Identifying Students with Learning Loss: Beginning Questions

Metro Bureau "Breakfast and Learn"
April 28, 2021; 8:30-10am

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Analytics that inspire student success.™

Questions regarding learning loss . . .

Learner Outcomes

1. Identify the assessment and measure you will use to determine learning loss

2. Determine the grade levels and content area you will examine

3. Identify your target populations (gender, ethnicity, special education, English language learner, etc.)

4. Define "learning loss" in your district

5. Identify the next steps

Identify the assessment and measure you will use to determine learning loss

Assessment Vendors

*Curriculum Associates i-Ready

*NWEA MAP

*Renaissance STAR

*College Board PSAT/SAT

Types of Measures

Met Proficiency

Percentile

Performance

Score

Achievement Quintile

Growth Quintile

* Built into Eidex Prism

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Other Assessments Which Can be Used*

1. MDE Early Literacy and Mathematics Benchmark Assessments (K-2)

2. Data Recognition Corporation (DRC) Smarter Balanced Interim Assessments (3-8)

3. Other
   - Local assessment
   - Progress monitoring assessment
   - Combination of assessments

* Not currently available in Eidex Prism

MICIP Assessment Matrix / Eidex Learning Loss Inventory

MICIP Assessment Matrix Inventory

Eidex Identifying Learning Loss Data Inventory

Determine the grade levels and content areas to examine

Under the Return to Learn legislation, districts are required to create an Extended COVID-19 Learning Plan for the 2020-21 academic year. The benchmark assessment must:

- *be administered to all students in <u>kindergarten through grade 8</u>*

- *measure proficiency in **reading and mathematics***

- *be administered at least two times; once in the first nine weeks of schools and again before the end of the school year*

Identify your target populations—gender, ethnicity, special education, English language learner, etc.
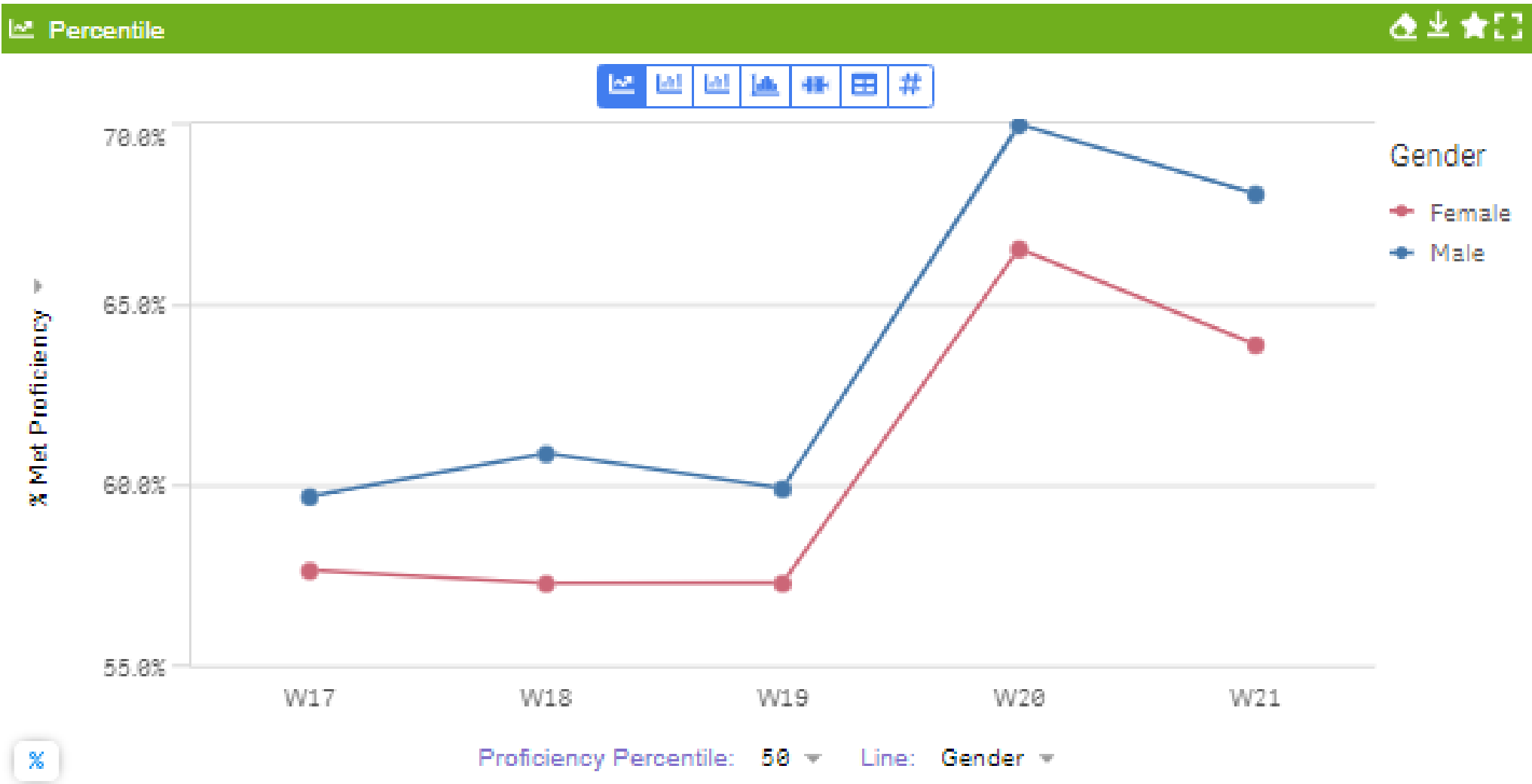
Which target populations are included in your

