

# PA 144, Section 104h Goal Reporting & Safe Return to In-Person Instruction and Continuity of Services

MID-YEAR PROGRESS UPDATE February 2023



# Mid-Year Goals and Benchmark Reporting

# PA 144

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Requires the establishment of educational goals to be achieved by 2022-23 and reporting of the progress of goals to the BOE in February and June

Building Goals are based on NWEA MAP assessment, all buildings have the same goals for math and reading

<b>Middle of the Year Reading Goal</b>	<b>All students will demonstrate adequate mid-year progress on the fall to winter NWEA MAP reading assessment.</b>
End of the Year Reading Goal	All students will make adequate yearly progress in reading as measured by the NWEA MAP reading assessment fall to spring assessment results
<b>Middle of the Year Mathematics Goal</b>	<b>All students will demonstrate adequate mid-year progress on the fall to winter NWEA MAP math assessment</b>
End of the Year Mathematics Goal	All students will make adequate yearly progress in reading as measured by the NWEA MAP math assessment fall to spring assessment results

# Mid-Year Progress - NWEA

NWEA Growth Norm used to measure mid-year (Fall to Winter) progress for reading and math

2020 Reading Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	9.63	5.75	6.81	5.30	16.45	7.50
1	9.92	5.85	5.55	5.37	15.47	7.74
2	8.85	5.86	4.37	5.37	13.22	7.77
3	7.28	5.86	3.22	5.37	10.50	7.77
4	5.82	5.76	2.33	5.31	8.16	7.53
5	4.64	5.75	1.86	5.30	6.50	7.49
6	3.64	5.65	1.55	5.24	5.19	7.26
7	2.89	5.60	1.27	5.21	4.16	7.15
8	2.51	5.73	1.14	5.29	3.65	7.46
9	1.62	6.06	0.88	5.50	2.51	8.22
10	1.43	5.88	0.60	5.38	2.04	7.80
11	1.11	6.27	0.08	5.62	1.18	8.68
12	0.05	6.38	0.47	5.70	0.52	8.92

2020 Mathematics Student Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	10.57	5.15	6.97	4.77	17.54	6.63
1	10.13	5.22	6.22	4.82	16.35	6.81
2	9.03	5.11	5.35	4.75	14.38	6.54
3	7.75	4.99	4.85	4.68	12.60	6.26
4	6.50	4.98	4.46	4.67	10.96	6.24
5	5.56	5.10	4.05	4.75	9.61	6.53
6	4.81	5.04	3.32	4.71	8.13	6.38
7	3.83	4.96	2.69	4.66	6.52	6.18
8	3.20	5.27	2.18	4.85	5.38	6.93
9	2.24	5.48	1.36	4.98	3.60	7.41
10	2.14	5.46	1.21	4.97	3.35	7.37
11	1.77	5.92	0.76	5.25	2.52	8.37
12	0.30	6.09	0.88	5.36	1.18	8.75

# Mid-Year Progress – Reading

## NWEA Reading Assessment Data: Fall 2022 to Winter 2023 Percentage of students who met the NWEA Growth Benchmark

### In-person Instruction

\*green cells indicate majority of students meeting the growth benchmark

Grade	Reading Growth Overall	Female	Male	SE=No	SE=Yes	ED=No	ED=Yes	Hispanic	White
KD	53.1%	57.6%	49.0%	55.9%	30.2%	62.4%	45.2%	41.7%	56.2%
01	51.0%	49.2%	52.6%	56.7%	17.2%	59.0%	45.6%	40.6%	53.1%
02	55.8%	54.7%	56.7%	61.4%	26.2%	70.0%	45.5%	61.5%	55.8%
03	59.6%	66.3%	53.3%	65.0%	29.3%	69.0%	50.8%	59.4%	60.3%
04	56.1%	56.2%	56.1%	59.7%	26.2%	68.8%	46.2%	46.4%	59.3%
05	64.1%	62.5%	65.5%	67.4%	36.8%	68.4%	59.8%	78.3%	64.8%
06	68.4%	68.1%	68.6%	73.4%	9.1%	75.6%	62.1%	71.4%	70.5%
07	65.4%	70.7%	60.5%	69.6%	29.3%	73.0%	58.3%	68.2%	65.9%
08	48.4%	52.5%	44.6%	50.4%	27.8%	57.4%	38.8%	46.4%	49.3%

# Mid-Year Progress – Math

## NWEA Math Assessment Data: Fall 2021 to Winter 2022 Percentage of students who met the NWEA Growth Benchmark In-person Instruction

\*green cells indicate majority of students are meeting the growth benchmark

Grade	Math Growth Overall	Female	Male	SE=No	SE=Yes	ED=No	ED=Yes	Hispanic	White
KD	62.2%	62.5%	61.9%	65.3%	37.2%	74.3%	52.1%	58.3%	65.0%
01	60.2%	57.8%	62.4%	62.9%	43.9%	72.0%	52.3%	50.0%	63.0%
02	52.5%	42.5%	60.4%	55.2%	38.3%	68.4%	41.2%	50.0%	53.4%
03	60.5%	59.5%	61.5%	65.7%	31.0%	68.2%	53.0%	53.1%	63.8%
04	61.1%	58.2%	63.7%	65.4%	23.8%	72.7%	51.8%	57.1%	64.5%
05	55.1%	46.6%	63.5%	59.5%	22.0%	65.5%	44.9%	62.5%	56.0%
06	50.7%	47.5%	53.7%	54.5%	3.2%	62.1%	40.6%	53.6%	53.1%
07	54.2%	50.2%	57.9%	59.2%	9.1%	71.2%	40.2%	60.9%	56.8%
08	41.0%	39.1%	42.9%	44.6%	4.9%	56.2%	26.1%	42.9%	40.9%

# Learning Loss

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- **Data Days and Child Study**
  - Process in place for all buildings
- **Reinstated curriculum work -revamped curriculum process**
  - multiple district curriculum work days
- **Tiered supports and interventions**
  - new framework for academic interventions K-6
- **Additional support staff**
  - counselors, social workers, instructional coaches

# Safe Return to In-Person Instruction and Continuity of Services

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# Updates

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**Davison Community Schools**

*Where Kids Come First and Futures Begin*

**District  
ESSER III Extended COVID-19 Learning Plan: Safe  
Return to In-Person Instruction and Continuity of  
Services**

*as Described in Public Act 149, Section 98a*

**September 14, 2020**

Revised Jun 28, 2022