

Fowlerville Community Schools

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Date: 6/21/2022

To: Fowlerville Board of Education

From: Tim Dowker, Assistant Superintendent

Cc: Wayne Roedel, Superintendent

RE: Benchmark Assessment Report, June 2022

The information below is provided in compliance with the amended section 98b of the State School Aid Act of 1979 (MCL.388.1698b). The legislation requires that the district present student growth goals and (as available at the reporting intervals) student achievement data disaggregated by grade and by specific subpopulations. The statute requires the report to occur by the first board meeting in February and by the end of the school year, and also requires that the results be posted on the district website in the transparency reporting link.

The data below are helpful for establishing a baseline and getting a general sense of academic progress across grade-levels and subgroups. However, the following facts should be taken into account regarding the data's relative accuracy and the use of this data for instructional programming or modification.

- 1) The MAP and MPG tests from NWEA are our primary screening assessments. They are normed assessment, not criterion-based. They provide data relative to grade level norms – how other children at the same grade and similar achievement level grew over a set period of time in reading and math.
- 2) NWEA updates their norms periodically. The last updates were 2015 and 2020. Thus, there is an additional variable to be considered in comparing scores prior to spring of 2020 (when we didn't test because we were closed for the Covid pandemic) and after.
- 3) We have a limited number of students in some of the required subgroups. In many cases, there are only 3-4 students in a subgroup at a grade level and – in multiple cases – there is only one student or none at all. Because of these low numbers, the data fluctuate more rapidly than the scores for larger groups. Many of these scores would not be helpful for assessing instructional efficacy without contextual information.
- 4) There have been notable variances in instruction over the past two years, which is the impetus of the funding provided in conjunction with the section 98b requirements. Knowing these variables helps to put the data into perspective.
 - a. Spring and fall of 2019 were our last “truly normal” testing situations prior to Covid, with what we would consider routine attendance, prior instruction, etc.
 - b. There was no testing in spring of 2020 because all Michigan districts were closed in March for the Covid-19 pandemic.
 - c. Fall of 2020 began a week later than usual with 30% of district students online and the remainder attending four days of school in-person and one day (Friday) remotely. A date was set for online students to come in to test with limited participation.
 - d. Spring of 2021 saw only about 18.5% of our students online, but testing participation was still lower than usual because of both online students not testing and because of quarantines.
 - e. Fall of 2021 was the closest to a normal testing situation we have seen since fall of 2019.

Although we still had to work around student and staff quarantines, all students were engaged in face-to-face instruction and the testing timeline was consistent with those prior to the pandemic.

f. Absence rates for the 2021-2022 were much higher than a traditional year as seen below.

- 46 Sixth grade students absent 10-14% (18-26 days)
- 18 Sixth grade students absent 15-19% (27-35 days)
- 15 Sixth grade students absent 20% (36 or more days)
 - 79 Sixth grade students missed 10% of school days or more
- 34 Seventh grade students absent 10-14% (18-26 days)
- 17 Seventh grade students absent 15-19% (27-35 days)
- 15 Seventh grade students absent 20% (36 or more days)
 - 66 Seventh grade students missed 10% of school days or more
- 53 Eighth grade students absent 10-14% (18-26 days)
- 23 Eighth grade students absent 15-19% (27-35 days)
- 25 Eighth grade students absent 20% (36 or more days)
 - 101 Eighth grade students missed 10% of school days or more
- 38 Ninth grade students absent 10-14% (18-26 days)
- 13 Ninth grade students absent 15-19% (27-35 days)
- 15 Ninth grade students absent 20% (36 or more days)
 - 66 Ninth grade students missed 10% of school days or more
- 38 Tenth grade students absent 10-14% (18-26 days)
- 19 Tenth grade students absent 15-19% (27-35 days)
- 17 Tenth grade students absent 20% (36 or more days)
 - 74 Tenth grade students missed 10% of school days or more
- 40 Eleventh grade students absent 10-14% (18-26 days)
- 15 Eleventh grade students absent 15-19% (27-35 days)
- 16 Eleventh grade students absent 20% (36 or more days)
 - 71 Eleventh grade students missed 10% of school days or more

The specified data is presented in the following appendices to meet the requirements in section 98b. Some of the subgroup data will not be publicly available because it could be personally identifying due to the low number of students in a subgroup at a given grade level. In several instances, that is three or fewer students, often only one. Our FERPA obligations disallow the sharing of those data that could make a personal educational record public.

