

COVID-19 Learning Analysis

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Context

- Executive Orders and the Return to Learn (RtL) legislation placed significant responsibility on charter school authorizers, which the MCCSA appreciated and welcomed.
 - Continuity of Learning Plans
 - COVID-19 Preparedness & Response Plans
 - Extended COVID-19 Learning Plans
- A significant responsibility was also placed on public school boards to:
 - Create educational goals for the year.
 - Monitor progress.
 - Continuously assess how learning should be delivered (remote, hybrid, in-person) based on community need.
- Members of the MCCSA collaborated with other organizations (MAISA, MDE, etc.) to develop tools and resources to support schools as they navigated the Executive Orders and legislation.
- Members of the MCCSA have provided a range of support and tools to the schools they authorize throughout the COVID-19 pandemic.

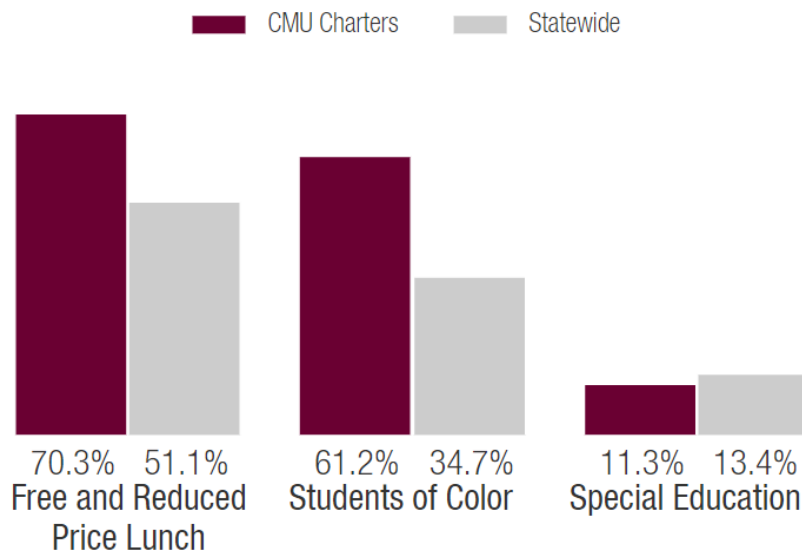
Benchmark Assessment Overview

- A requirement contained in the RtL legislation.
- Most members of the MCCSA have used the NWEA Growth assessment for many years.
- Longitudinal analysis allows for an examination of the impact of the COVID-19 pandemic on student learning.
- Caveats for remote assessment administration.
- Pursuant to the spirit of the RtL legislation, benchmark assessments have been used to inform practice and policy and not for formal accountability.
- Student Achievement vs. Student Growth

