WATERFORD SCHOOL DISTRICT

Extended Continuity of Learning Final Report Including NWEA Scores

Teaching and Learning Services

Purpose:

ESSER funds as well as supporting grant funds were issued with the purpose of helping districts move through the COVID-19 Pandemic and providing additional support for student interventions post COVID.

Given that most of these funds were not subject to the rules of supplanting, Waterford has maximized those funds to increase supports while saving other sources of funding, such as 31a. This will allow us to continue to provide supports through the unused funding beyond the expiration of ESSER funds.

This additional funding has helped to support teaching and learning by:

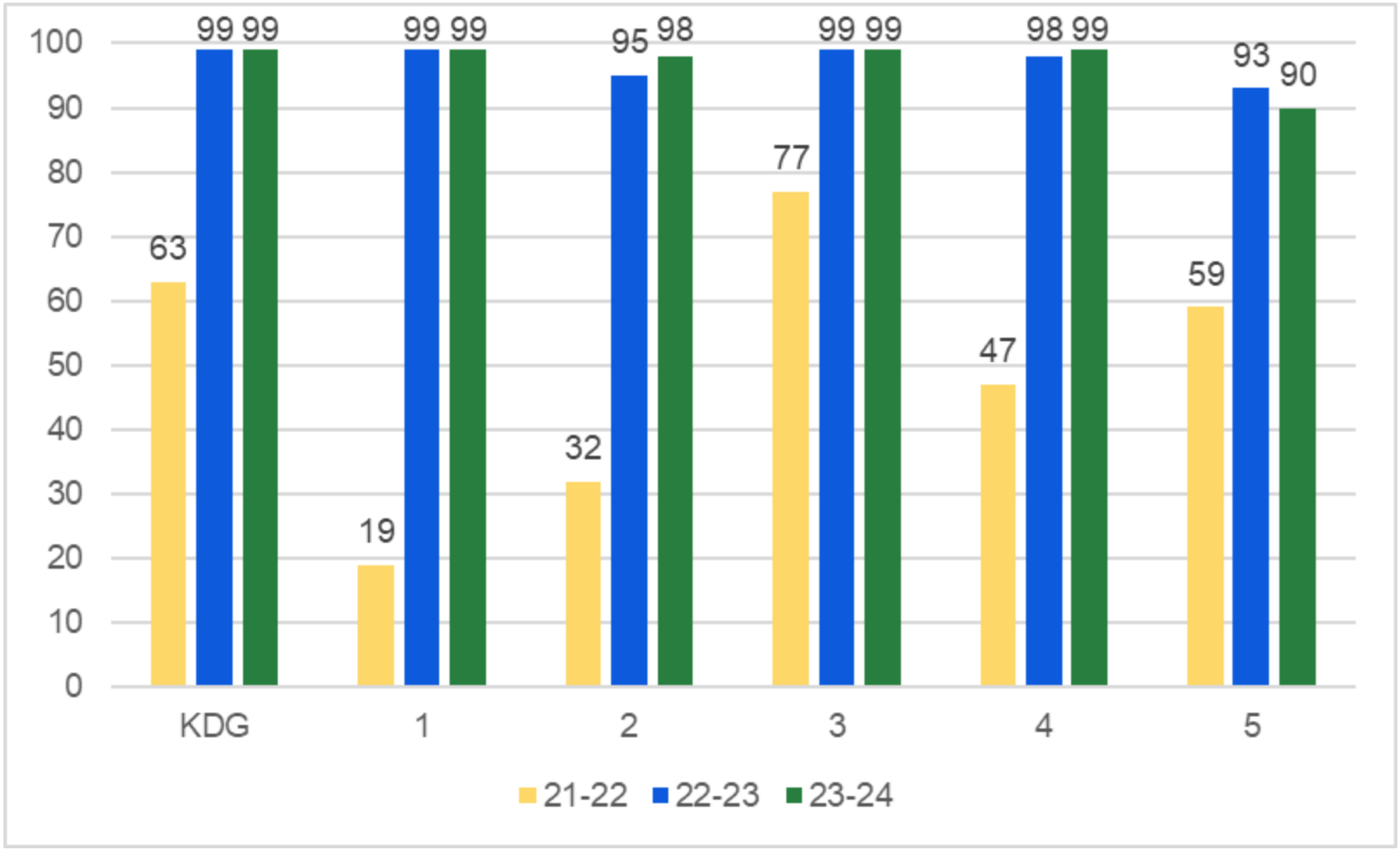
- supporting the implementation of extended day learning at all levels.
- supporting the enhancement and extension of summer programming at all levels.
- purchasing, providing professional learning and implementing new math programs at all levels.
- purchasing, providing professional learning and implementing new literacy programs at all levels.
- purchasing, providing professional learning and implementing support platforms such as Lexia, Amira, Lexia PowerUp and Dreambox K-8.
- purchasing, providing professional learning and implementing new science materials at all levels.
- purchasing, providing professional learning and expanding our social studies programs.
- training in, and implementation of, problem based learning.
- supporting the 1 to 1 initiative through purchase of additional Chromebooks.
- participating in equity work.

Conditional Growth Percentiles

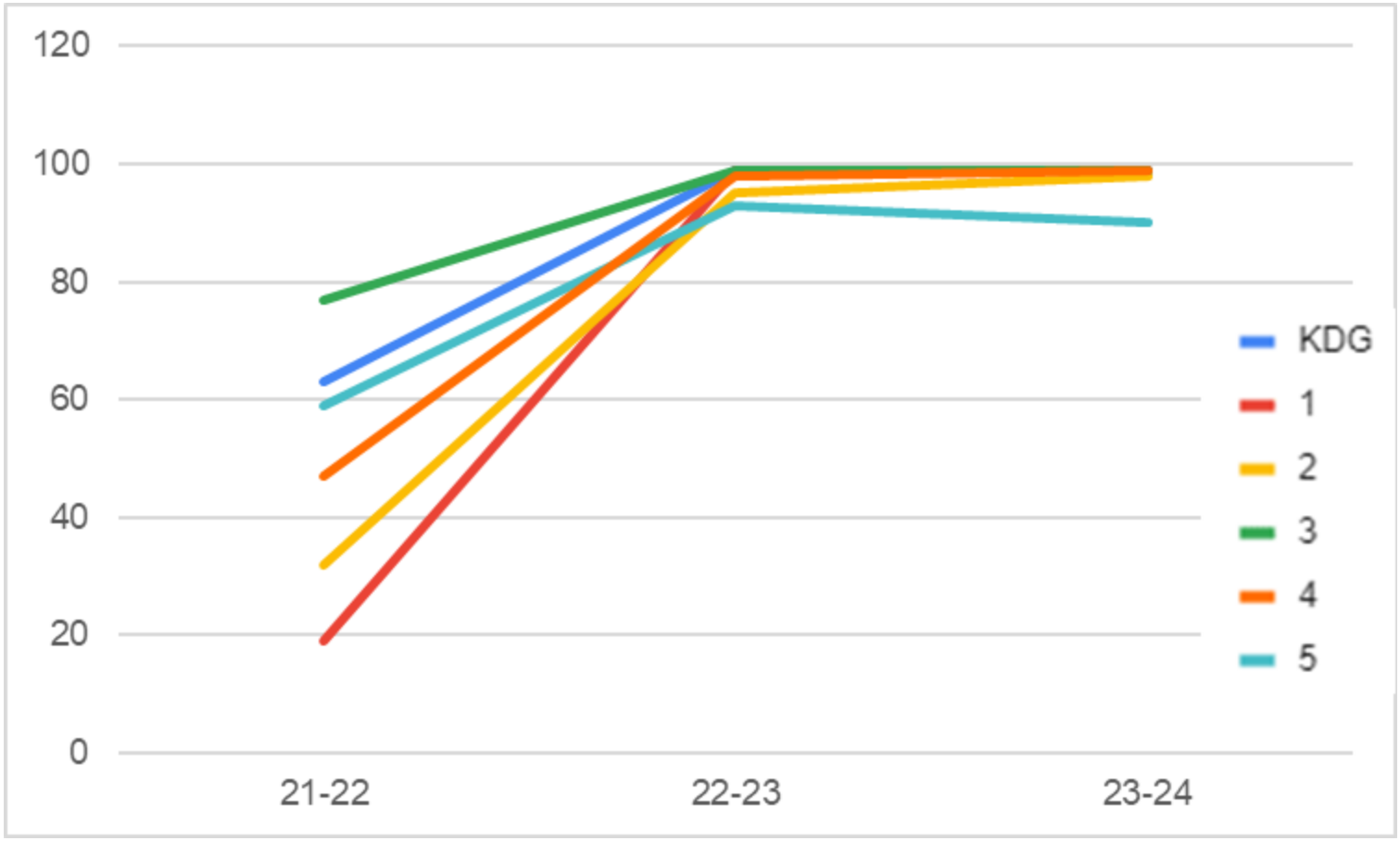
The conditional growth percentile, or CGP, is a district's/school's/student's percentile rank for growth using comparison groups across the nation. Students are similar with regard to starting achievement level, grade, subject area, and number of instructional weeks between test events. A student who demonstrated growth equivalent to that of similar students (that is, equal to the student growth norms) will have a CGP of 50. Growth greater than the norm would result in a percentile rank higher than the 50th percentile, and growth less than the norm would result in a percentile rank lower than the 50th percentile. CGPs range from the 1st to 99th percentile.