The appendices are organized as follows:

- ✓ Appendix A: K-7 NWEA scores disaggregated by grade level and by top third, middle third, and lower third
 - Please note that the purple column to the right are the new scores. The colored column on the far right compares this year's scores to scores from 2108-2019, the last pre-Covid year of testing.
- ✓ Appendix B: K-7 NWEA scores by subgroup
- ✓ Appendix C: Dibels scores by grade (not available by subgroup)
- ✓ Appendix D: Bridges math data by grade (not available by subgroup)
- ✓ Appendix E: Junior High semester pass/fail by subgroup (Economically Disadvantaged not available)
- ✓ Appendix F: High School semester pass/fail by subgroup (Economically Disadvantaged and 12th grade scores not available) AND number of students failing courses by number failed per student.
- ✓ Appendix G: Additional summer and after-school intervention considerations

Please feel free to contact me with questions about these data or intervention planning considerations.

APPENDIX A – NWEA SCORES LONGITUDINALLY BY GRADE LEVEL AND THIRDS

		MATH														
Grade	Third	Fall 17	Fall 18	Fall 19	Fall 2020	Fall 2021	Change F20-F21	Spring 18	Change F17-S18	Spring 19	Change F18-S19	Spring 21	Change F20-S21	Spring 22	Change F21-S22	COMP TO 18-19
K	L	127.6	128.1	130.7	135.3	129.2	-6.1	149.2	21.6	152	23.9	151.1	15.8	153.1	23.9	0.0
K	M	138.3	138.1	139.4	142	135.9	-6.1	161.7	23.4	161.8	23.7	158.6	16.6	160	24.1	0.4
K	H	150.2	148.5	150.2	152	142.9	-9.1	168.3	18.1	169.3	20.8	164.5	12.5	168	25.1	4.3
1	L	142.8	146.4	147.8	149.7	145.8	-3.9	167.3	24.5	167.4	21.0	167.5	17.8	165.9	20.1	-0.9
1	M	160.2	161.6	163.3	160.3	159.6	-0.7	179.8	19.6	181.7	20.1	175.1	14.8	175.7	16.1	-4.0
1	H	174	171.8	174.1	170.1	168.9	-1.2	190	16.0	191.9	20.1	181.5	11.4	183.4	14.5	-5.6