➢ MI School Data information for accountability?

➢ Extended Learning Plan?

➢ School / District Improvement Plans?

➢ MICIP (Michigan Integrated Continuous Improvement Process)?
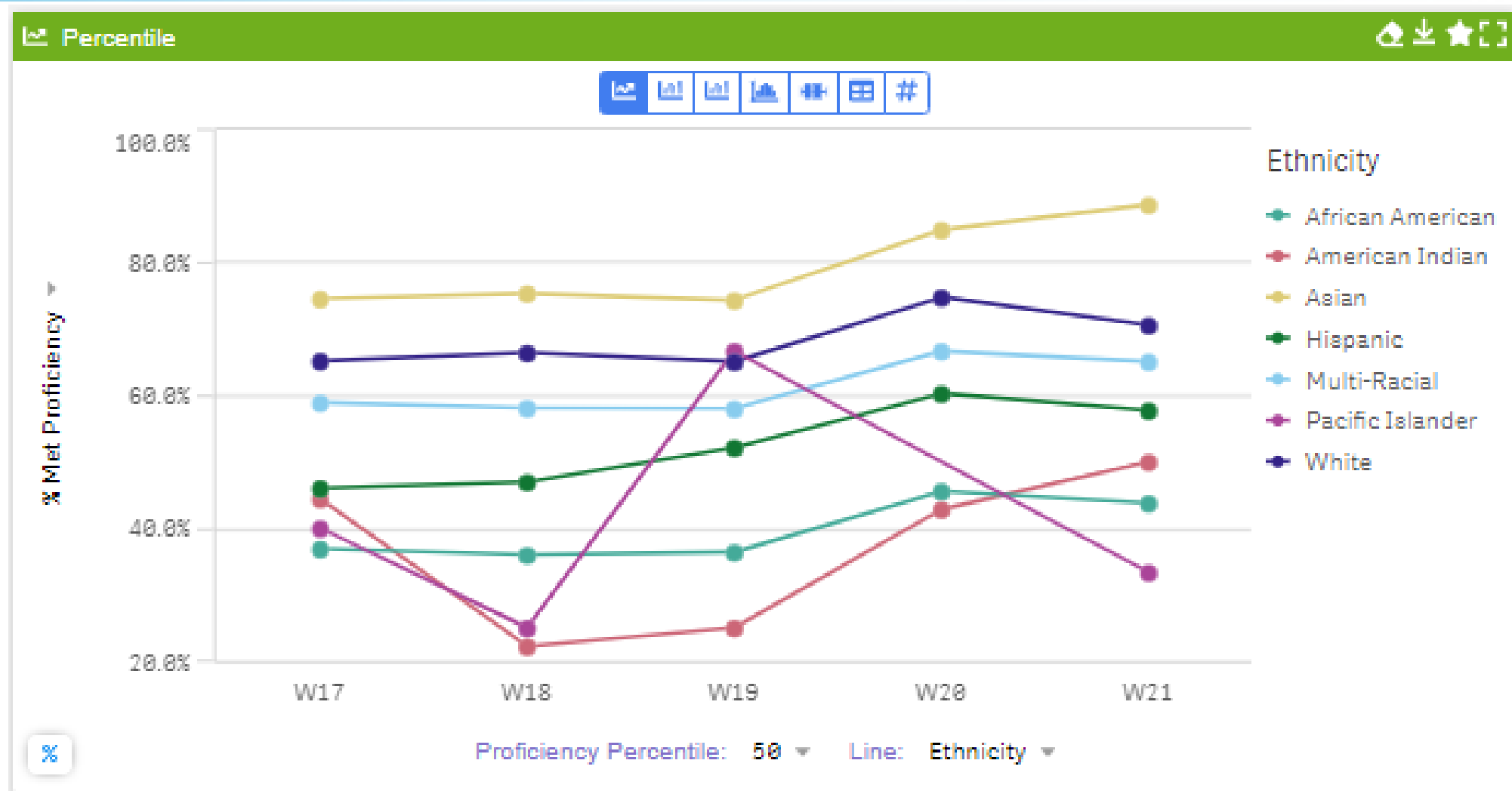
➢ Consolidated Application?

