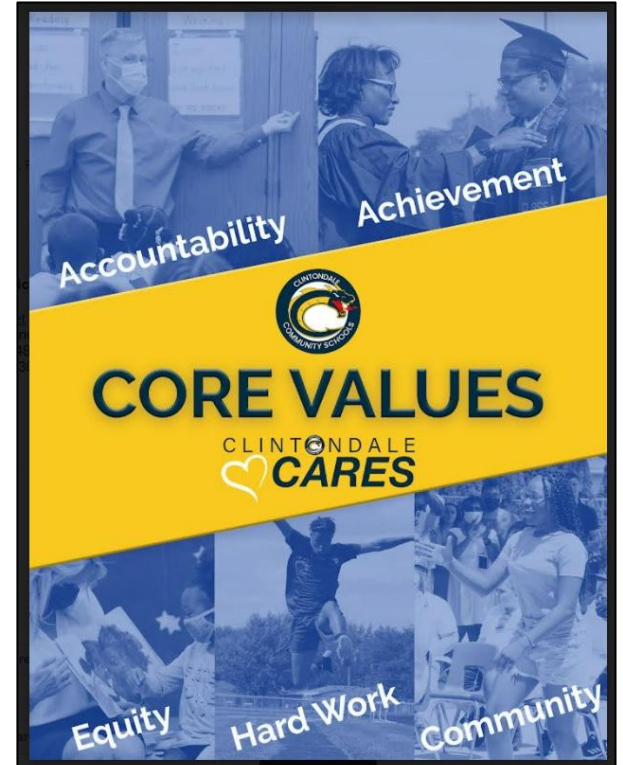
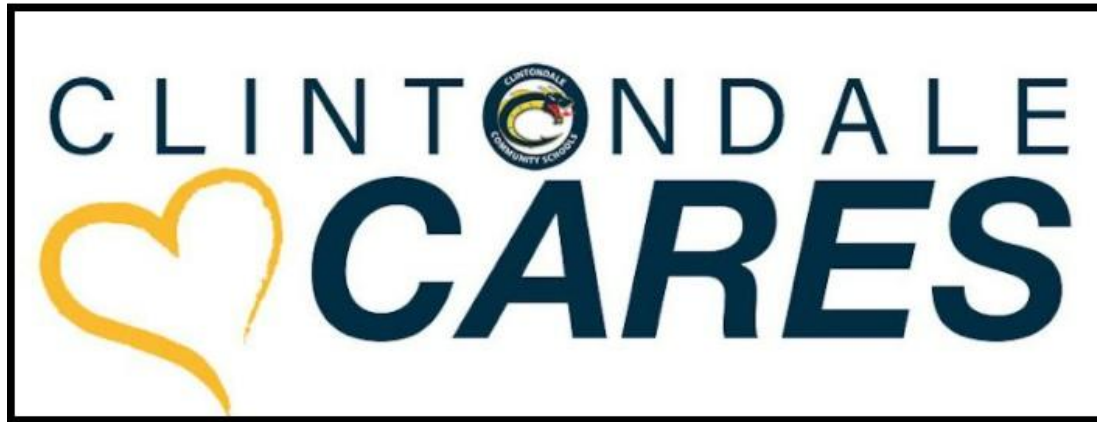




98B Reporting Requirements

Board Presentation





Public Act 48 of 2021 - Section 98B

Requires districts, traditional public, public school academies, and intermediate districts, who wish to receive state aid for 2021-2022 year to:

- Present, not later than the first board meeting in February 2022 and not later than the last board meeting of the academic year, on accomplishments of established goals.
- Ensure that the information presented to the board is disaggregated by grade level, by student demographics, and by the mode of instruction received by the pupils to which the information applies.
- Post the information through the transparency reporting link located on the district's website.



Our Established & Posted Goals



Goal 1: By the end of the 2021-22 school year, each school and the district will ***show growth*** in **reading/ELA achievement** throughout the global pandemic as measured on NWEA Map Growth for Grade K-8 and local assessments for Grade 9 - 12. All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of reading/ELA academic standards. Results from benchmark and local assessments will be continuously discussed and analyzed by staff.

Goal 2: By the end of the 2021-22 school year, each school and the district will ***show growth*** in **mathematics achievement** throughout the global pandemic as measured on NWEA Map Growth for Grade K-8 and local assessments for Grade 9 - 12. All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of mathematics academic standards. Results from benchmark and local assessments will be continuously discussed and analyzed by staff.



Reading Data Desegregated

2020 Reading Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

Clintondale Community Schools Fall 2021 Avg. RIT Score

School Name	Grade	Math K-12		Course Reading	
		# Stud	Avg RIT	# Stud	Avg RIT
Charles C McGlennen Elementary	K	44	136	44	136
	1	36	161	36	157
	2	38	166	38	167
	3	25	*	23	*
	4	27	*	28	*
Clintondale High School	5	22	*	24	*
	9	79	211	89	206
	10	61	221	77	213
Clintondale Middle School	11	58	219	66	210
	6	95	198	93	197
	7	125	203	124	198
Rainbow Elementary	8	96	212	97	210
	K	34	142	36	139
	1	42	155	42	153
	2	51	162	50	162
	3	39	178	38	179
Robbie Hall Parker Elementary	4	39	188	41	186
	5	31	192	32	194
	K	61	134	62	134
	1	60	152	60	148
	2	65	162	65	160
	3	49	175	49	174
	4	50	182	51	185
	5	28	*	28	*