2	L	165.3	163.1	164.4	161.4	163.6	2.2	181.2	15.9	183	19.9	175	13.6	181.8	18.2	-1.7
2	M	180.7	179.1	180	174	175.0	1.0	200.2	19.5	199.1	20.0	188.6	14.6	192	17.0	-3.0
2	H	192.4	192.3	191.6	184	186.7	2.7	209.8	17.4	211.4	19.1	196.9	12.9	201.6	14.9	-4.2
3	L	175.1	171	171.2	167.9	172.3	4.4	194.6	19.5	194	23.0	189.3	21.4	195.2	22.9	-0.1
3	M	188.9	187.5	185.8	180	184.9	4.9	208.1	19.2	205.9	18.4	200.3	20.3	206.3	21.4	3.0
3	H	200.2	196.8	196.2	190.7	195.4	4.7	214.8	14.6	215.1	18.3	211.3	20.6	213.1	17.7	-0.6
4	L	189.3	188.2	189.1	180.3	185.6	5.3	204.8	15.5	202.3	14.1	194.4	14.1	202.3	16.7	2.6
4	M	205.9	202.6	204.8	195	197.1	2.1	215.2	9.3	217.4	14.8	209.8	14.8	211.6	14.5	-0.3
4	H	214.9	214.1	214.5	206	209.1	3.1	227.6	12.7	224.7	10.6	217.7	11.7	222.7	13.6	3.0
5	L	195.6	198.2	194.6	193.6	189.1	-4.5	210.2	14.6	208.4	10.2	206.5	12.9	204.8	15.7	5.5
5	M	210.7	214.2	211.3	209.3	205.4	-3.9	225.6	14.9	218.9	4.7	220.5	11.2	218.6	13.2	8.5
5	H	225.6	225.7	224.6	220.2	218.7	-1.5	234.5	8.9	234.5	8.8	231.5	11.3	230.8	12.1	3.3
6	L	202	200.2	200.6	197	198.1	1.1	210.8	8.8	210.8	10.6	207.4	10.4	208.5	10.4	-0.2
6	M	218.7	214.4	217.9	210.7	213.1	2.4	221.9	3.2	227.3	12.9	221.1	10.4	222.7	9.6	-3.3
6	H	231.8	227.3	228.4	222.8	225.1	2.3	232	0.2	238.8	11.5	231.1	8.3	231.6	6.5	-5.0
7	L	204.1	205.2	204.2	202.4	202.3	-0.1	212.9	8.8	213.7	8.5	209.1	6.7	213.3	11.0	2.5
7	M	219.6	221.5	219.7	220.4	218.7	-1.7	227.7	8.1	226.7	5.2	224.9	4.5	226.1	7.4	2.2
7	H	234.7	234.9	232.5	231.1	232.9	1.8	239.7	5.0	240.1	5.2	235.2	4.1	236.3	3.4	-1.8
8	L	210.5	209.2	203.1	206.9	202.1	-4.8	215.4	4.9	216.9	7.7	208.4	1.5	209.8	7.7	0.0
8	M	227	224.5	224.4	221.6	220.7	-0.9	228.5	1.5	233.6	9.1	224.5	2.9	224.8	4.1	-5.0
8	H	241.7	240.4	240.2	235.5	234.1	-1.4	241.2	-0.5	244.9	4.5	239.8	4.3	238.1	4.0	-0.5
AVERAGES		193.62	192.77	192.76	189.64	189.35	-0.29	206.41	12.79	207.10	14.32	201.54	13.03	203.63	14.3	0.0