WATERFORD SCHOOL DISTRICT

District Conditional Growth Percentile Trends in Reading by Grade



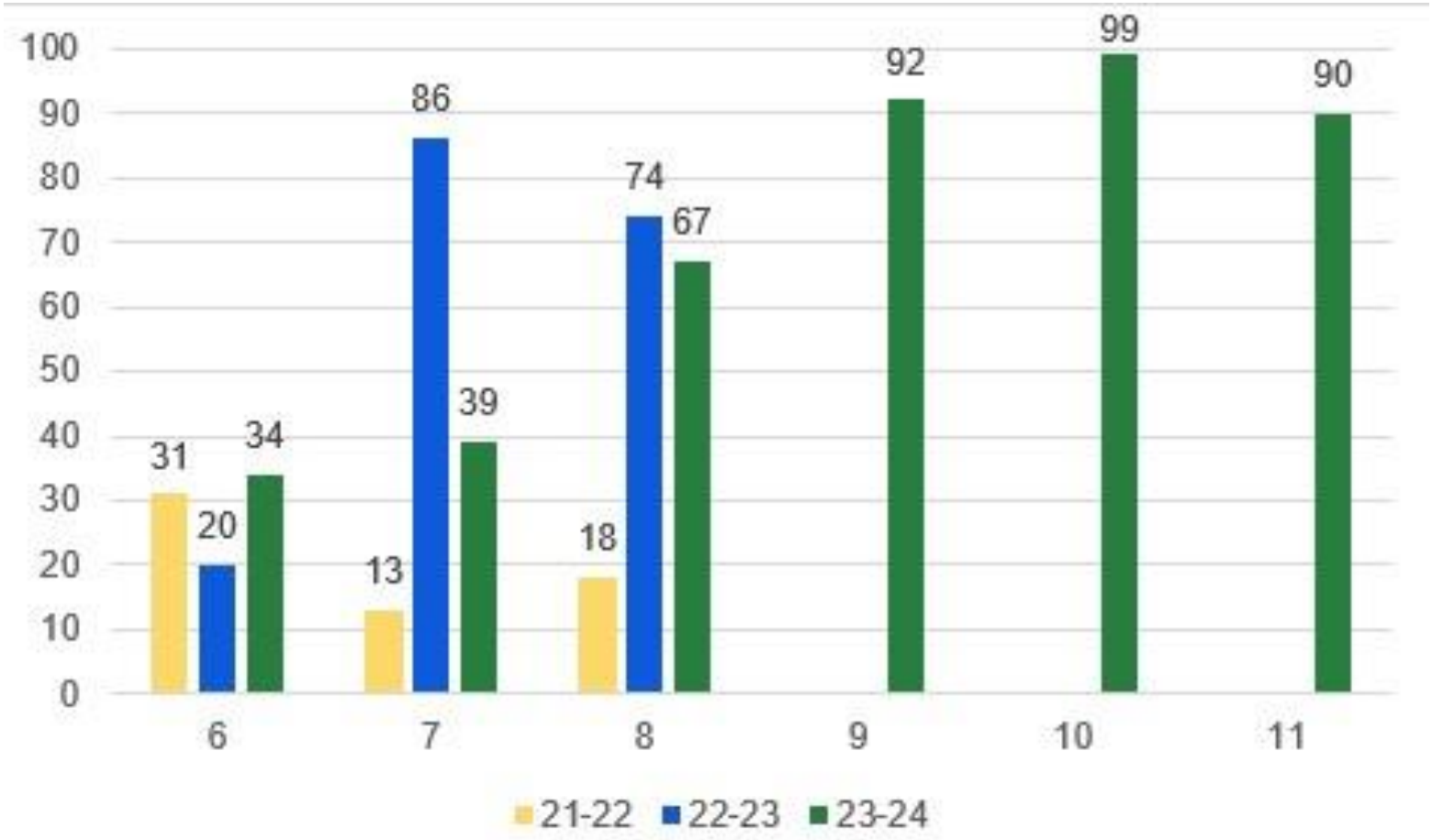
District Conditional Growth Percentile Trends in Reading by Grade



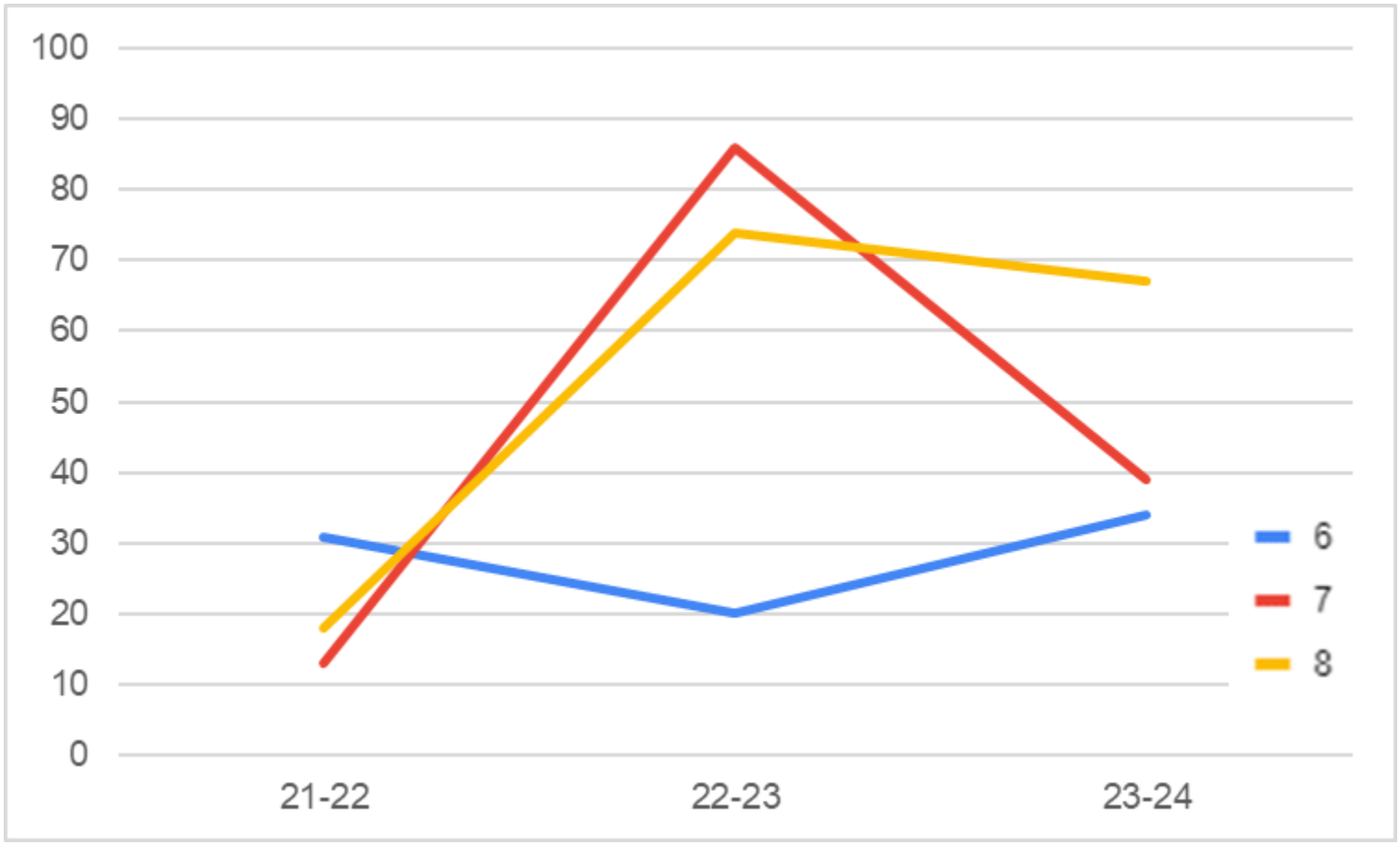
Lexia Impact

Schools	% Started Year In or Above GLM	% Currently In or Above GLM
Beaumont	20%	63%
Cooley	32%	66%
Donelson	17%	49%
Grayson	20%	53%
Haviland	29%	60%
Houghton	23%	63%
Knudsen	23%	65%
Riverside	14%	58%
Schoolcraft	23%	60%
District	23%	60%