Overview of Student Population

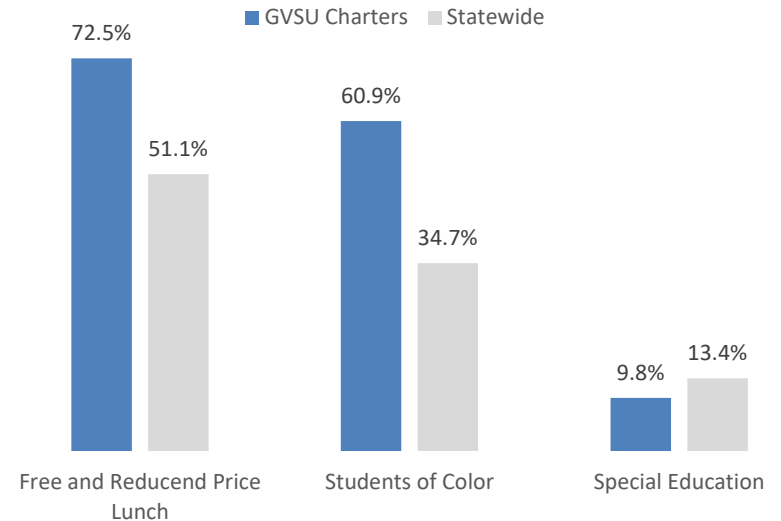
CMU

Approx. 28,000 students



GVSU

Approx. 34,000 students



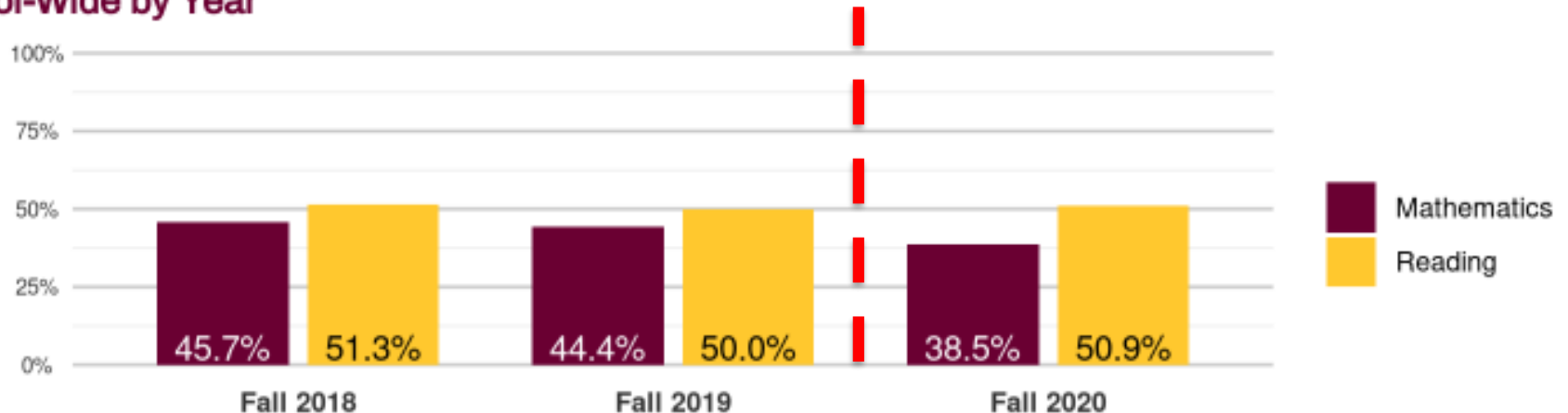
- Diversity of schools – geography, school size, and grades served.
- Provides a good sample of how learning has progressed in the state.
 - Specifically public schools that serve economically-disadvantaged students and students of color.

Student Achievement (CMU Portfolio)