READING																
Grade	Third	Fall 17	Fall 18	Fall 19	Fall 2020	Fall 2021	Change F20-F21	Spring 18	Change F17-S18	Spring 19	Change F18-S19	Spring 21	Change F20-S21	Spring 22	Change F21-S22	COMPTO 18-19
K	L	133.6	131.9	133.8	132.5	131.2	-1.3	154.7	21.1	150	18.1	147.5	15.0	150.8	19.6	1.5
K	M	140.9	138.9	140.6	138.9	141.6	2.7	161.2	20.3	157.7	18.8	154.6	15.7	155.9	14.3	-4.5
K	H	150.7	148.9	148.5	146.1	151.5	5.4	167.2	16.5	165.2	16.3	160.5	14.4	163.3	11.8	-4.5
1	L	148.1	148.4	147	144.1	141.7	-2.4	165.2	17.1	166.7	18.3	162.6	18.5	160.6	18.9	0.6
1	M	160.6	160	162	156.1	154.4	-1.7	178	17.4	175.8	15.8	171	14.9	169.2	14.8	-1.0
1	H	173.4	172.7	174.4	166.6	166.2	-0.4	188.6	15.2	185	12.3	179.2	12.6	179.1	12.9	0.6
2	L	162.9	163.3	163.7	156	158.5	2.5	178.3	15.4	176	12.7	168.5	12.5	174	15.5	2.8
2	M	175.7	177.8	176.8	169.6	171.2	1.6	188.5	12.8	187.9	10.1	179.8	10.2	181.4	10.2	0.1
2	H	189.7	191.7	189.1	184.6	183.1	-1.5	200.5	10.8	200.9	9.2	191.3	6.7	193.2	10.1	0.9
3	L	169.2	166.5	163.8	164	167.7	3.7	185.9	16.7	185.1	18.6	184	20.0	187.3	19.6	1.0
3	M	189.8	187.2	183.8	183.1	185.4	2.3	202	12.2	201.6	14.4	196.9	13.8	199.6	14.2	-0.2
3	H	204.3	202.8	199.9	199.1	202.8	3.7	212.4	8.1	209.6	6.8	206.5	7.4	211.9	9.1	2.3
4	L	183.6	185	183.2	178.2	175.4	-2.8	195.6	12.0	197.4	12.4	190.3	12.1	194.4	19.0	6.6
4	M	201.3	201	200.8	196.4	194.6	-1.8	210.6	9.3	209.2	8.2	204.7	8.3	207	12.4	4.2
4	H	213.8	213.9	212.7	209.8	206.8	-3.0	218.1	4.3	223.3	9.4	213.6	3.8	212.9	6.1	-3.3
5	L	186.5	192.4	191.8	188.8	183	-5.8	200.8	14.3	200.5	8.1	199.9	11.1	197.5	14.5	6.4
5	M	205	209.7	207.8	205.8	202.2	-3.6	213.9	8.9	215.8	6.1	210	4.2	210.5	8.3	2.2
5	H	220.1	221.6	220.7	217.5	215.5	-2.0	223.8	3.7	224.1	2.5	221.6	4.1	219.4	3.9	1.4
6	L	195.3	193.8	196.5	196.1	196.7	0.6	205.3	10.0	205.4	11.6	207.2	11.1	205.7	9.0	-2.6
6	M	212.7	210.9	212.3	211.7	212.2	0.5	218.9	6.2	217.4	6.5	216.9	5.2	217.9	5.7	-0.8
6	H	225.6	223.8	223.9	224.7	222.7	-2.0	229.6	4.0	227.3	3.5	227	2.3	226	3.3	-0.2
7	L	197.8	198.3	196.7	202.6	200.3	-2.3	210	12.2	208.9	10.6	208.2	5.6	209.7	9.4	-1.2
7	M	216.4	216.1	214.6	218.3	215.5	-2.8	222.3	5.9	221.4	5.3	219.4	1.1	220.4	4.9	-0.4
7	H	230.5	227.9	227.8	230.1	229.6	-0.5	232.4	1.9	231.7	3.8	228.1	-2.0	230.6	1.0	-2.8
8	L	205.4	202.6	198.2	204.1	200.8	-3.3	213.3	7.9	212.8	10.2	201.9	-2.2	205.1	4.3	-5.9
8	M	220.3	218.8	216.5	220.3	217.3	-3.0	224.5	4.2	223.9	5.1	219	-1.3	218.6	1.3	-3.8
8	H	231.9	233.7	232.5	232.2	228.2	-4.0	235.5	3.6	237.2	3.5	232.4	0.2	229.5	1.3	-2.2
AVERAGES		190.56	190.36	189.61	188.05	187.27	-0.78	201.37	10.81	200.66	10.30	196.39	8.34	197.46	10.2	-0.1