District Conditional Growth Percentile Trends in Reading by Grade



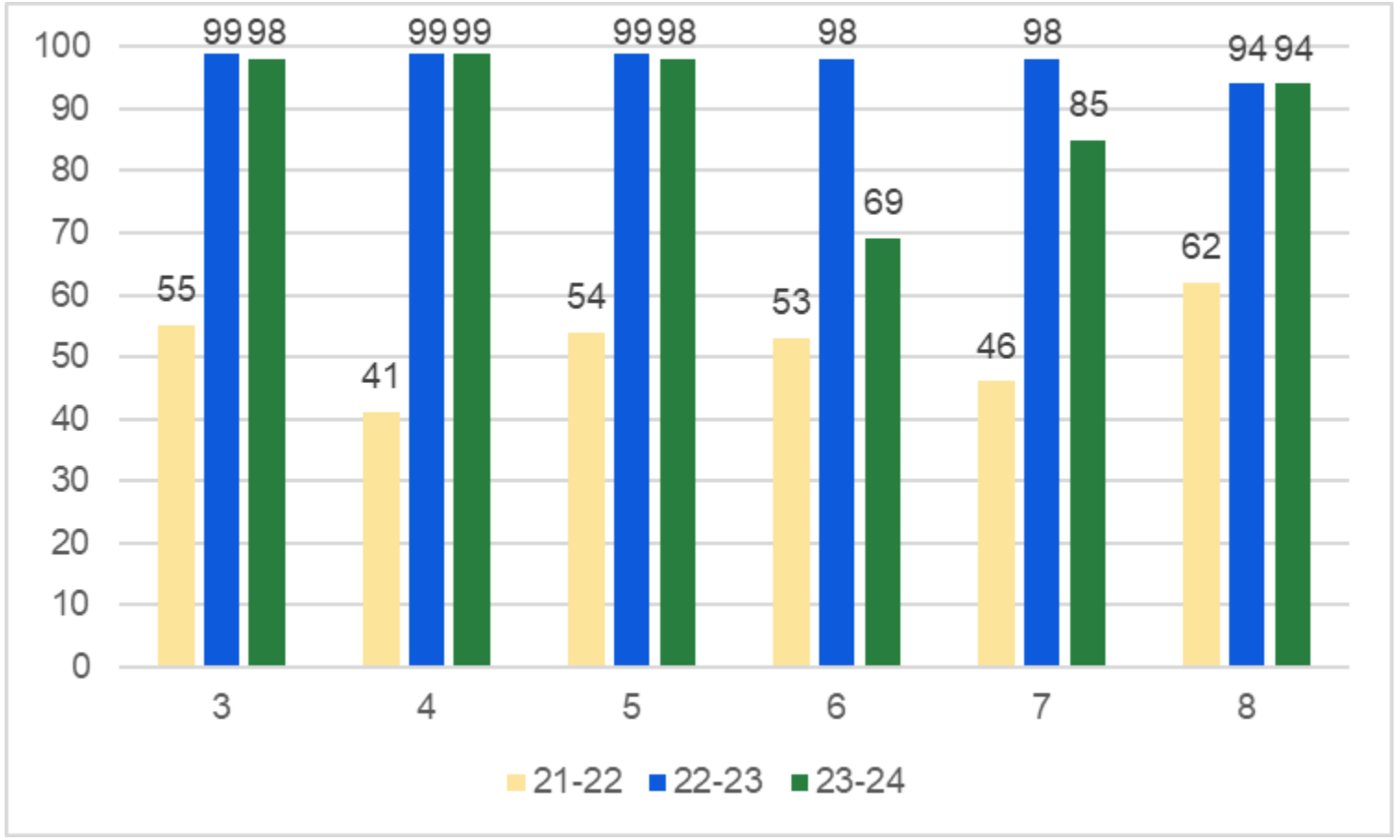
District Conditional Growth Percentile Trends in Reading by Grade



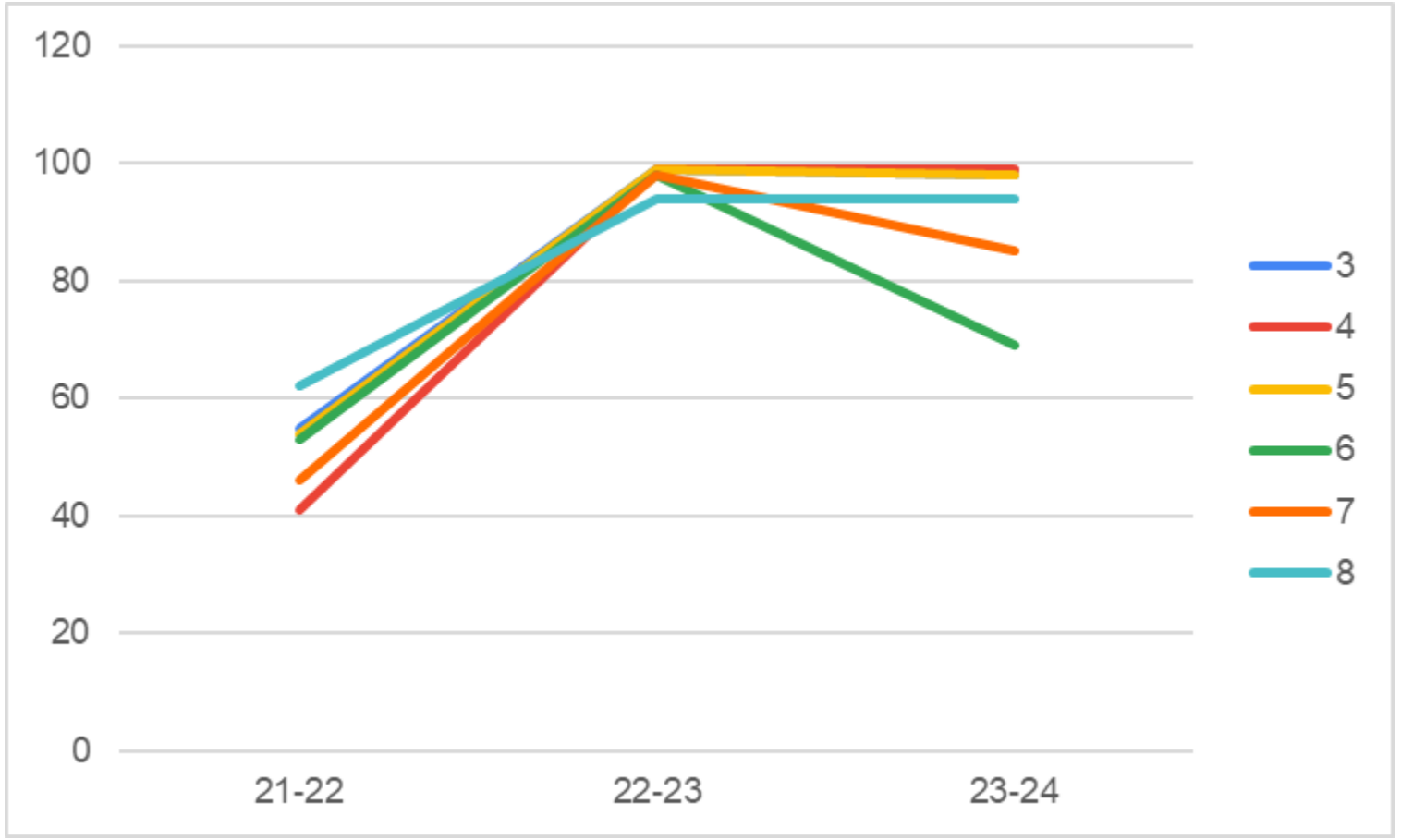
Lexia PowerUp Impact

School	Grade	Word Study			Grammar			Comprehension		
		Started Year Intermediate or Advanced	Currently Intermediate or Advanced	Increase Intermediate or Advanced	Started Year Intermediate or Advanced	Currently Intermediate or Advanced	Increase Intermediate or Advanced	Started Year Intermediate or Advanced	Currently Intermediate or Advanced	Increase Intermediate or Advanced
Mason	All	**35.0%**	**62.0%**	**27.0%**	**47.0%**	**57.0%**	**10.0%**	**55.0%**	**82.0%**	**27.0%**
Pierce	All	**49.0%**	**85.0%**	**36.0%**	**53.0%**	**82.0%**	**29.0%**	**65.0%**	**93.0%**	**28.0%**
District		**43.0%**	**73.5%**	**30.5%**	**49.0%**	**69.5%**	**20.5%**	**61.0%**	**87.5%**	**26.5%**

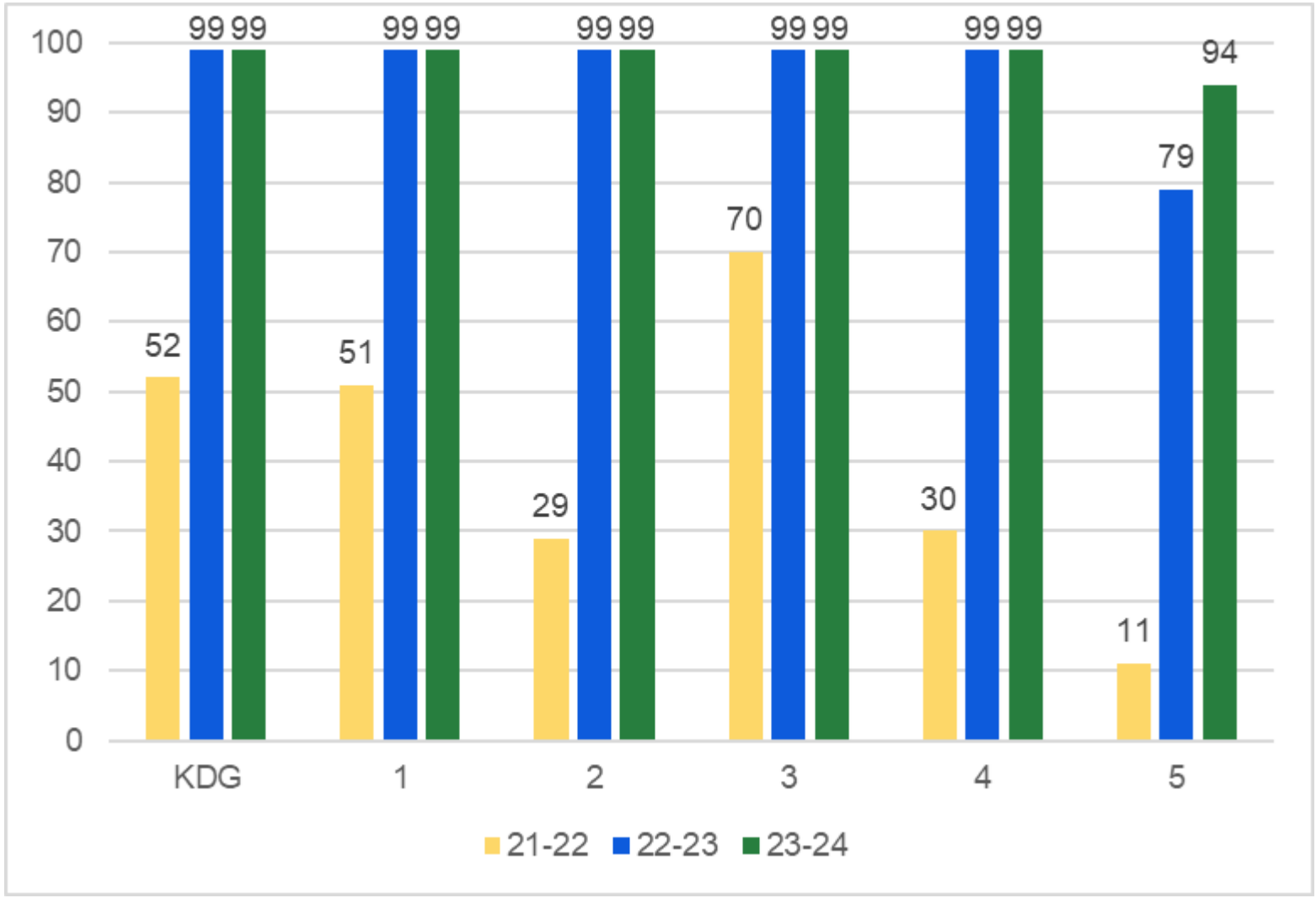
District Conditional Growth Percentile Trends in Language Usage by Grade