NWEA MAP Percent Met Proficiency
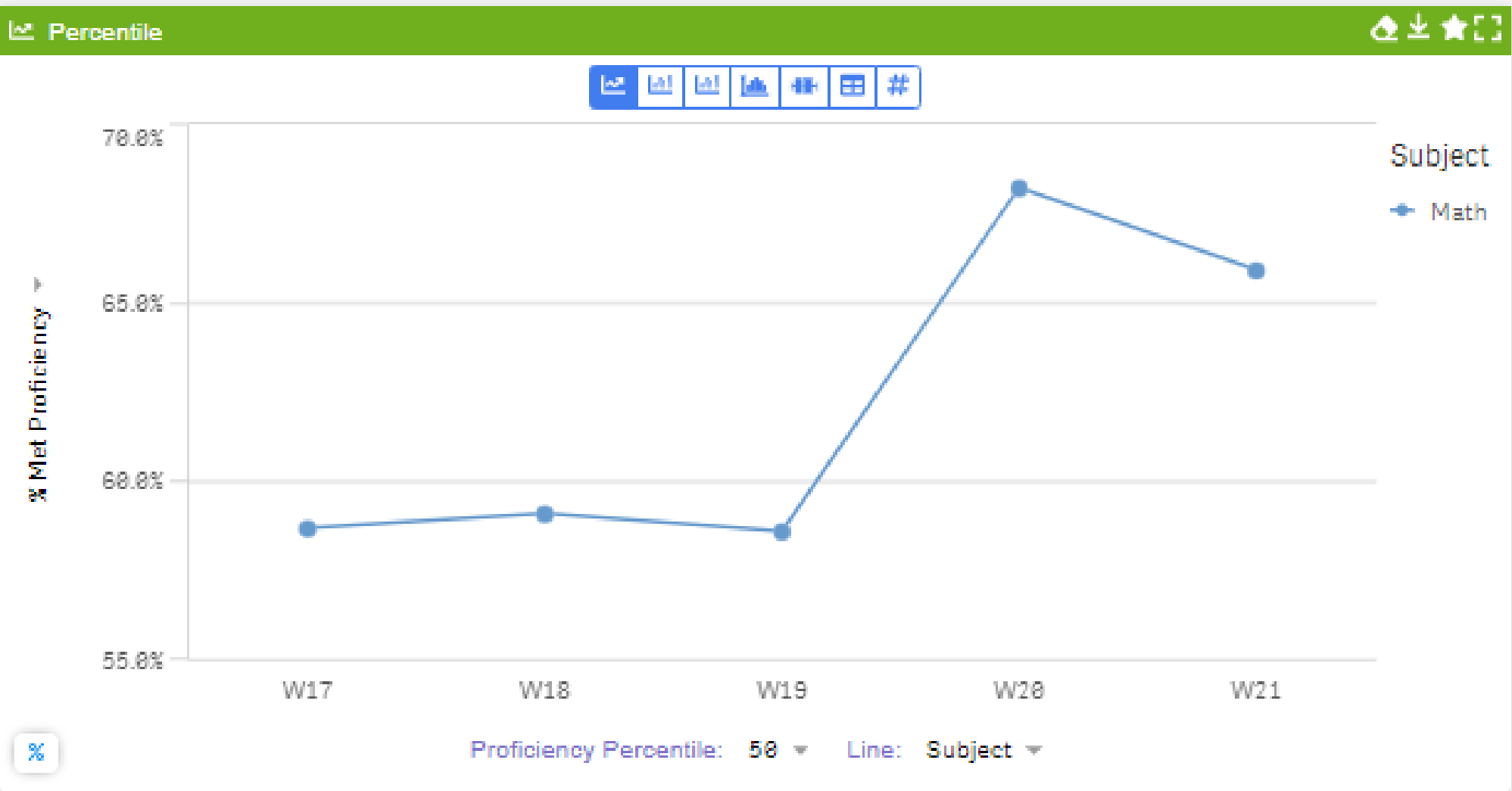
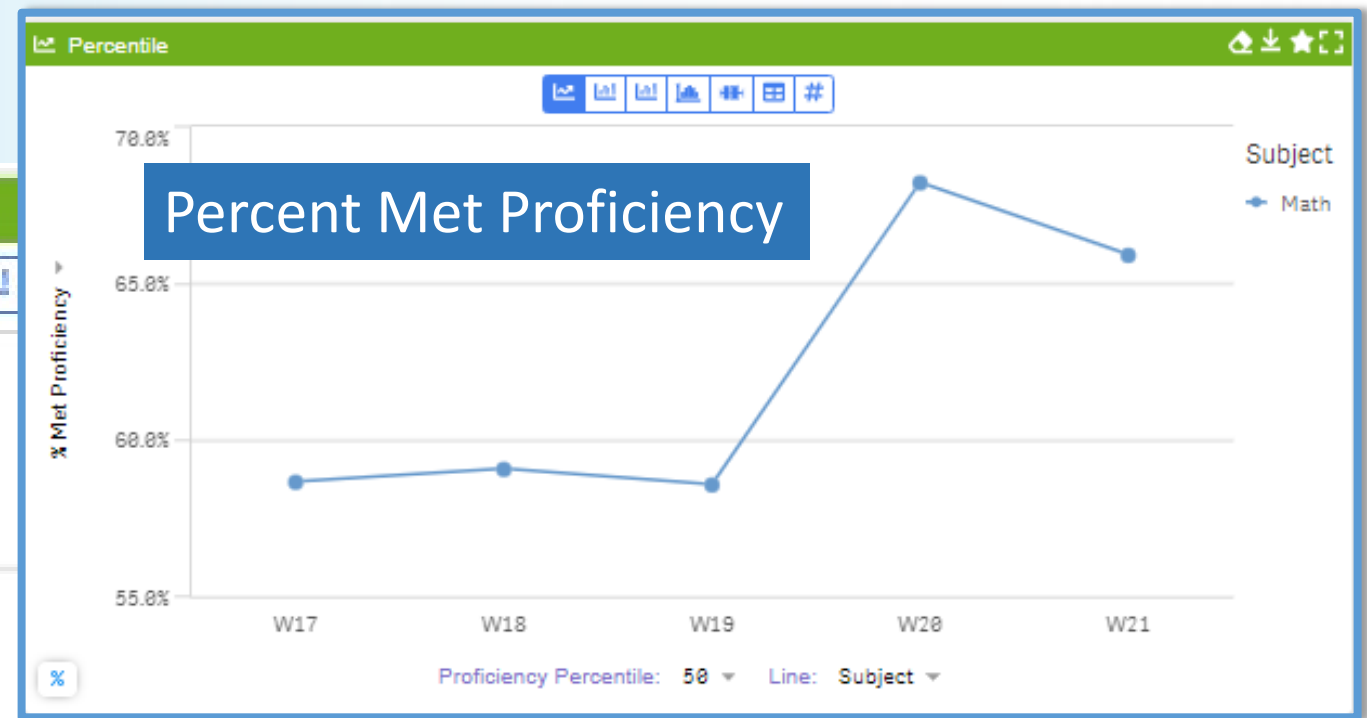