APPENDIX B: NWEA SCORES LONGITUDINALLY BY SUBGROUP

MATH

KINDERGARTEN

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All	159.3	161.1	159.6	157.3	141.5	168
At-Risk	150.9	161.6	159.2	155.9		159.7
Econ Dis			151.3	153.9	147	160.3
McK-V 504 EL	Redacted for FERPA Compliance					
SWD	149.9	148.4	147.4	150.6	140	152.5

1st Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All	180.9	180.3	179.1	174.4	158.1	183.4
At-Risk	176.8	176.9	178.1	173.3		173.1
Econ Dis			173.6	174.8	153.8	171.8
McK-V 504 EL	Redacted for FERPA Compliance					
SWD	171.8	164.1	162.5	169.7	150.2	167.2

2nd Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All	199.2	198.6	197.1	186.5	175.1	201.6
At-Risk	193.3	195.5	192.8	185.3		189.7
Econ Dis			191	185.4	168.4	189.6
McK-V 504 EL	Redacted for FERPA Compliance					
SWD	187.7	182.9	186.2	173	170.3	184.8

READING

KINDERGARTEN

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All	159.6	160.8	157.5	153.4	136	156.6
At-Risk	152.5	160.2	156.1	152.3		155.4
Econ Dis			150.6	149.4	138	155.5
McK-V 504 EL	Redacted for FERPA Compliance					
SWD	154.1	150.6	145.6	150.8	130.7	147.6

1st Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All	177	177.4	175.7	170.6	154.1	169.7
At-Risk	172.1	173.7	173.7	169.5		167.9
Econ Dis			167.7	170.3	147.2	166.8
McK-V 504 EL	Redacted for FERPA Compliance					
SWD	163.7	164.6	161.8	164.8	147.5	162.6

2nd Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All	189.5	189.6	188.3	180	170.9	182.9
At-Risk	184.2	186.5	186.1	178.5		181
Econ Dis			182.8	178.7	164.9	181
McK-V 504 EL	Redacted for FERPA Compliance					
SWD	183.1	172.4	175.3	164.9	161	175.6

MATH

3rd Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All	205.3	205	206.3	200.2	184.2	213.1
At-Risk	201.3	201.2	202.2	200		202.8
Econ Dis			199.1	197.5	177.4	203.2
McK-V	Redacted for FERPA Compliance					
504		208.2	205	195.8	176.5	191.8
EL	Redacted for FERPA Compliance					
SWD	194	192.7	193.9	191.5	172.7	191.8

4th Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All	213.9	214.4	215.9	207	197.3	222.7
At-Risk	209.5	212.2	211.3	205.6		210.1
Econ Dis			211.3	204	191.2	209.9
McK-V	Redacted for FERPA Compliance					
504	208.8		214	204.2	194.5	208.8
EL	Redacted for FERPA Compliance					
SWD	207.5	195.2	209	193.8	186.2	198.2

5th Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All	223.8	219.5	222.8	218.9	204.3	230.8
At-Risk	216.6	219.1	219.4	216.6		216.2
Econ Dis			215.3	215.3	198.7	216.2
McK-V	Redacted for FERPA Compliance					
504	226.3	207	229.3	220.2	196.7	210.1
EL	Redacted for FERPA Compliance					
SWD	209.3	207	209.5	201	190.4	206.8

READING

3rd Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All	200.7	200	199.7	195.3	185.2	199.6
At-Risk	194.7	196.2	196.2	194.7		196
Econ Dis			191.8	192.6	171.9	196.5
McK-V	Redacted for FERPA Compliance					
504		203.1	198.8	194	180.5	195.8
EL	Redacted for FERPA Compliance					
SWD	185	184.3	176.7	179.6	165.7	178.7

4th Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All	205.9	207.7	208.6	202.7	192.3	204.8
At-Risk	201	204.7	204.2	201		203.2
Econ Dis			204.5	201.2	182.1	201
McK-V	Redacted for FERPA Compliance					
504	199.3		209.6	202	193	202.4
EL	Redacted for FERPA Compliance					
SWD	192.9	187.3	197.4	186.4	173.7	187.8

5th Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All	213.7	212.1	213	210.6	200.2	209.2
At-Risk	208	212.4	209.4	208.3		207.9
Econ Dis			207.2	207.6	194.5	207.6
McK-V	Redacted for FERPA Compliance					
504	212.5	206.7	220.5	212.6	197.3	208.1
EL	Redacted for FERPA Compliance					
SWD	199.1	200.2	197.3	194.6	182.5	196.2

MATH

6th Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All	221.9	223.3	221.3	219.8	212	231.6
At-Risk	216.9	221.7	220.2	217.8		220.8
Econ Dis			218.9	217.9	202.2	218.9
Mck-V	Redacted for FERPA Compliance					
504	194	219	223.3	215.7	210.4	217.5
EL	Redacted for FERPA Compliance					
SWD	201.3	199.4	203	205	194.9	203.2