Math Data Desegregated

2020 Mathematics Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

Clintondale Community Schools Fall 2021 Avg. RIT Score

School Name	Grade	Math K-12		Reading	
		# Stud	Avg RIT	# Stud	Avg RIT
Charles C McGlennen Elementary	K	44	136	44	136
	1	36	161	36	157
	2	38	166	38	167
	3	25	*	23	*
	4	27	*	28	*
Clintondale High School	5	22	*	24	*
	9	79	211	89	206
	10	61	221	77	213
Clintondale Middle School	11	58	219	66	210
	6	95	198	93	197
	7	125	203	124	198
Rainbow Elementary	8	96	212	97	210
	K	34	142	36	139
	1	42	155	42	153
	2	51	162	50	162
	3	39	178	38	179
Robbie Hall Parker Elementary	4	39	188	41	186
	5	31	192	32	194
	K	61	134	62	134
	1	60	152	60	148
	2	65	162	65	160
	3	49	175	49	174
	4	50	182	51	185
	5	28	*	28	*



McGlennen Data Desegregated

School Name	Reporting Level	Student Group	Math K-12		Reading	
			# Stud	Avg RIT	# Stud	Avg RIT
Charles C McGlennen Elementary	Econ. Disadvantaged	Economically Disadvantaged	110	172	111	171
		Not Economically Disadvantaged	82	159	82	158
	English Learners	English Learners	4	*	3	*
		Not English Learners	188	166	190	165
	Gender	Female	90	166	90	165
		Male	102	167	103	166
	Mode of Instruction	Fully In-Person	174	165	174	163
		Fully Remote	18	*	19	*
	Race or Ethnicity	African-American or Black	89	163	91	164
		Asian	3	*	3	*
		Hispanic or Latino	10	*	10	*
		Two or More Races	22	*	22	*
		White	68	168	67	165
	Special Education	Special Education	34	167	36	165
		Not Special Education	158	166	157	166



Parker Data Desegregated

Robbie Hall Parker Elementary	Econ. Disadvantaged	Economically Disadvantaged	256	164	258	163
		Not Economically Disadvantaged	57	154	57	154
	English Learners	English Learners	2	*	2	*
		Not English Learners	311	163	313	162
	Gender	Female	161	163	162	164
		Male	152	161	153	160
	Mode of Instruction	Fully In-Person	290	161	292	160
		Fully Remote	23	*	23	*
	Race or Ethnicity	African-American or Black	286	162	288	161
		American Indian or Alaska Native	1	*	1	*
		Asian	1	*	1	*
		Hispanic or Latino	3	*	3	*
		Two or More Races	15	*	15	*
		White	7	*	7	*
	Special Education	Special Education	42	164	42	167
		Not Special Education	271	162	273	161



Rainbow Data Desegregated

School Name	Reporting Level	Student Group	Math K-12		Reading	
			# Stud	Avg RIT	# Stud	Avg RIT
Rainbow Elementary	Gender	Male	132	170	133	169
	Mode of Instruction	Fully In-Person	214	168	218	167
		Fully Remote	22	*	21	*
	Race or Ethnicity	African-American or Black	91	166	92	166
		Asian	2	*	2	*
		Hispanic or Latino	14	*	14	*
		Two or More Races	32	178	31	181
		White	97	167	100	166
	Special Education	Special Education	70	166	69	167
		Not Special Education	166	170	170	169

Rainbow Elementary	Econ. Disadvantaged	Economically Disadvantaged	172	169	177	168
		Not Economically Disadvantaged	64	169	62	168
	English Learners	English Learners	19	*	19	*
		Not English Learners	217	169	220	169
	Gender	Female	104	167	106	168



Clintondale Middle Data Desegregated

Clintondale Middle School	Econ. Disadvantaged	Economically Disadvantaged	254	204	251	201
		Not Economically Disadvantaged	64	206	65	204
	English Learners	English Learners	9	*	9	*
		Not English Learners	309	204	307	201
	Gender	Female	136	204	137	204
		Male	182	205	179	200
	Mode of Instruction	Fully In-Person	318	204	316	201
	Race or Ethnicity	African-American or Black	212	200	211	198
		Asian	1	*	1	*
		Hispanic or Latino	12	*	12	*
		Two or More Races	27	*	28	*
		White	66	212	64	208
	Special Education	Special Education	76	190	72	189
		Not Special Education	242	209	244	205



Clintondale High Data Desegregated

Clintondale High School	Econ. Disadvantaged	Economically Disadvantaged	143	215	165	207
		Not Economically Disadvantaged	57	218	68	213
English Learners	English Learners		9	*	10	*
		Not English Learners	191	216	223	209
Gender	Female		101	215	121	211
		Male	99	217	112	207
Mode of Instruction	Fully In-Person		199	216	232	209
		Fully Remote	1	*	1	*
Race or Ethnicity	African-American or Black		126	214	144	208
	American Indian or Alaska Native		1	*	1	*
	Asian		3	*	3	*
	Hispanic or Latino		12	*	13	*
	Two or More Races		10	*	12	*
	White		48	220	60	212
Special Education	Special Education		36	197	45	197
		Not Special Education	164	220	188	212



Progress On Our Goals

- The pandemic has created gaps for our students. We are working to accelerate learning in our classrooms to help bridge those gaps.
- We are honing in on standards-based teaching & learning in our district-provided professional learning.
- Through the PLC (professional learning communities) structure, teams are meeting most Wednesdays with their teams to discuss curriculum and student data and then plan for interventions and instruction.
- Principals are using data and walkthroughs to provide actionable feedback to teachers.
- The Teaching & Learning Department and instructional coaches use NWEA and classroom walkthrough data to support instructional support.



THANK YOU

