

Richmond Community Schools

35276 Division * Richmond, Michigan 48062 * (586) 727-3565 * www.richmond.k12.mi.us

Deborah Michon, President
Angela Pacitto, Vice President
Bridgette Shuboy, Secretary
Danielle Sutton, Treasurer
Kyle Simmons, Trustee
Margaret Teltow, Trustee
Sherri Zube, Trustee

Brian J. Walmsley, Ed.S.
Superintendent

**Richmond Early Childhood Learning Center
& Will L. Lee Elementary School**
68399 Forest
Richmond, Michigan 48062
David Kochan, Principal

Richmond Middle School
35250 Division
Richmond, Michigan 48062
Keith Bartels, Principal

Richmond High School
35320 Division
Richmond, Michigan 48062
Andrew Kastl, Principal

One requirement of the Extended COVID-19 Learning Plan is for each district to set mid-year and end of year benchmark assessment goals for students in Grade K-8 in reading and math for this school year. The county collectively decided before these goals could be set that Fall 2020 baseline data was needed. These data sets were needed to minimally assess the impact that last spring's COVID-19 school closure had on student achievement and growth.

The Fall 2020 NWEA data analysis conducted at the county level, as well as the national analysis NWEA released in the "Learning during COVID-19: Initial findings on students' reading and math achievement and growth" report, shows student achievement and growth was impacted when schools closed due to COVID-19. The impact on student achievement in reading was not as severe as math, however it is important to note the national NWEA study shows a loss of 5-10 percentile for math. In regards to student growth, the NWEA study answered if students had any learning gains since the school closure. The national NWEA study found in almost all grades, most students made some learning gains in both reading and math since the COVID-19 pandemic started. However, gains in math were lower on average in Fall 2020 than prior years, resulting in more students falling behind relative to their prior standing. It is important to note however, the national study didn't share any findings about the percentage of students meeting their growth projections for fall in comparison to previous years.

Both analyses are only the beginning of us knowing the impact of schools closing last spring, coupled with the challenge of school circumstances so far this school year. Students across the county and state have experienced various schedule models ranging from virtual learning, hybrid, and/or face to face. Also, many students have experienced a combination of these in the first few months of school. Currently, there is no research or prediction that can accurately show the impact this will have on student growth and achievement over the long term.

The initial advice from Macomb ISD was to possibly use growth as a measure for the education goals that are required for the ECOL plans; however, after analyzing the Fall 2020 data it is apparent that using growth projections that were developed under normal testing environments and schooling may not be as reliable. The normative 2020 student growth predictions that NWEA provided at the student level is typical growth for a typical year; however, this year is not typical, and the county analysis shows declines in the percentage of the students meeting projected fall-to-fall growth in comparison to previous years. These declines make it hard to predict the impact winter and spring will have on student growth,

Guaranteed Learning for All Students!

when more students may have had in-person instruction. Since schools did not take the NWEA test in Spring 2020, another potential concern is there will not be previous Fall to Spring, nor Winter to Spring, growth comparisons available.

NWEA also provides a RIT score, a student achievement indicator, for reading and math, which was used in the published study mentioned above. NWEA provides average Norm RIT scores for each grade level and subject area. These average RIT scores could be compared overtime to provide a way to monitor student achievement. After further analysis at the county level, it appears the average RIT scores are more stable across years than using NWEA growth predictions to monitor student performance.

Benchmark Assessment Goals:

Goal 1: During the 20-21 school year, the district will show growth in reading achievement throughout the global pandemic for students in Grade K-8 as measured on NWEA Map Growth in the aggregate and for all student groups who have at a minimum of 30 students.

Goal 2: During the 20-21 school year, the district will show growth in mathematics achievement throughout the global pandemic for students in Grade K-8 as measured on NWEA Map Growth in the aggregate and for all student groups who have at a minimum of 30 students.

End of Year Narratives from Benchmark Assessments

Goal 1: As a district, we were able to improve the average RIT scores compared to our average RIT score from Fall 2020 to Spring 2021 in reading for students in grades K-8.

In regards to student groups, our White, Hispanic, Students with Disabilities, Limited English Proficient, and Economically Disadvantaged students continued to improve their average RIT scores compared to their average RIT scores from Fall 2020 to Spring 2021 in reading for students in grades K-8.

Goal 2: As a district, we were able to improve the average RIT scores compared to our average RIT score from Fall 2020 to Spring 2021 in math for students in grades K-8.

In regards to student groups, our White, Hispanic, Students with Disabilities, and Economically Disadvantaged students continued to improve their average RIT scores compared to their average RIT scores from Fall 2020 to Winter 2021 in math for students in grades K-8. Our student group of Limited English Proficient showed above average improvement on their average RIT scores compared to their average RIT scores from Fall 2020 to Spring 2021.

Guaranteed Learning for All Students!