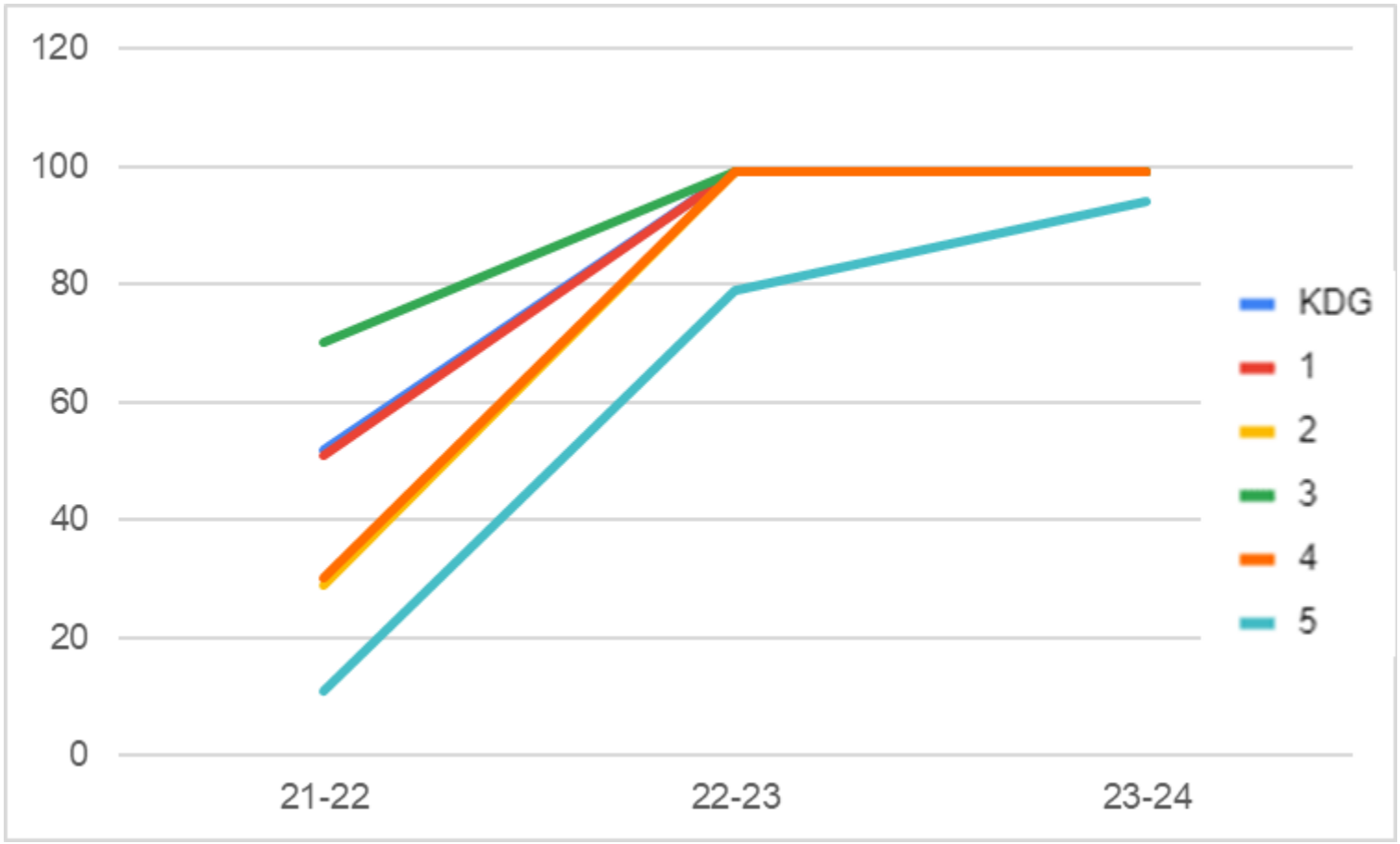
District Conditional Growth Percentile Trends in Language Usage by Grade



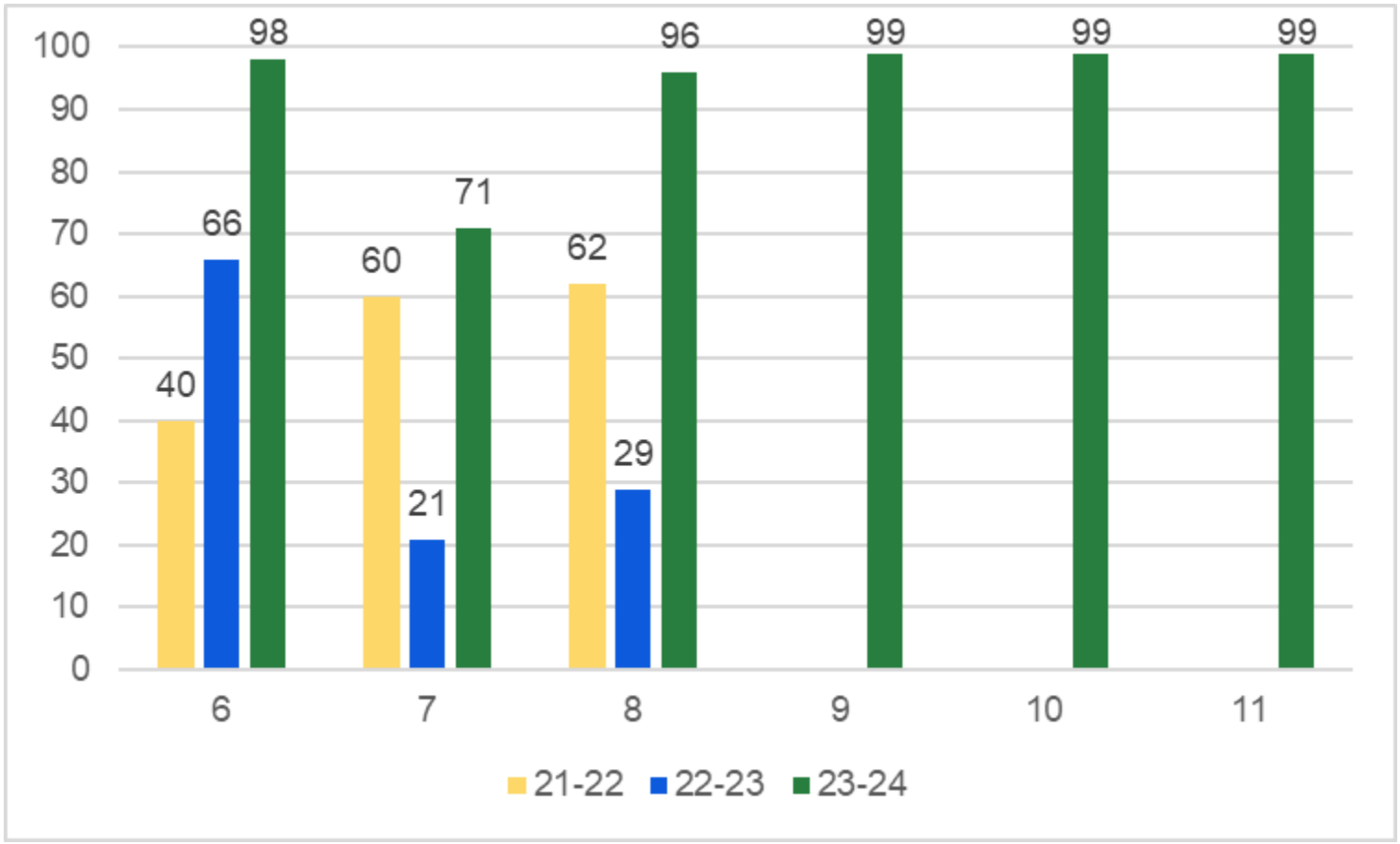
District Conditional Growth Percentile Trends in Math by Grade