7th Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All	226.5	226.5	226.6	222.2	217.9	236.3
At-Risk	219.1	224.2	221.7	221.3		223.7
Econ Dis			217.6	216.6	211.5	223.6
Mck-V	Redacted for FERPA Compliance					
504	242	202	220.3	216.5	219.1	224.2
EL	Redacted for FERPA Compliance					
SWD	203.1	206.9	204.7	201.4	201.8	210.7

READING

6th Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All	217	216.1	216.5	217.3	210.3	216.6
At-Risk	211.8	214.5	215.1	215.8		216.5
Econ Dis			213.4	216.4	201.1	214.5
Mck-V	Redacted for FERPA Compliance					
504	207	206.3	215.7	211.9	209.7	214.4
EL	Redacted for FERPA Compliance					
SWD	196.6	190.9	200	204	192	198.6

7th Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All	221.4	221.5	220.8	218.3	215.1	220.2
At-Risk	217.2	219.2	216	218		218.4
Econ Dis			214	216.7	210.8	218.3
Mck-V	Redacted for FERPA Compliance					
504	232.5	205	211.7	215	210.2	217.5
EL	Redacted for FERPA Compliance					
SWD	201.8	204	199	203.5	202.6	206.9

ABBREVIATIONS

Econ Dis = Economically disadvantaged
 Mck-V = Homeless/transitional living situations
 504 = Students with a 504 plan
 EL = English Learners/Migrant Students
 SWD = Students with a disability/IEP

COLOR KEY

Baseline (last spring and this fall)

2015 NWEA Norms

2020 NWEA Norms

Insufficient # students to publish

APPENDIX C: DIBELS COMPOSITE READING SCORES BY GRADE

Grade	Number Tested		Percent requiring intensive support		Percent requiring strategic support		Percent at or above grade level	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
K	163	166	64%	27%	13%	23%	10%	50%
1 st	198	197	47%	23%	22%	19%	31%	58%
2 nd	185	182	36%	23%	15%	19%	49%	58%
3 rd	181	182	35%	32%	20%	24%	45%	43%
4 th	167	167	27%	32%	28%	29%	45%	38%
5 th	181	179	38%	39%	19%	10%	42%	44%

APPENDIX D: BRIDGES (MATH) SCORES BY GRADE

GRADE	STUDENTS PASSING TESTS WITH 70% OR HIGHER	
	Mid-Year	Second Half
K	85%	74%
1 st	83%	82%
2 nd	81%	86%
3 rd	93%	91%
4 th	80%	81%
5 th	80%	82%

APPENDIX E: JUNIOR HIGH PERCENTAGE OF STUDENTS EARNING SEMESTER CREDIT IN EACH SUBJECT BY SUBGROUP

FIRST SEMESTER

GRADE	SUBJECT	ALL STUDENTS	AT-RISK	ECONOMICALLY DISADVANTAGED	McKINNEY-VENTO	ENGLISH LEARNERS	STUDENTS WITH A DISABILITY	STUDENTS WITH A 504 PLAN
6 th	Math	94%	94%	90%	Redacted for FERPA compliance		95%	91%
6 th	English	95%	95%	90%			95%	82%
6 th	Soc Stud	90%	90%	84%			75%	82%
6 th	Science	94%	94%	90%			80%	82%
7 th	Math	94%	94%	92%	Redacted for FERPA compliance		82%	92%
7 th	English	90%	89%	85%			73%	92%
7 th	Soc Stud	96%	96%	95%			91%	100%
7 th	Science	96%	96%	94%			95%	92%
8 th	Math	98%	97%	95%	Redacted for FERPA compliance		100%	100%
8 th	English	94%	93%	89%			100%	75%
8 th	Soc Stud	89%	88%	80%			84%	100%
8 th	Science	97%	97%	96%			91%	100%

