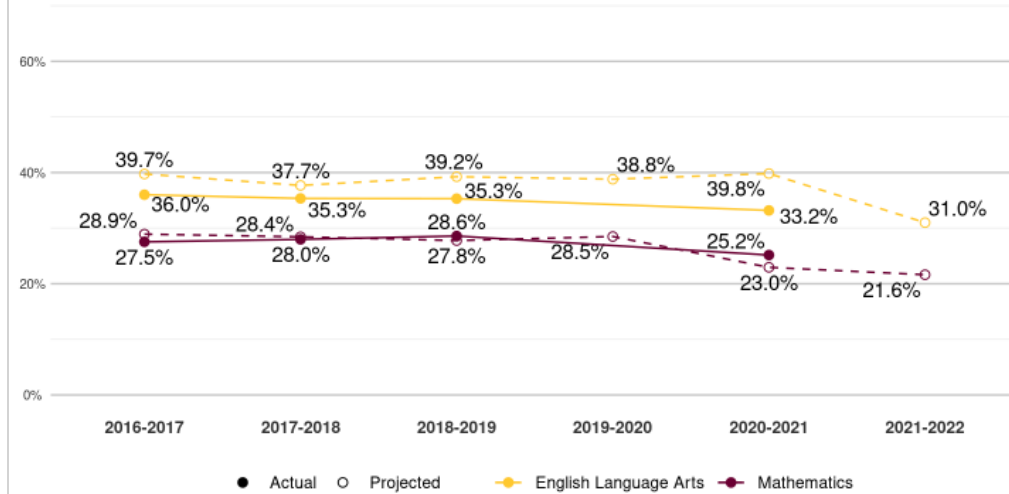
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M-STEP Projections Using Fall NWEA Achievement

Percent of students Advanced or Proficient on M-STEP Mathematics and English Language Arts

All Students Grades 3 - 7

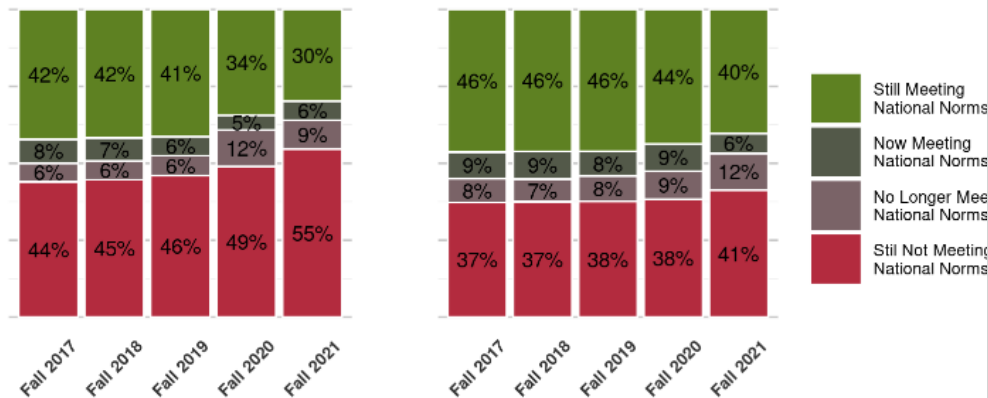


NWEA MAP Change in Achievement Status

Students Grades 3 - 8 Enrolled for 2 or More Consecutive Years

Fall-to-Fall
Mathematics

Reading



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M-STEP Projections

Using research conducted by NWEA, 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 are what schools might expect their level of proficiency to be in the spring of 2022. These data can help inform the allocation of resources designed to accelerate learning.

Source: NWEA MAP Growth - Fall Assessment; M-STEP - Spring Assessment

NWEA MAP Change in Achievement Status

Still Meeting National Norms

Percent of students who are above the achievement national norms in both the current year and the year prior.

Now Meeting National Norms

Percent of students who were below the achievement national norms in the prior year, but are above the achievement national norms in the current year.

No Longer Meeting National Norms

Percent of students who were above the achievement national norms the year prior, but had fallen below the achievement national norms in the current year.

Still Not Meeting National Norms

Percent of students who are below the achievement national norms in both the current year and the year prior.

Source: NWEA MAP Growth - Fall Assessment



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