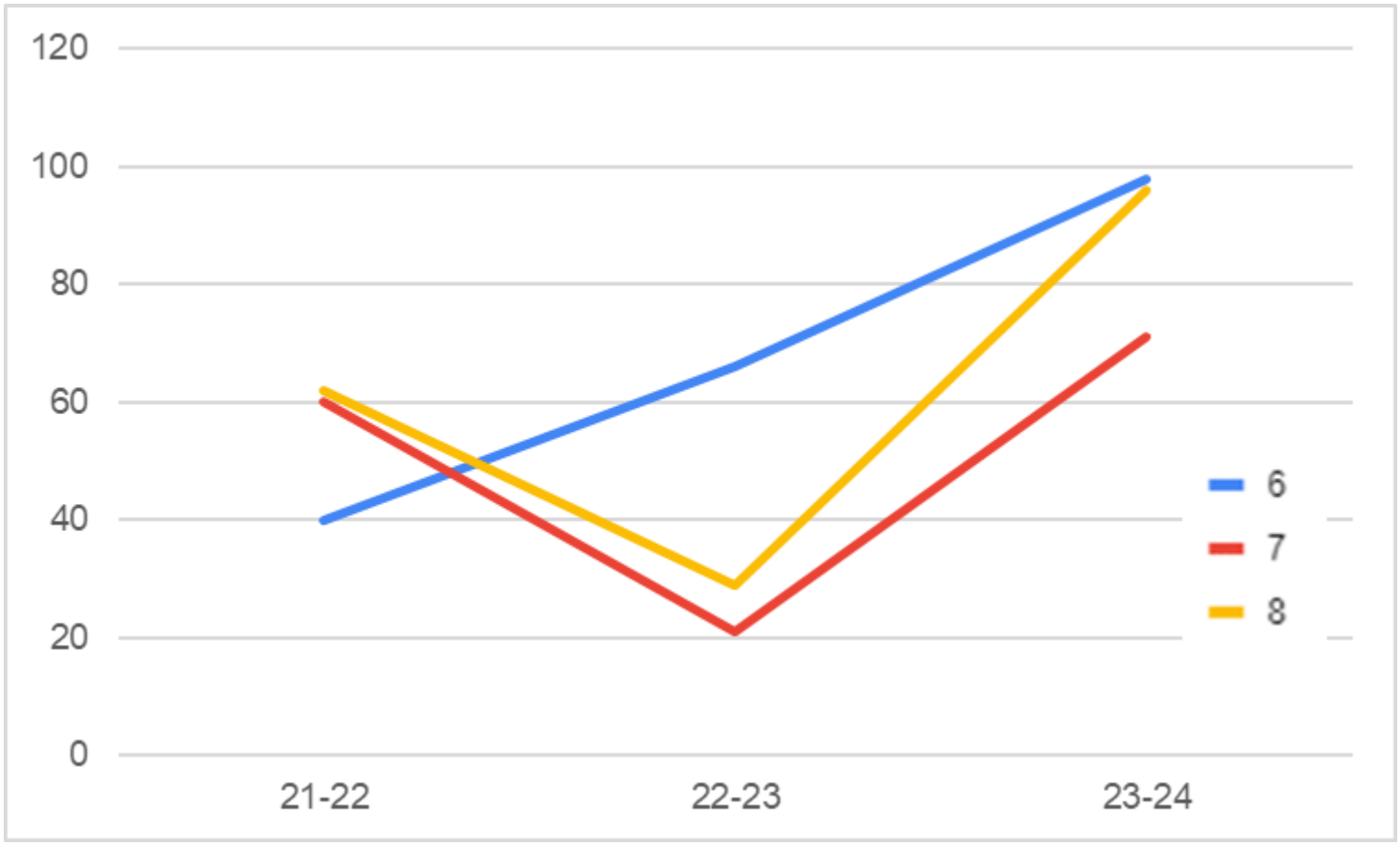
District Conditional Growth Percentile Trends in Math by Grade



District Conditional Growth Percentile Trends in Math by Grade



District Conditional Growth Percentile Trends in Math by Grade



Dreambox Impact as of February 29, 2024

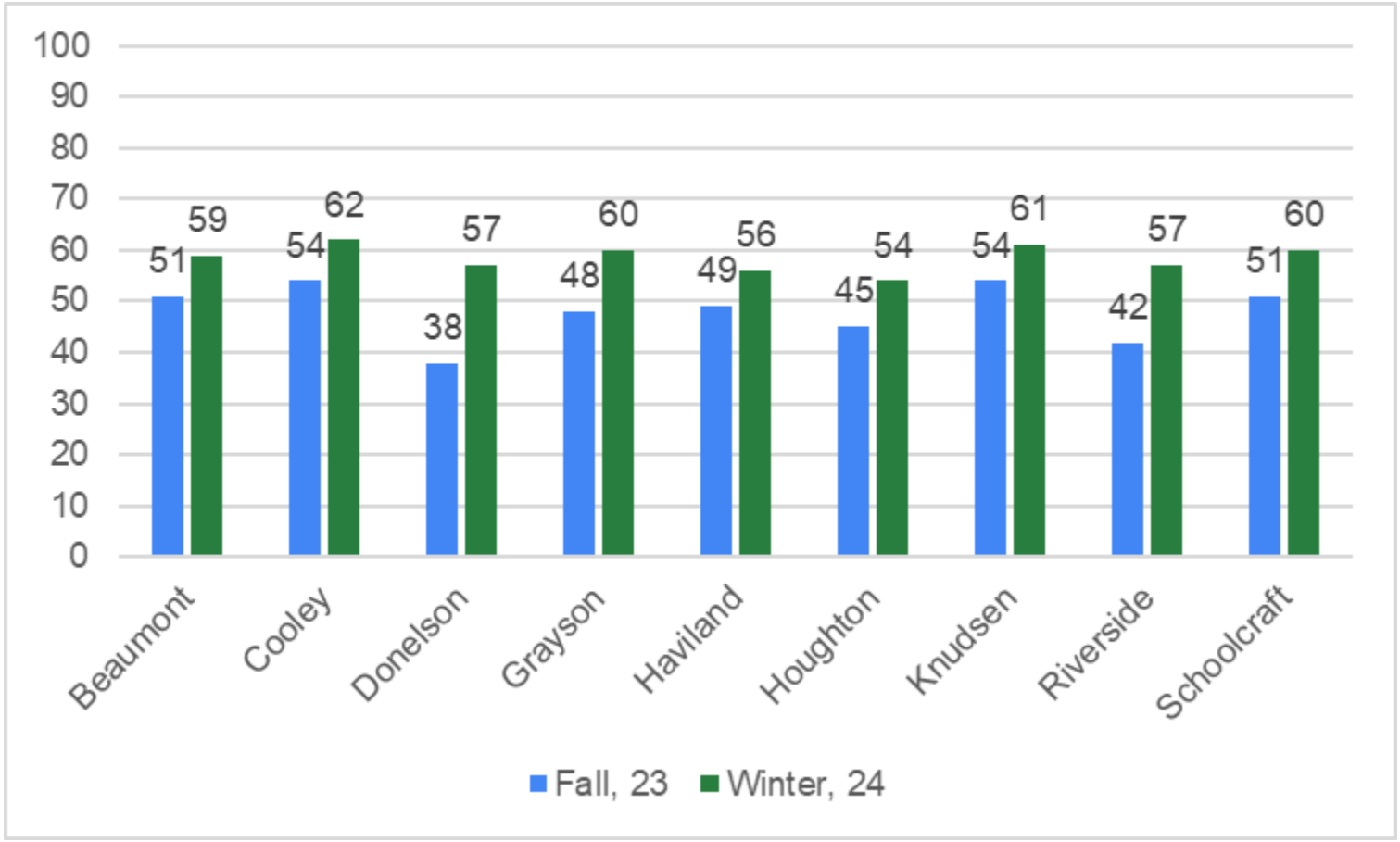
School	Overall Growth in Grade Levels
Beaumont	1
Cooley	1.1
Donelson	0.9
Grayson	0.8
Haviland	0.8
Houghton	0.9
Knudsen	0.8
Mason	0.6
Pierce	0.6
Riverside	0.8
Schoolcraft	0.9
District	0.84

Median Achievement Percentiles

In order to determine student median achievement scores, schools are compared across the nation to determine how well students did in achievement against the norm. Each student is assigned a percentile. Those percentiles are ranked highest to lowest, and the median is the middle score. This was done in fall and again in winter to determine the change in median percentile, indicating that scores increased as the median increased. The following information is new from NWEA and gives us a better gauge of student achievement.