SECOND SEMESTER

GRADE	SUBJECT	ALL STUDENTS	AT-RISK	ECONOMICALLY DISADVANTAGED	McKINNEY-VENTO	ENGLISH LEARNERS	STUDENTS WITH A DISABILITY	STUDENTS WITH A 504 PLAN
6 th	Math	95%	95%		Redacted for FERPA compliance		82%	
6 th	English	95%	95%				91%	
6 th	Soc Stud	92%	92%				50%	
6 th	Science	92%	92%				59%	
7 th	Math	94%	93%		Redacted for FERPA compliance		87%	
7 th	English	93%	92%				90%	
7 th	Soc Stud	97%	97%				83%	
7 th	Science	94%	95%				87%	
8 th	Math	96%	96%		Redacted for FERPA compliance		100%	
8 th	English	91%	91%				97%	
8 th	Soc Stud	86%	86%				84%	
8 th	Science	94%	94%				87%	

APPENDIX F: HIGH SCHOOL PERCENTAGE OF STUDENTS EARNING SEMESTER CREDIT IN EACH SUBJECT BY SUBGROUP

FIRST SEMESTER

GRADE	SUBJECT	ALL STUDENTS	AT-RISK	ECONOMICALLY DISADVANTAGED	McKINNEY-VENTO	ENGLISH LEARNERS	STUDENTS WITH A DISABILITY	STUDENTS WITH A 504 PLAN
9th Grade								
9 th	Math	92%	90%	86%	Redacted for FERPA compliance	ENGLISH LEARNERS	87%	Redacted for FERPA compliance
9 th	English	84%	79%	76%			87%	
9 th	Soc Stud	95%	95%	94%			91%	
9 th	Science	88%	87%	80%			70%	
10th Grade								
10 th	Math	90%	86%	81%	Redacted for FERPA compliance	ENGLISH LEARNERS	78%	Redacted for FERPA compliance
10 th	English	89%	84%	81%			65%	
10 th	Soc Stud	88%	82%	78%			54%	
10 th	Science	88%	84%	83%			58%	
11th Grade								
11 th	Math	95%	93%	89%	Redacted for FERPA compliance	ENGLISH LEARNERS	85%	Redacted for FERPA compliance
11 th	English	89%	83%	80%			80%	
11 th	Soc Stud	88%	83%	83%			70%	
11 th	Science	90%	84%	83%			80%	
12th Grade								
12 th	Math	97%	96%	94%	Redacted for FERPA compliance	ENGLISH LEARNERS	100%	Redacted for FERPA compliance
12 th	English	93%	92%	90%			89%	
12 th	Soc Stud	98%	97%	96%			100%	
12 th	Science	99%	98%	98%			100%	

HIGH SCHOOL **SECOND SEMESTER**

GRADE	SUBJECT	ALL STUDENTS	AT-RISK	ECONOMICALLY DISADVANTAGED	McKINNEY-VENTO	ENGLISH LEARNERS	STUDENTS WITH A DISABILITY	STUDENTS WITH A 504 PLAN
9 th Grade								
9 th	Math	87%	84%		Redacted for FERPA compliance		79%	Redacted for FERPA compliance
9 th	English	90%	88%				76%	
9 th	Soc Stud	95%	94%				84%	
9 th	Science	91%	89%				70%	
10 th Grade								
10 th	Math	88%	83%		Redacted for FERPA compliance		70%	Redacted for FERPA compliance
10 th	English	91%	88%				86%	
10 th	Soc Stud	88%	82%				56%	
10 th	Science	89%	84%				70%	
11 th Grade								
11 th	Math	93%	89%		Redacted for FERPA compliance		83%	Redacted for FERPA compliance
11 th	English	90%	85%				89%	
11 th	Soc Stud	89%	82%				55%	
11 th	Science	84%	79%				79%	

