

Extended COVID-19 Learning Plan

Version: Strict Adherence to Legislation

Goal Reporting

Required by February 1, 2021 and by End of 20/21 School Year

Insert date: February 1, 2021

Quality Evidence-Based Assessment Practices

The District believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programming. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, the District will continue the use of and professional learning around the use of the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all K-10 students twice: once in the first nine weeks of the school year, once in January and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development around, and commit to the use of, the formative assessment process.

GOAL 1 - The district average achievement percentile will increase in ELA from Fall 2020 to Spring of 2021 as measured by NWEA's Measures of Academic Progress.

- All teachers will use the formative assessment process to support adjustment to instructional plans, to support meaningful student progress towards mastery of the state Reading/ELA standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be regularly discussed and analyzed by staff.
- Students in our cognitively impaired programs, who NWEA is not appropriate for, will be assessed using alternate benchmark assessments directly from their curricular resources.

Interim benchmark for Goal 1:

An interim benchmark has been established to monitor progress towards achievement of Goal 1. In February, the district average achievement percentile will increase by 1% in ELA from Fall 2020 to Winter of 2021 as measured by NWEA's Measures of Academic Progress.

GOAL 2 - The district average achievement percentile will increase in mathematics from Fall 2020 to Spring of 2021 as measured by NWEA's Measures of Academic Progress.

- All teachers will use the formative assessment process to support adjustment to instructional plans and to support meaningful student progress towards mastery of the state mathematics standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be regularly discussed and analyzed by staff.
- Students in our cognitively impaired programs, who NWEA is not appropriate for, will be assessed using alternate benchmark assessments directly from their curricular resources.

Interim Benchmark for Goal 2:

An interim benchmark has been established to monitor progress towards achievement of Goal 2. In February, the district average achievement percentile will increase by 1% in Mathematics from Fall 2020 to Winter of 2021 as measured by NWEA's Measures of Academic Progress.

Current Status of Mid Year Assessments

Our administration timeline has been negatively impacted by the COVID-19 pandemic. It is anticipated that the mid-year administration of the NWEA will be completed by February 5, 2021. The data table will be revised to reflect student performance at that time. In the meantime, please note the following generalizations have been noted through the use of ongoing, formative assessments across multiple contexts:

- In grades K-7 those students at or above grade level norms on the mathematics portion of NWEA MAP decreased
- In grades 3-8 (except 5th grade) those students at or above grade level norms on the ELA portion of NWEA MAP decreased
- Students in grades 1st through 8th grew an average of 4.06 points in mathematics from Fall 2020 to Winter 2021
- Students in grades 3rd through 8th grew an average of 2.66 points in reading from Fall 2020 to Winter 2021

Achievement or Growth on Benchmark Assessment

Reporting Category	By February 1		Before End of Year	
	Reading	Math	Reading	Math
All Students				
Econ. Disadvantaged				
Special Education				
English Learner				