

Assessment and Recovery Plan

April 2021 Update

The pandemic had a significant impact on the progress for students in math and reading during the end of the 2019-2020 school year and through the entire 2020-2021 school year. We have documented some lags in achievement in all grades with the largest gaps in achievement coming in grades K-2. This recovery plan is focused on math and reading. We also recognize there are lags in other important skills. While we acknowledge the fact that lags in achievement have occurred in all areas, we will focus our limited time and resources on math and reading which are foundational skills to all other areas.

Assessment plan:

- District Common Assessment, Edulastic Assessments, pre-formative, formative and summative:
 - These assessments are our criterion referenced tests. These are our way of seeing if students understand the standards we are teaching. Some are designed to get a gauge on how they are progressing, like the formative and pretests. Others are at the end of the unit to determine if the student finally learned the desired standards. All of these assessments inform instruction and help teachers make adjustments to help students move forward. Edulastic is our newest platform to give common assessments. We are expanding the use of Edulastic as we load more assessments into that system. We will devote extensive time this summer to putting more assessments in Edulastic.
- GLA Practice Forms (MO LEAP)
 - These are state created assessments designed to give us a clear look at how students are doing based on the state standards. While these are mostly criterion referenced, there are some norm referenced components as well. For the most part though, these assessments are checking our students' progress toward a set of standards. We have found these assessments to be less than useful. The main reason is that they do not have a strong reporting element to them leaving us with data that does not give much direction.
- STAR Reading
 - This is our one true norm referenced test. It gives us a good look at the reading level for our students compared to other students across the country.
 - We normally would also give the STAR Math assessment. We have decided that our testing time is precious and we will get better data with the district common assessments next year.
 - We plan to extend an RFP for a replacement for STAR during the 2021-2022 school year to be implemented during the 2022-2023 school year..

Recovery Plan:

- Expand SLA in June and July

- o Detail
 - Summer Learning Academy has expanded this year to include 1st-8th grades, and we have invited over 1,800 students identified based on teacher recommendation and performance on district assessments. Smaller class sizes with differentiated instruction will help these students to improve skills in reading (phonemic/phonological awareness, decoding, fluency, and comprehension) and math (conceptual understanding, problem solving, and skill application). Intervention programs we are using include Heggarty, PALS, and Rewards for reading; for math we are using Bridges and Transitions to Algebra.
 - In the past, we have seen good growth for students in Summer Learning Academy. In reading, students improved in phonics and fluency as measured with Wonders. In math, students used Bridges and showed substantial progress through the SLA session moving an average of 1.5 modules.
- o Cost
 - DESE covers the expenses of summer school.
- o Progress
 - We are scheduled to hold the additional SLA sessions. We are currently starting the process of finding staff to teach.
- Retention for K-2 if they did not attend regularly this school year.
 - o Detail
 - Research is very clear that retention is generally not beneficial and even harmful for students. However, the research focuses on retention of older students and does not address targeted retention of students in K-2. We believe there is some benefit for students to be retained in these grades when they miss a substantial part of the year and when their parents partner with us in that decision. Our main concern is making sure their foundational math and reading skills are in place so they can successfully move on to the next grade.
 - o Cost
 - There is no cost for this intervention.
 - o Progress
 - We have identified all of the students who attended less than 20% in grades K-2. We will contact parents and build a plan that may include retention for these students.
- Virtual tutoring through this year.

- o Detail
 - We are already holding tutoring sessions virtually and in person for secondary students. We will continue this through the end of the year.
- o Cost
 - There is no additional expense.
- o Progress
 - These tutoring sessions are helpful for students.
- Return math and reading specialists to the classroom next year and increase staffing to help them serve more students.
 - o Detail
 - 18 Math and Reading Specialists are currently teaching regular classes to help reduce our class sizes. If we are back in person with no class size restrictions in the fall then we will return all of the Specialists to their normal duties. We will also return 20 Reading IAs due to the increased volume of lagging reading students. We will add five supplemental math teachers to work with our specialists to help our lagging math students. We will receive a grant from Kauffman for \$50,000 to add a Reading Specialist at Eastwood Hills Elementary. We will need to add \$20,000 of recovery money to cover the entire salary. EWH has our most urgent reading need.
 - o Cost
 - \$600,000 to add 20 Reading IAs
 - \$20,000 to cover the portion of an additional EWH Reading Specialist not covered by the Kauffman Individual Schools Grant.
 - \$300,000 to add 5 Math Specialists
 - o Progress
 - The Specialist positions have been posted. We will post the IA positions soon. These have been included in the budget.
- Realigning the instruction to reflect where students are
 - o Detail
 - While we always work to match instruction with student readiness levels, COVID requires a particular level of instructional adjustment. We have evaluated the assessments and our pacing and have reprioritized the remaining standards to be taught this year. We are days to weeks behind in many classes. The

examination of the remaining standards will assure that we are able to properly teach the most important concepts left this year.

- o Cost
 - District coordinators worked with building coordinators and teachers to make adjustments to the second semester pacing guides and prioritized standards. No additional expenses were incurred. We will do the same this summer for the 2021-2022 school year. This is a normal activity for us every summer and we plan to use the same budgeted money as in years past.
- o Progress
 - This has been completed
- Have students in school for 173 days. They will attend 169 days this year.
 - o Detail
 - We are able to reduce the number of days students attend because the DESE attendance requirement moved from days to hours. We propose that students still attend for 173 days even if they meet the hour requirement in less days.
 - o Cost
 - There is no cost to the district.
 - o Progress
 - The calendar has been adjusted to 173 days.