9th-11th Grade Course Failures by Number of Courses Failed

<i>2020-2021 Semester 1</i>	<i>2021-2022 Semester 1</i>	
<i>241 Students failed more than one class = 670 classes</i>	<i>152 Students failed one or more classes = 327 classes</i>	-89 students -343 classes
<i>95 students failed 1 class</i>	<i>77 students failed 1 class</i>	-18 students
<i>40 students failed 2 classes</i>	<i>30 students failed 2 classes</i>	-10 students
<i>23 students failed 3 classes</i>	<i>15 students failed 3 classes</i>	-8 students
<i>26 students failed 4 classes</i>	<i>12 students failed 4 classes</i>	-14 students
<i>21 students failed 5 classes</i>	<i>12 students failed 5 classes</i>	-9 students
<i>36 students failed 6 classes</i>	<i>6 students failed 6 classes</i>	-30 students

<i>2021-2022 Semester 1</i>	<i>2021-2022 Semester 2</i>	
<i>152 Students failed one or more classes = 327 classes</i>	<i>152 Students failed one or more classes = 302 classes</i>	same number of students -25 classes
<i>77 students failed 1 class</i>	<i>85 students failed 1 class</i>	+8 students
<i>30 students failed 2 classes</i>	<i>23 students failed 2 classes</i>	-7 students
<i>15 students failed 3 classes</i>	<i>25 students failed 3 classes</i>	+10 students
<i>12 students failed 4 classes</i>	<i>6 students failed 4 classes</i>	-6 students
<i>12 students failed 5 classes</i>	<i>6 students failed 5 classes</i>	-6 students
<i>6 students failed 6 classes</i>	<i>7 students failed 6 classes</i>	+1 student

APPENDIX G: ADDITIONAL INTERVENTION CONSIDERATIONS

Current beliefs driving decision-making and program/intervention design are as follows:

- Skill and knowledge gaps between typically proficient or advanced students and struggling students have historically created challenges for teachers trying to provide instruction for the wide range of abilities.
- The school closure in spring of 2020, virtual learning limitations, quarantines, and other disruptions caused by the COVID-19 pandemic have resulted in fewer students proficient in grade-level skills, exacerbated skill and knowledge gaps at all grade levels, and an increase in course failure at the high school level. Teachers are struggling to plan and enact lessons that differentiate for students who are proficient, those who are somewhat behind, and those who are a year or more behind their peers.
- The number of students who are below grade level proficiency *and the extent to which* a significant number of those students are below grade level proficiency make it highly improbable that the necessary remediation can take place during the school day without a subsequent loss of core learning that would limit or negate the benefit. There are only so many hours in a school day. To provide meaningful periods of intervention would require removal from chunks of core instruction (simply shifting the gap) or from chunks of elective courses (which would likely feel punitive and could further demotivate struggling students).
- As such, the most effective way to address the gap is to provide targeted intervention to non-proficient students outside of the school day using best instructional practices and frequent, formative assessment.
- To be effective, intervention programs must be facilitated with fidelity by trained, effective educators in a positive and growth-minded environment. To that end, teachers and paraprofessional staff must be involved with program design and provided any necessary training to ensure that they are available and able to facilitate the programs.
- A majority of non-proficient students need to be enrolled in the intervention programs to accomplish the overall goal of reduce stress on teachers, struggling students, and the intervention systems during school hours and to improve the effectiveness of classroom instruction. To that end, we need to:
 - Be responsive to family input about when their child can be available and what services they prioritize.
 - Convince families that academic supports outside the school day or year can help their student achieve grade level proficiency and experience greater success at school so they will be willing to enroll their child(ren) in the programs.
 - Follow through by providing students and families data and other evidence of growth to demonstrate the efficacy of these programs.
- Students enrolled in elementary summer school to date:
 - Outgoing kindergarten: 26
 - Outgoing 1st: 39
 - Outgoing 2nd: 28
 - Outgoing 3rd: 28
 - Outgoing 4th: 25
 - TOTAL: 146
- Students enrolled in high school credit recovery:
 - 36 students are currently enrolled in high school level credit recovery (summer) courses.