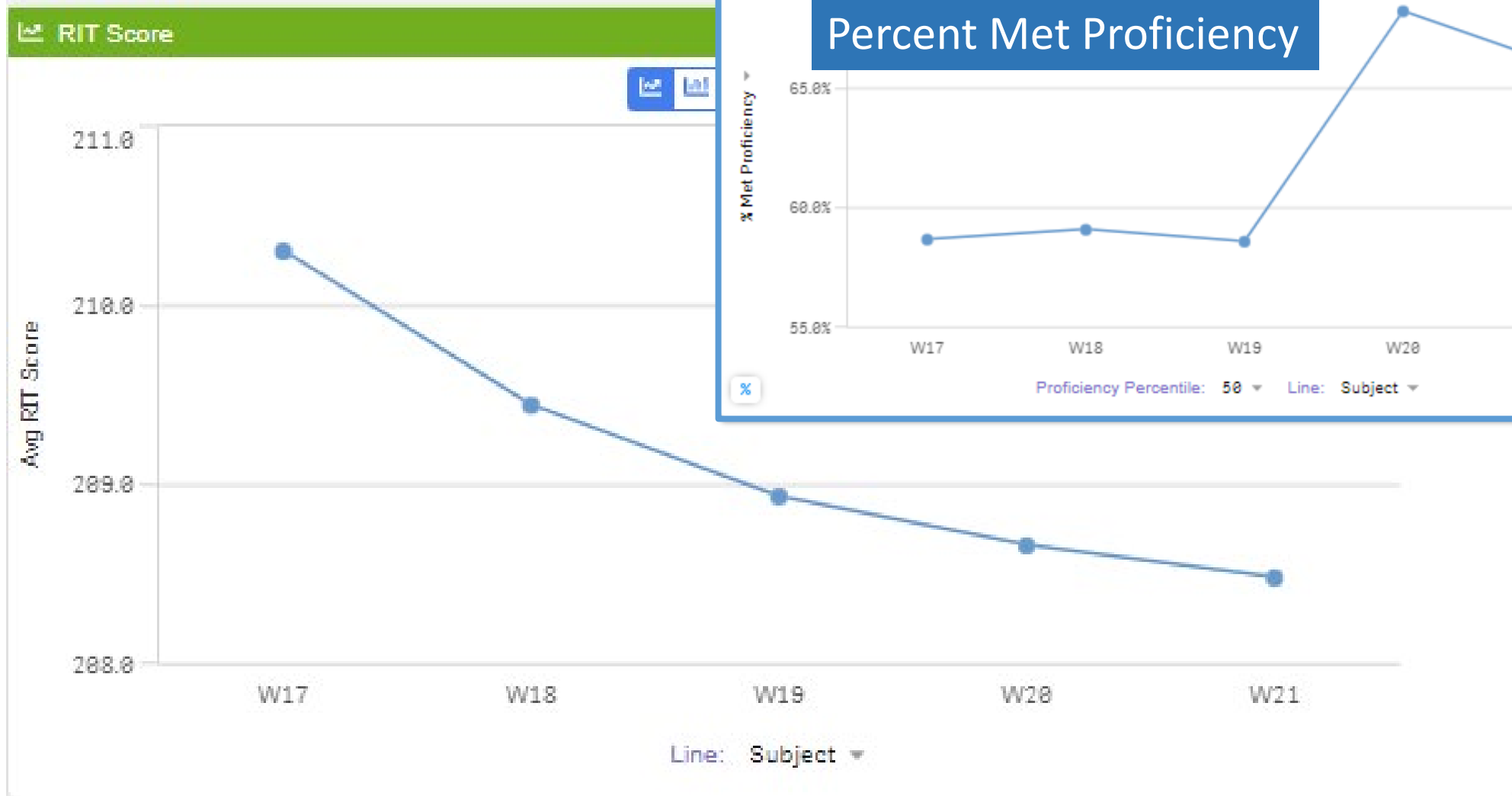# NWEA MAP Percent Met Proficiency - Gender