WATERFORD SCHOOL DISTRICT

Median Reading Achievement Percentile by School



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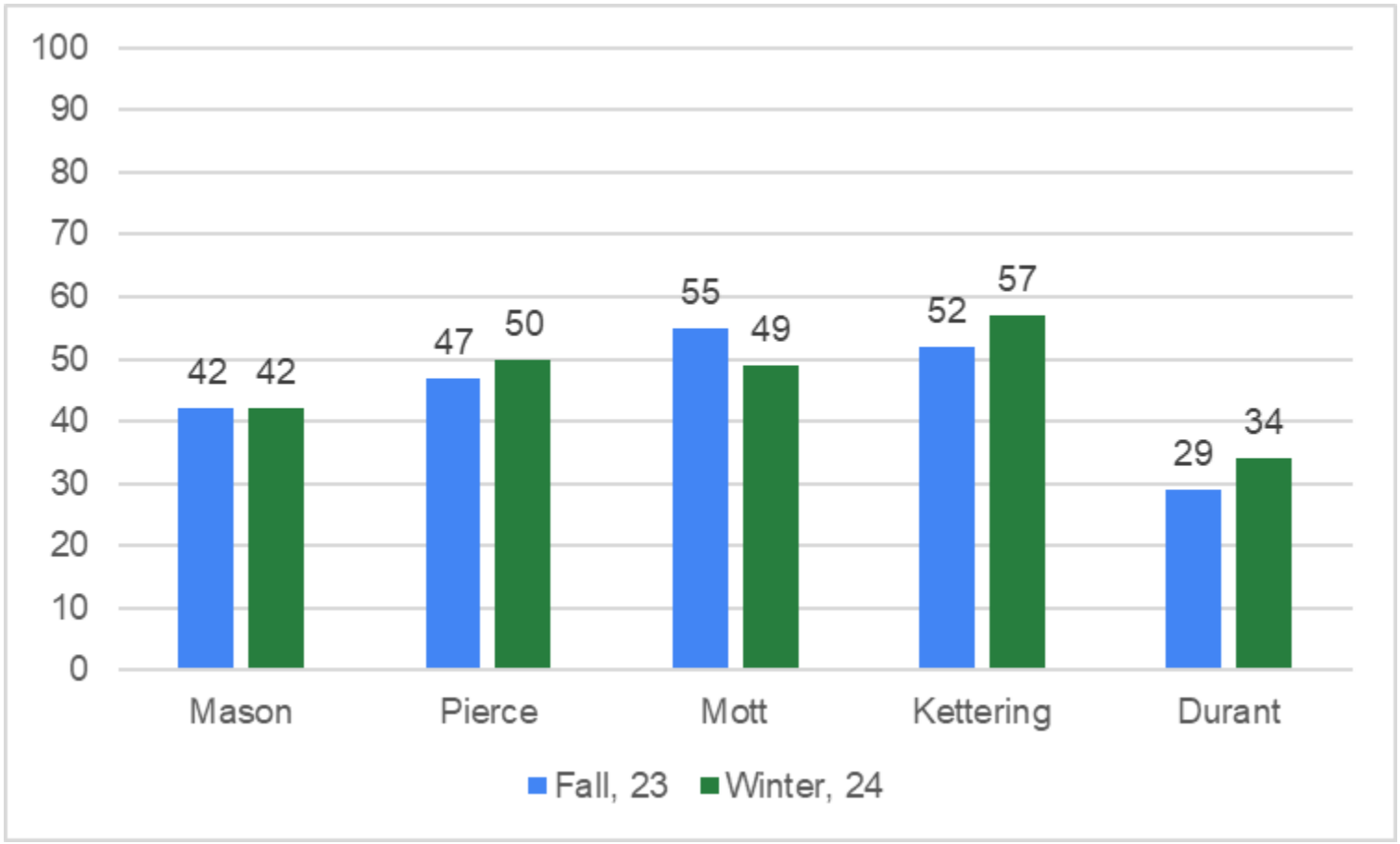
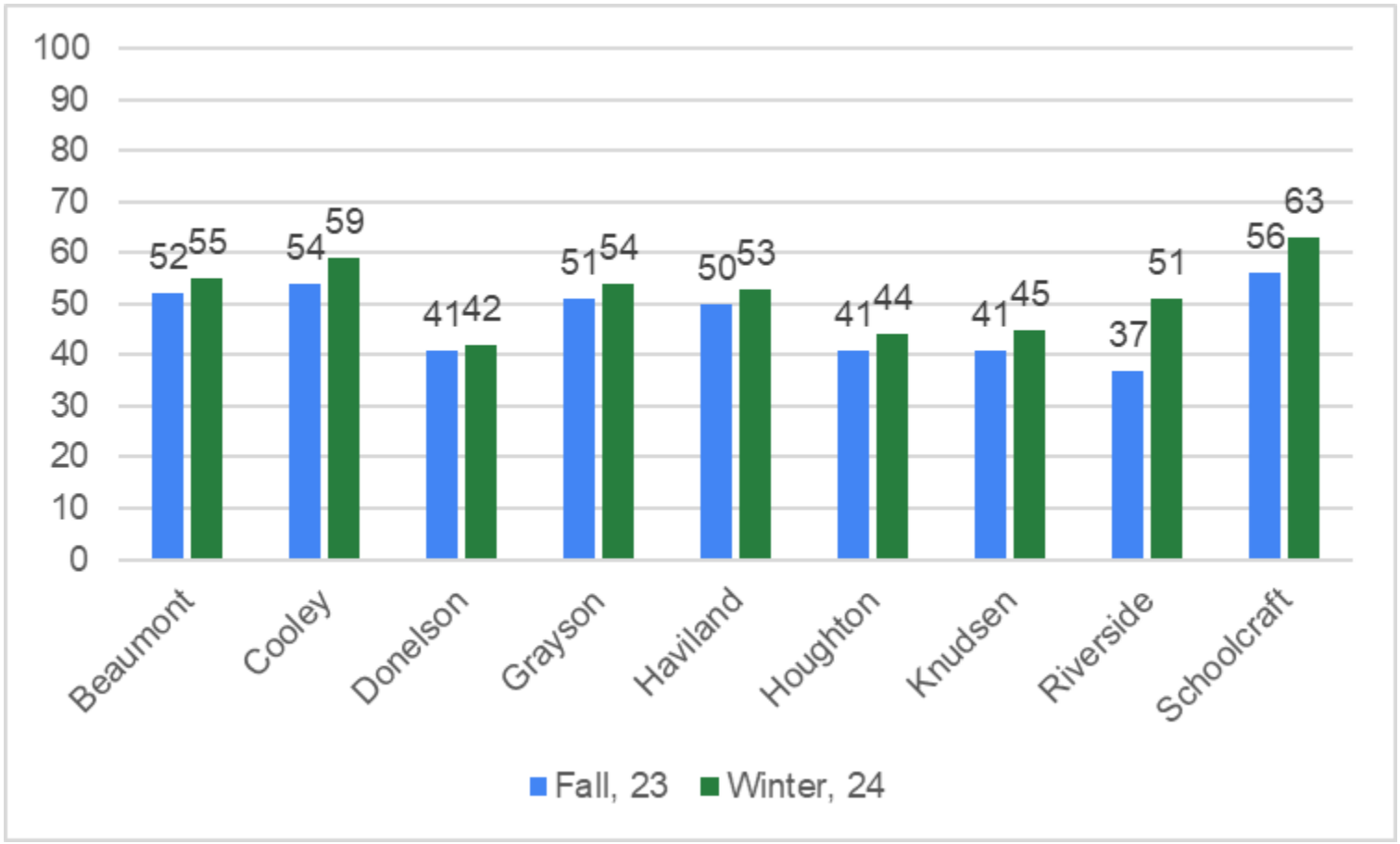
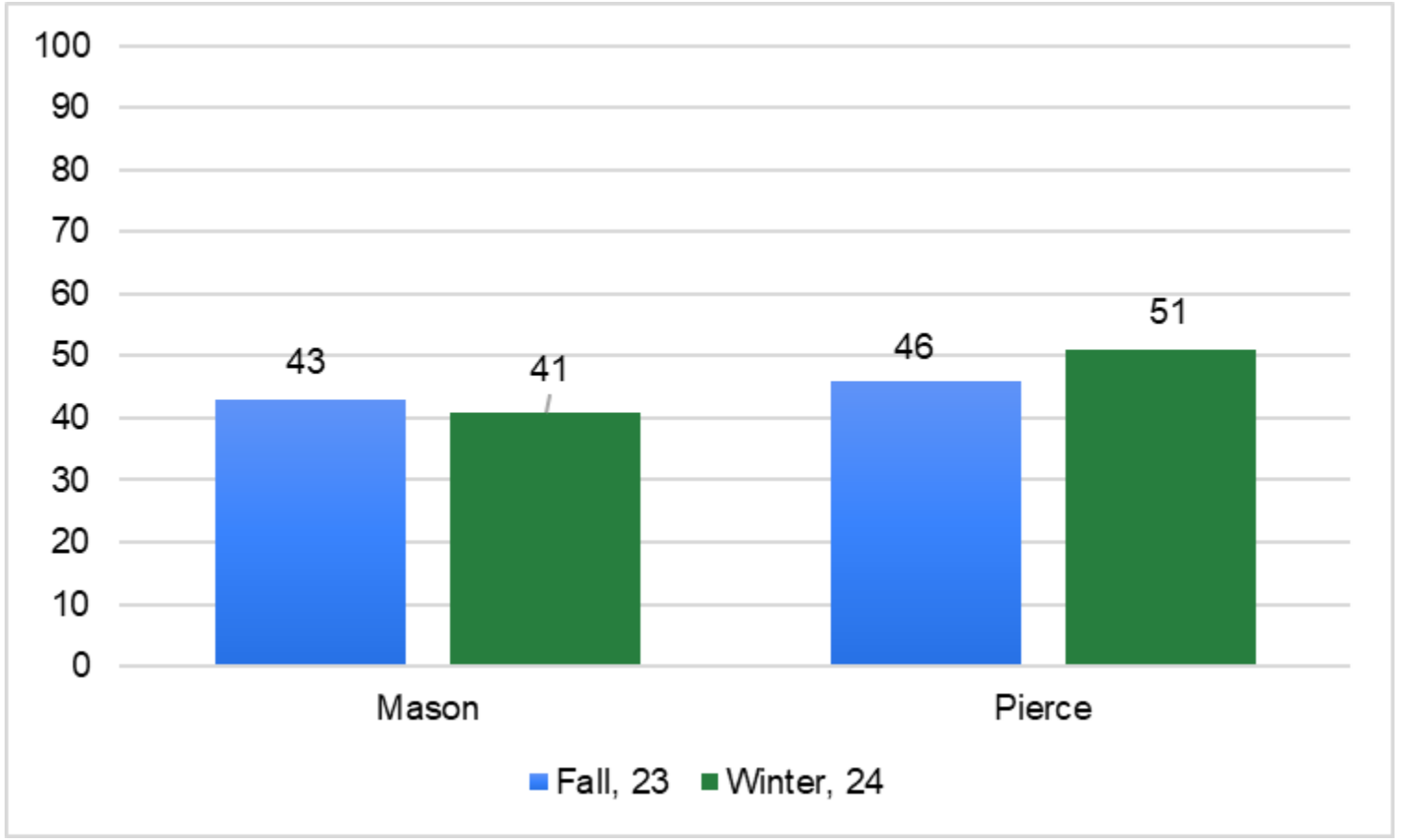


