



COVID-19 Learning Loss Analysis

Michigan Senate Education and Career Readiness Committee

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Charter Public Schools Authorized by Central Michigan University

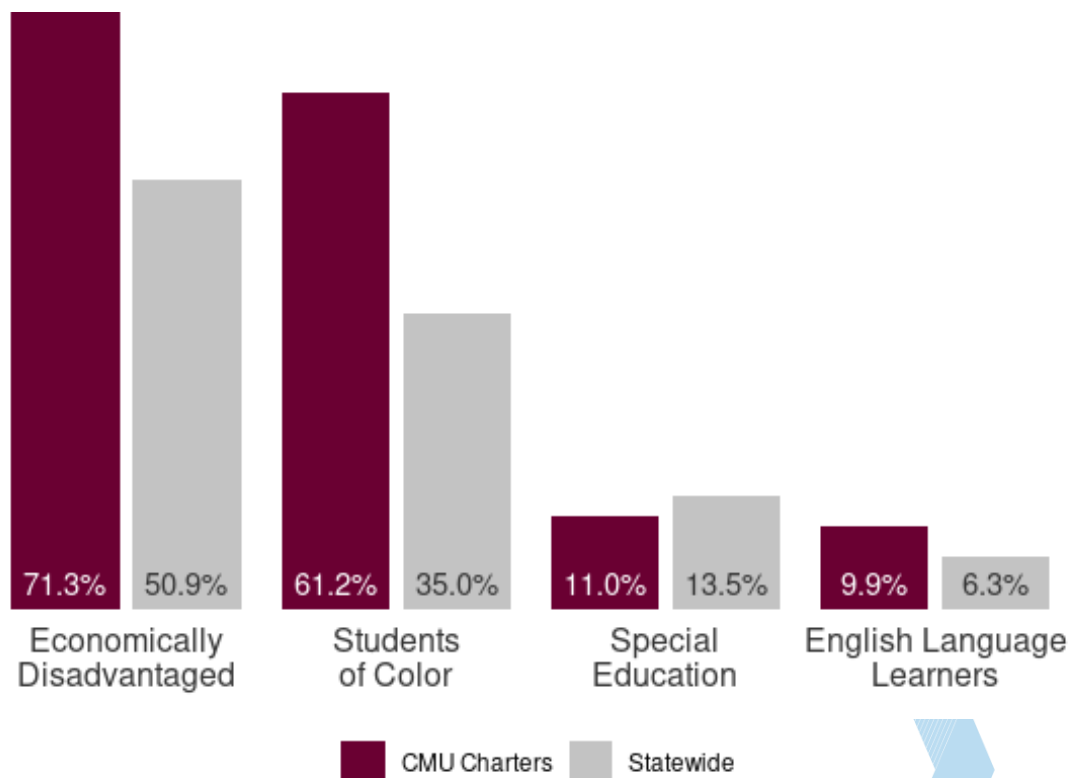


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Size and Demographic Characteristics of CMU-Authorized Charter Public Schools



CMU Portfolio	
# of Schools	57
High Poverty Schools*	33
Low Poverty*	6
Total # of Students	28,184
# of Tested Students in Grades 3-8	13,469

*High poverty/low poverty schools are schools with 75% or 25% of their students designated as economically disadvantaged.



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Further Context Behind CMU's Findings

- » CMU has used the NWEA Growth assessment for the past 15 years to assess and evaluate the academic performance of schools it authorizes and to support teaching and learning.
- » CMU's longstanding practices and recent statutory requirements pertaining to benchmark assessments have facilitated our analysis.
- » In general, the CMU portfolio of charter schools is geographically and demographically representative of the state of Michigan with higher proportions of students of color and economically disadvantaged students.



Further Context Behind CMU's Findings

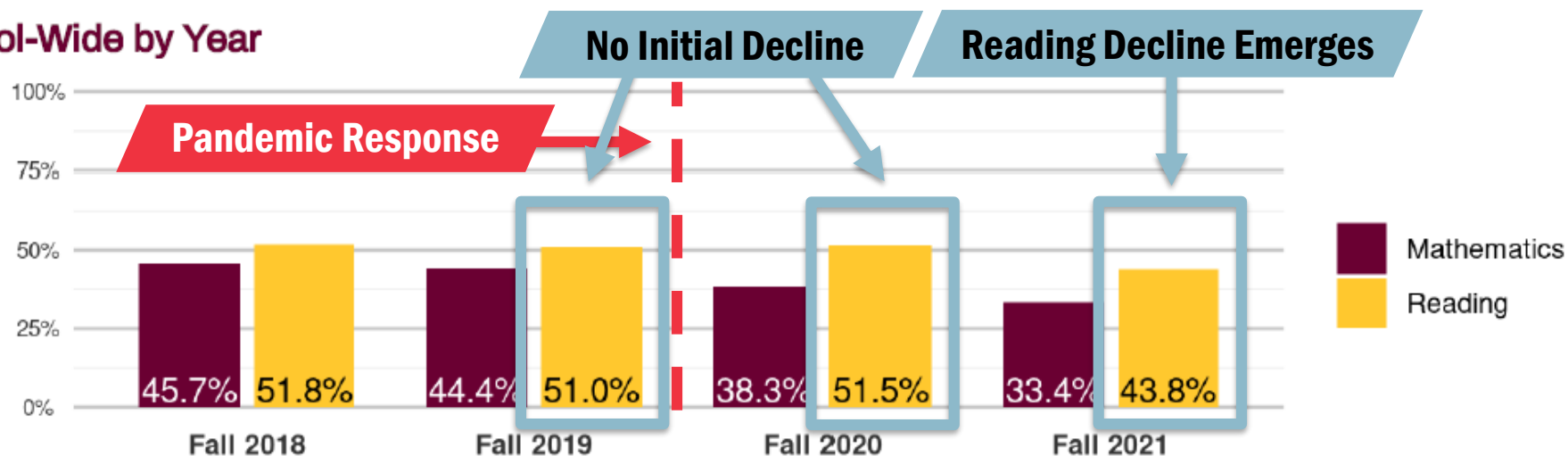
- » CMU permitted the use of remote testing during the 2020-2021 school year. Due to inconsistencies in testing environments, data from this year is less reliable. Remote testing has not been permitted during the 2021-2022 school year.
- » Further research and analysis available at <https://www.thecenterforcharters.org/research-and-analysis>.



Achievement for All CMU Partner Schools

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

School-Wide by Year



Conclusions

- » Student achievement in reading and mathematics has steadily declined throughout the pandemic.
- » CMU's portfolio has experienced slightly more declines than most national trends, yet the portfolio has more economically disadvantaged students than state and national averages.



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Conclusions

- » Students who are economically disadvantaged, and schools serving a high percentage of these students, are more likely to have experienced greater declines in student achievement throughout the pandemic.
- » CMU's findings are similar to national research, MCCSA, GVSU and NWEA's findings.
- » Given student achievement is a lagging indicator, analysis of iterative student growth across CMU's portfolio suggest that these trends are likely to continue at least in the short-term.



Recommendations

- » Continue to analyze achievement and growth data and share it with stakeholders while informing them of its implications.
- » Target learning deficiencies while accelerating access and mastery of grade level standards.
- » Invest resources where they are most needed, toward at-risk students and the teacher pipeline.



Questions



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