NWEA MAP Percent Met Proficiency - Ethnicity
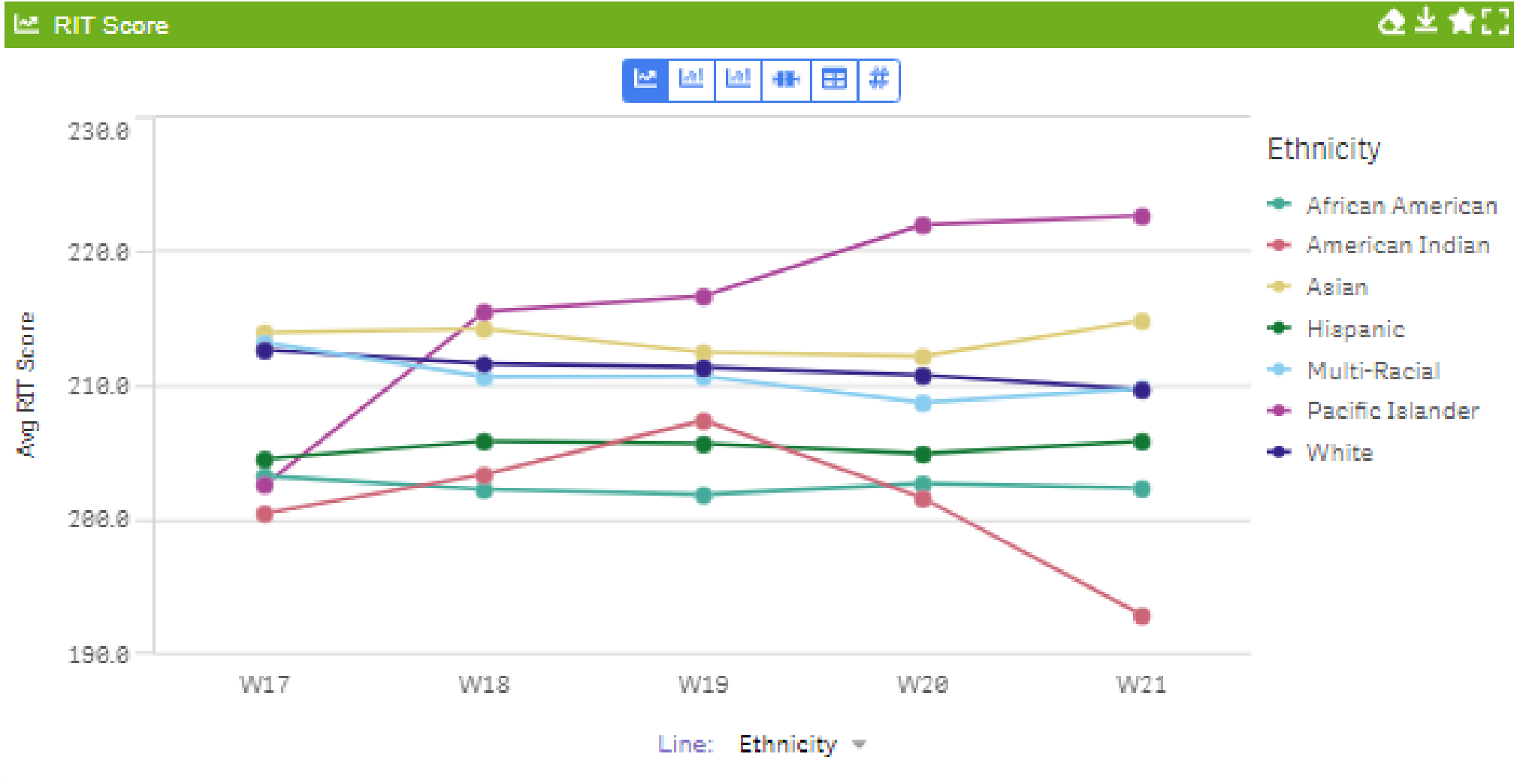
NWEA MAP RIT Score