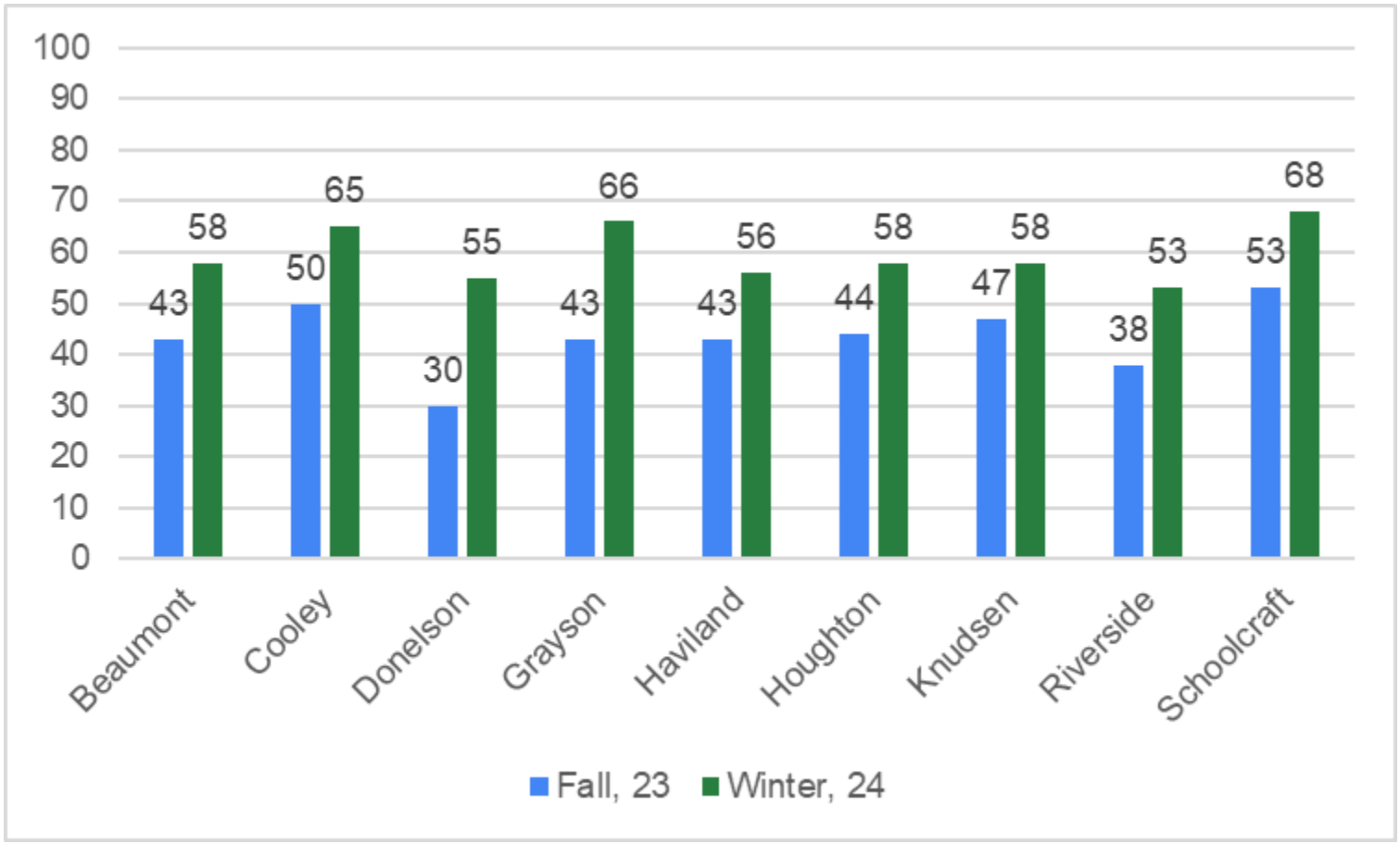
Median Language Usage Percentile by School



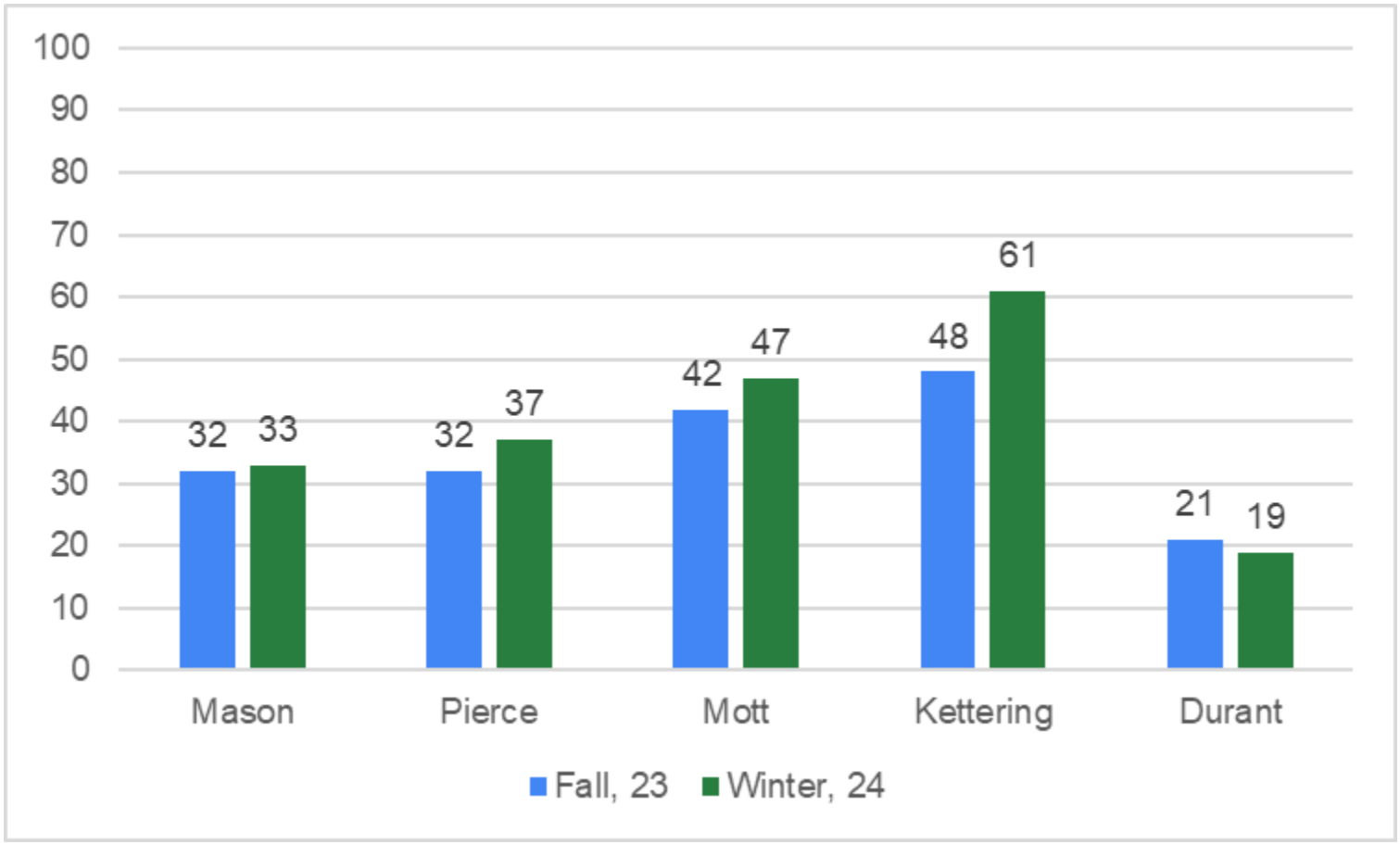
Median Language Usage Percentile by School