Percent Meeting Fall Achievement Benchmarks

All Students Grades 3 - 8

School-Wide by Year

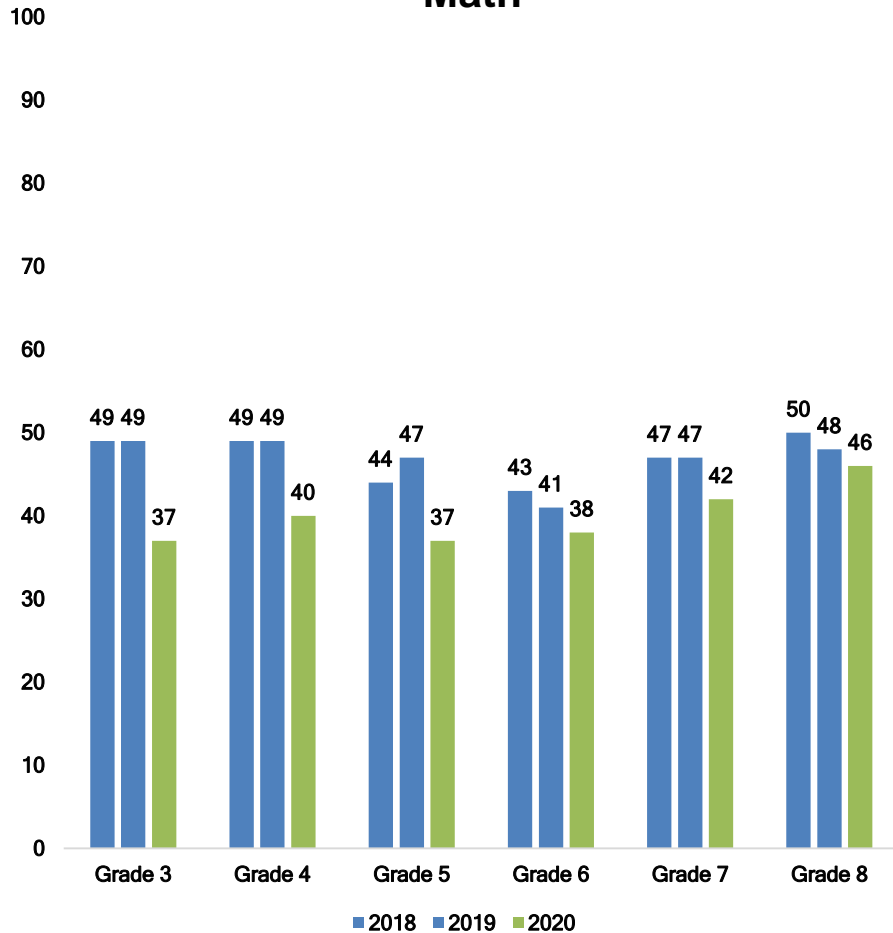


- Achievement benchmarks represent grade level national norms.
- Percentage of students meeting or exceeding grade level national norms in reading remained fairly consistent.
- Percentage of students meeting or exceeding grade level national norms in math made a notable decline.

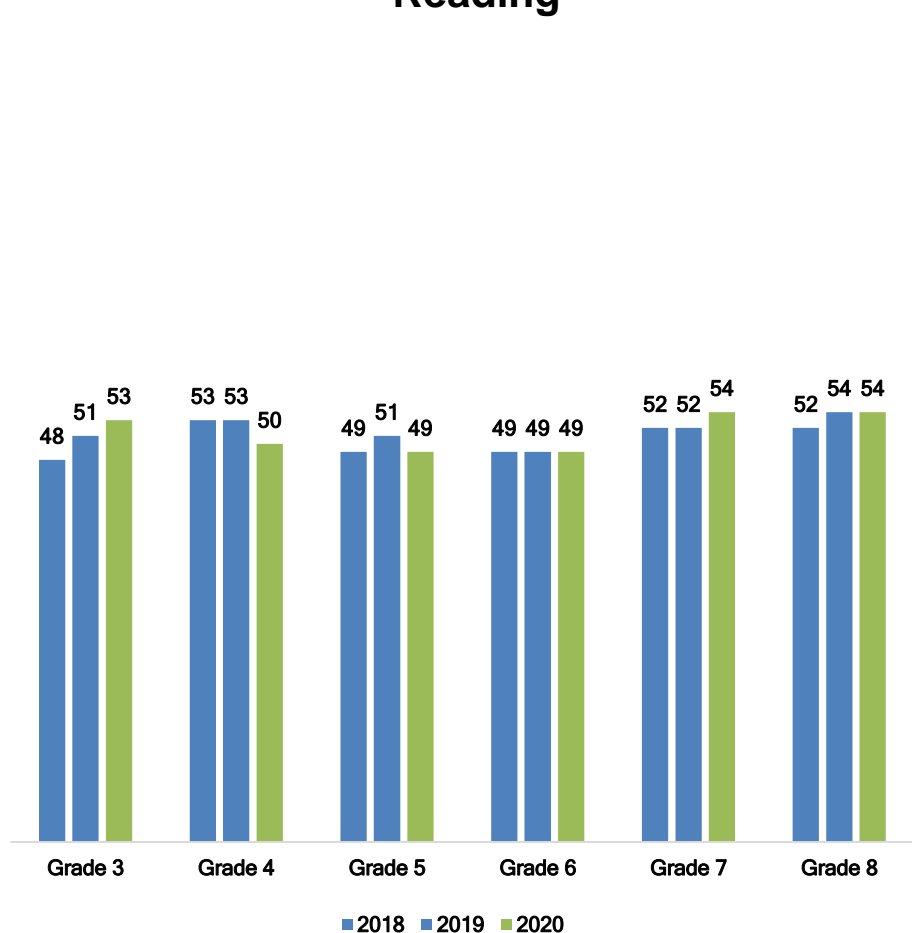
Student Achievement (GVSU Portfolio)