NWEA MAP RIT Score

NWEA MAP RIT Score - Gender

NWEA MAP RIT Score - Ethnicity
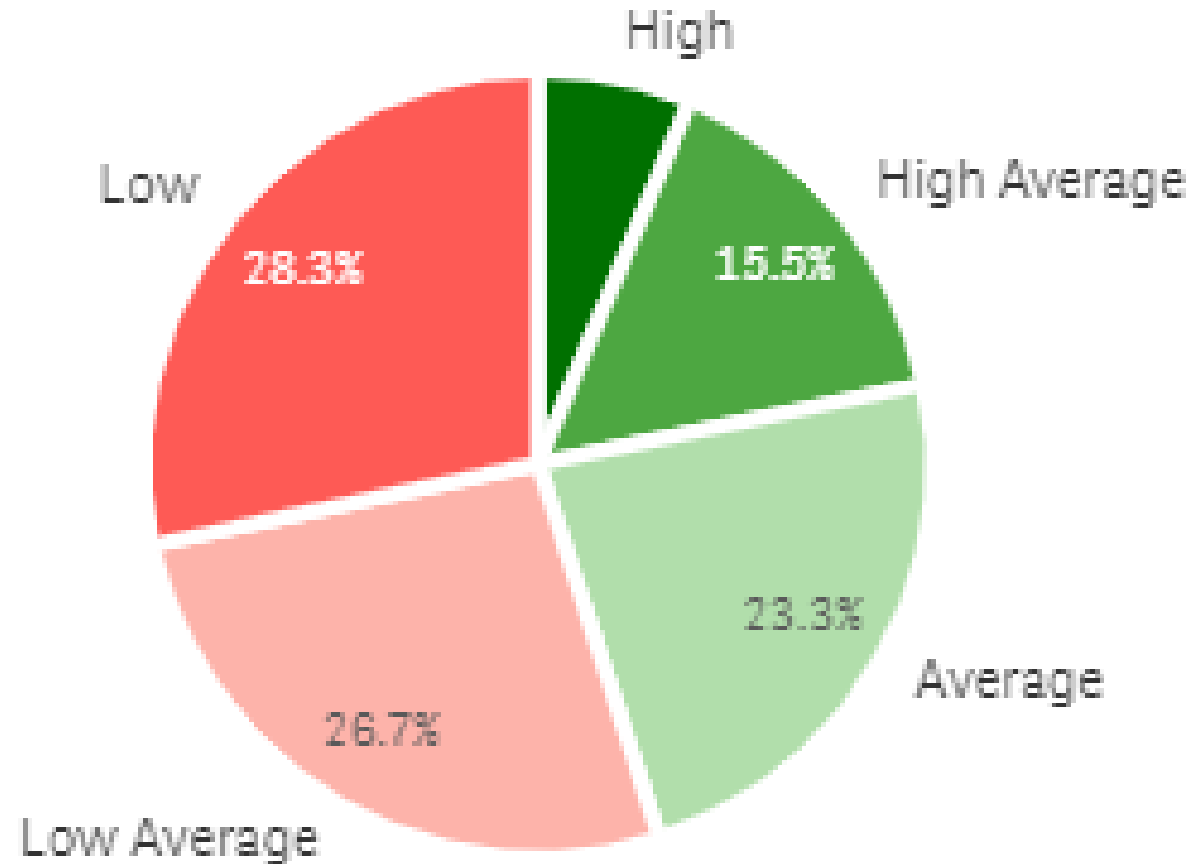

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MAP Math Achievement Quintile – W21