Median Math Achievement Percentile by School

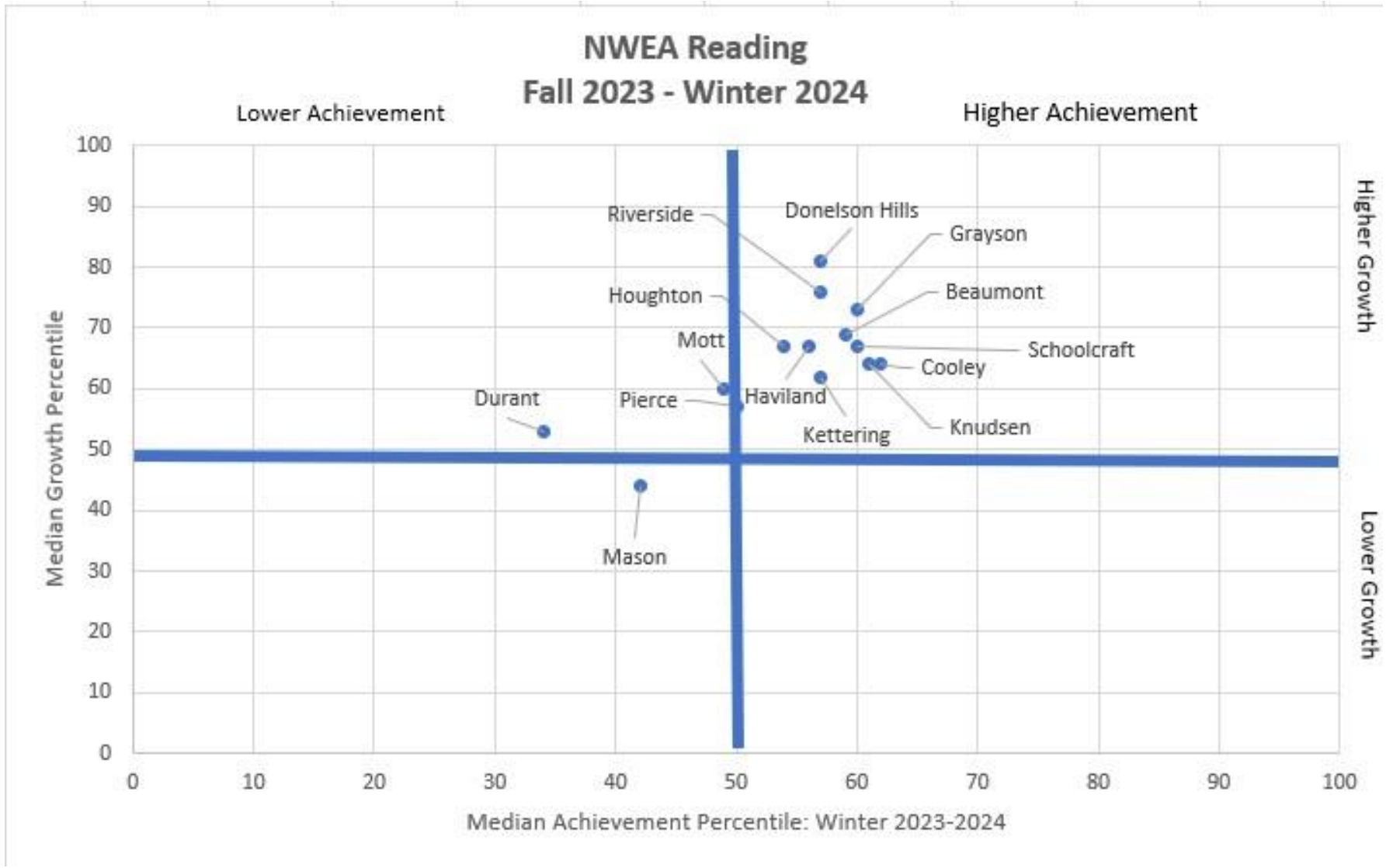


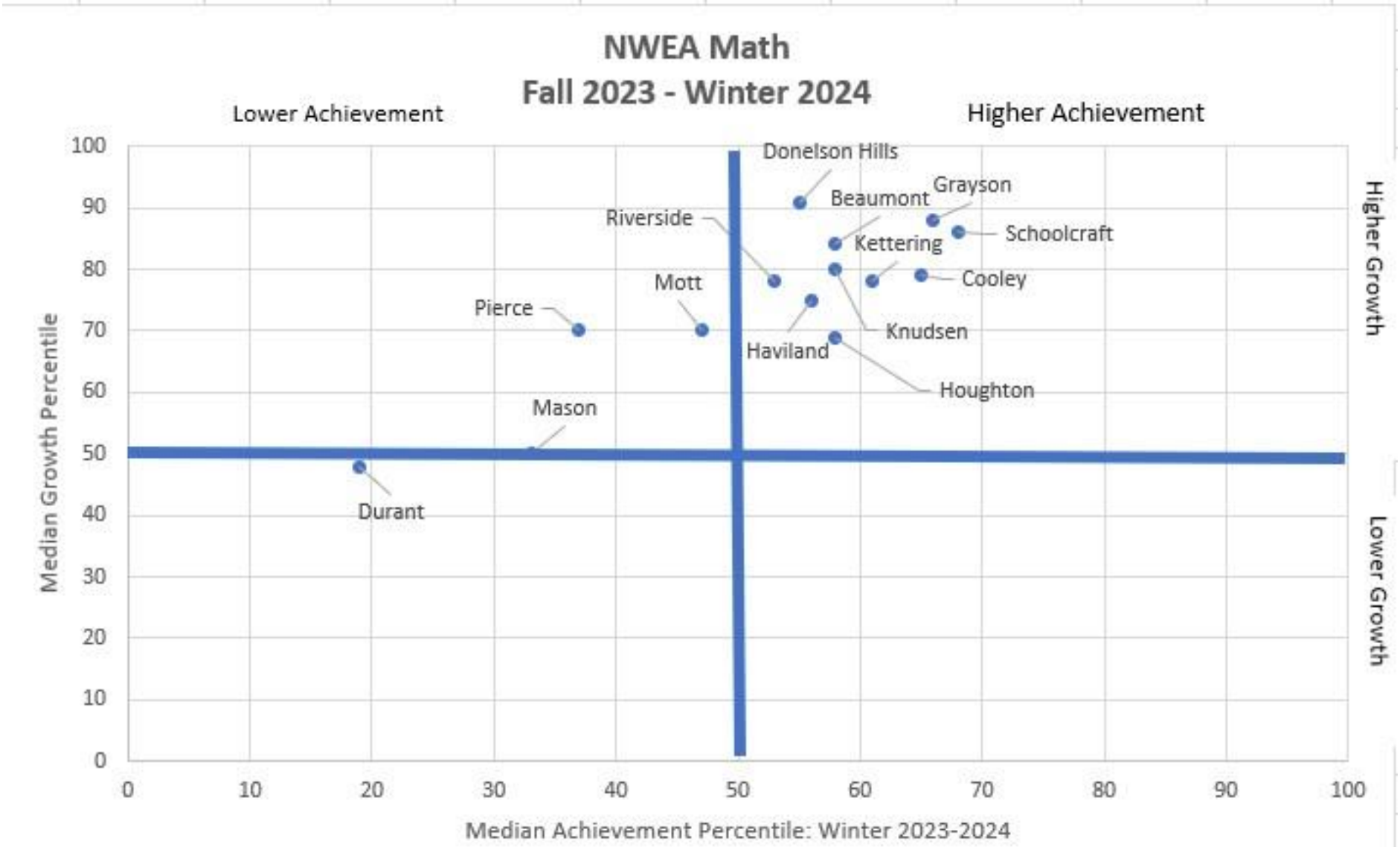
Median Math Achievement Percentile by School



Quadrant Charts

Quadrant data ranks schools/students by growth as compared to achievement. The following data plots growth and achievement from Fall, 2023 to Winter, 2024. The four quadrants signify the amount of growth and achievement for each school in that time period.


NWEA Reading
Fall 2023 - Winter 2024
Lower Achievement
Higher Achievement
Higher Growth
Lower Growth
Median Growth Percentile
Median Achievement Percentile: Winter 2023-2024
Riverside
Donelson Hills
Grayson
Houghton
Beaumont
Mott
Schoolcraft
Cooley
Durant
Pierce
Haviland
Kettering
Knudsen
Mason
0
10
20
30
40
50
60
70
80
90
100


NWEA Math
Fall 2023 - Winter 2024
Lower Achievement
Higher Achievement
Higher Growth
Lower Growth
Median Growth Percentile
Median Achievement Percentile: Winter 2023-2024
Donelson Hills
Beaumont
Grayson
Riverside
Schoolcraft
Kettering
Cooley
Mott
Pierce
Knudsen
Haviland
Houghton
Mason
Durant
0
10
20
30
40
50
60
70
80
90
100

How do we know that the initiatives financed through ESSER funds are having an impact?

- At the onset of COVID, we determined that NWEA would be our benchmark assessment.
- The NWEA scores demonstrate that we have made consistent progress and are meeting our goal of increasing our conditional growth percentile.
- Students who have been engaged with the new curriculum for longer periods have shown more growth and achievement.
- Students who have been engaged with the platforms longer have shown stronger growth and achievement.