Achievement Percentiles by Grade Level in Fall 2018-2020

Math

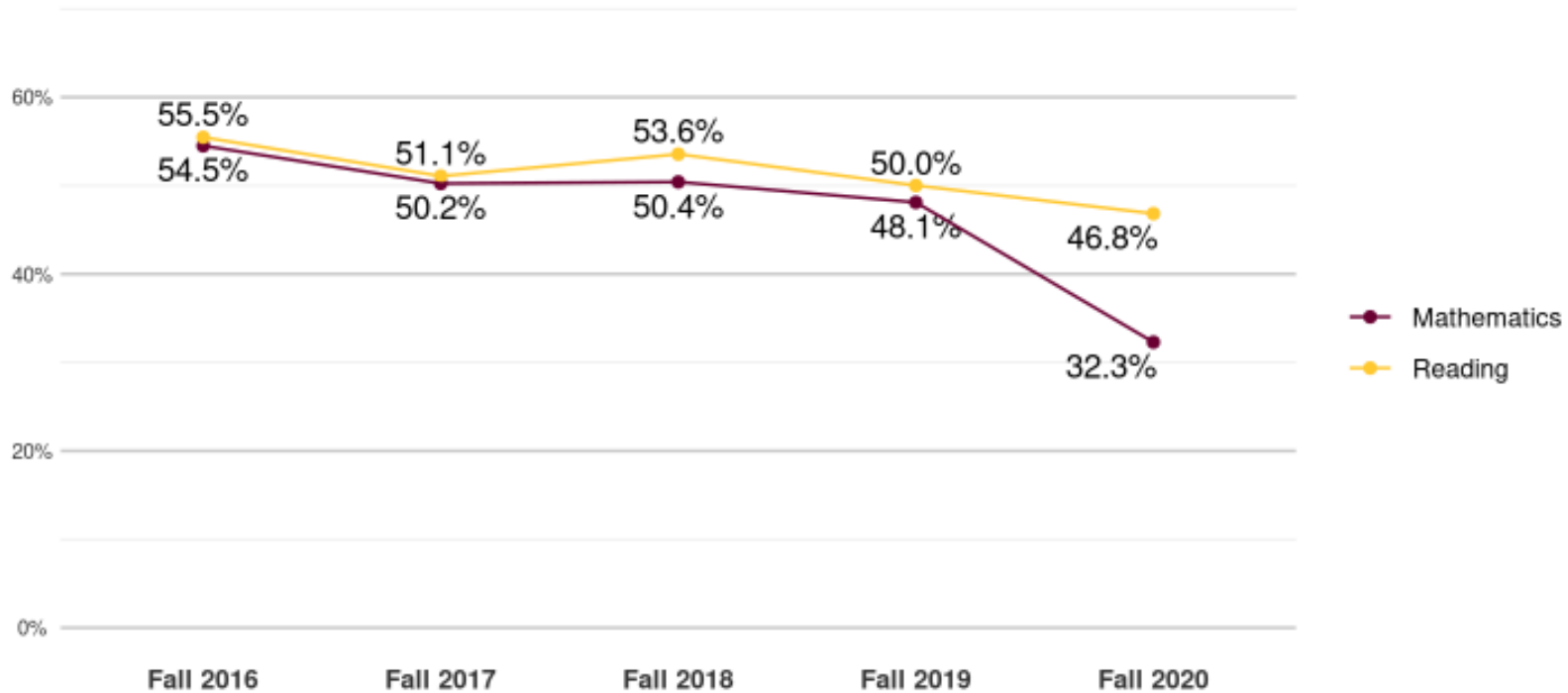


Reading



Student Growth (CMU Portfolio)

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



- A growth percentile of 50 represents the typical growth expected for a student depending on their initial or baseline score.
- While slightly less students achieved an MGP of 50 in reading, significantly less achieved this level of growth in math, leading to a decline in overall achievement.

Key Takeaways

- Benchmark assessments provide valuable information that is actionable.
 - Data can be used to help meet student needs, drive school improvement efforts, inform board decisions (i.e., in-person vs. virtual learning), and state policy decisions.
- Notwithstanding some caveats associated with remote assessment administration, reading achievement in the fall of 2020 remained relatively consistent with the fall of 2019.
- Math achievement in the fall of 2020 was noticeably below that of the fall of 2019, which was more pronounced in the lower grades.
 - This is consistent with national trends.
- The COVID-19 pandemic impacted all groups of students.
- There remain many opportunities to examine the available data within context to inform policy and practice.

Questions & Comments