MAP Math Achievement Quintile – W21 – Gender

MAP Math Achievement Quintile – W21 – Ethnicity

MAP Math Growth Quintile – W20 to W21

High
High Average
9.3%
Average
15.4%
Low Average
18.4%
Low 58.6%
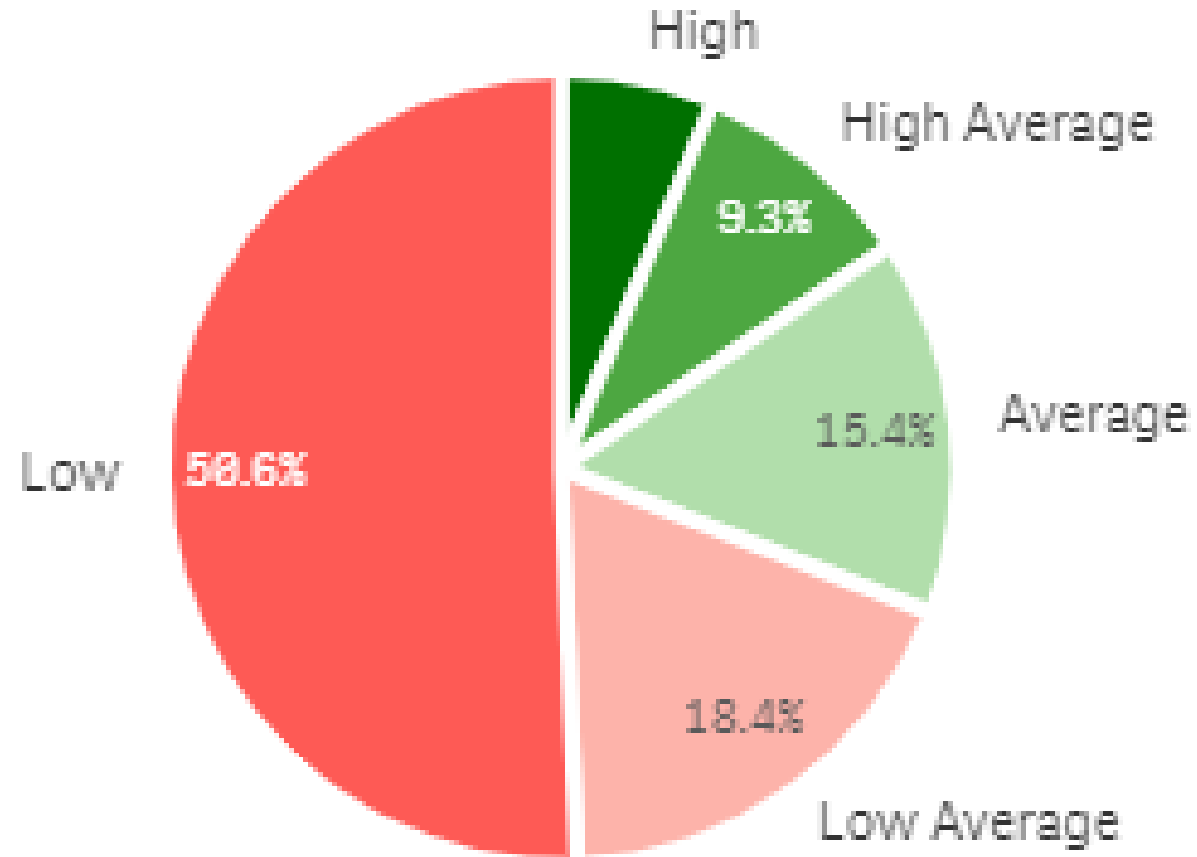
MAP Math Growth Quintile – W20 to W21 - Gender
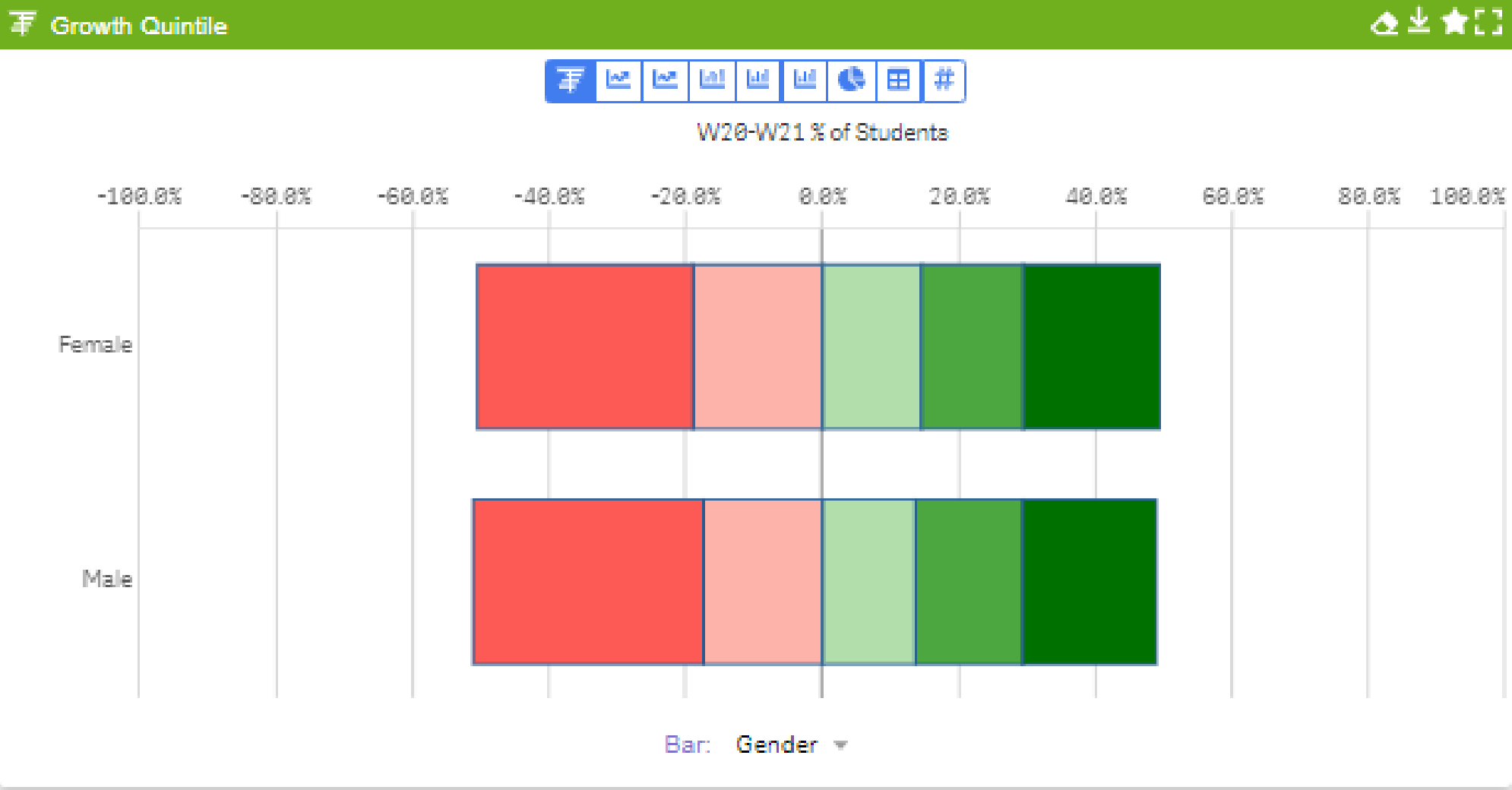
MAP Math Growth Quintile – W20 to W21 - Ethnicity
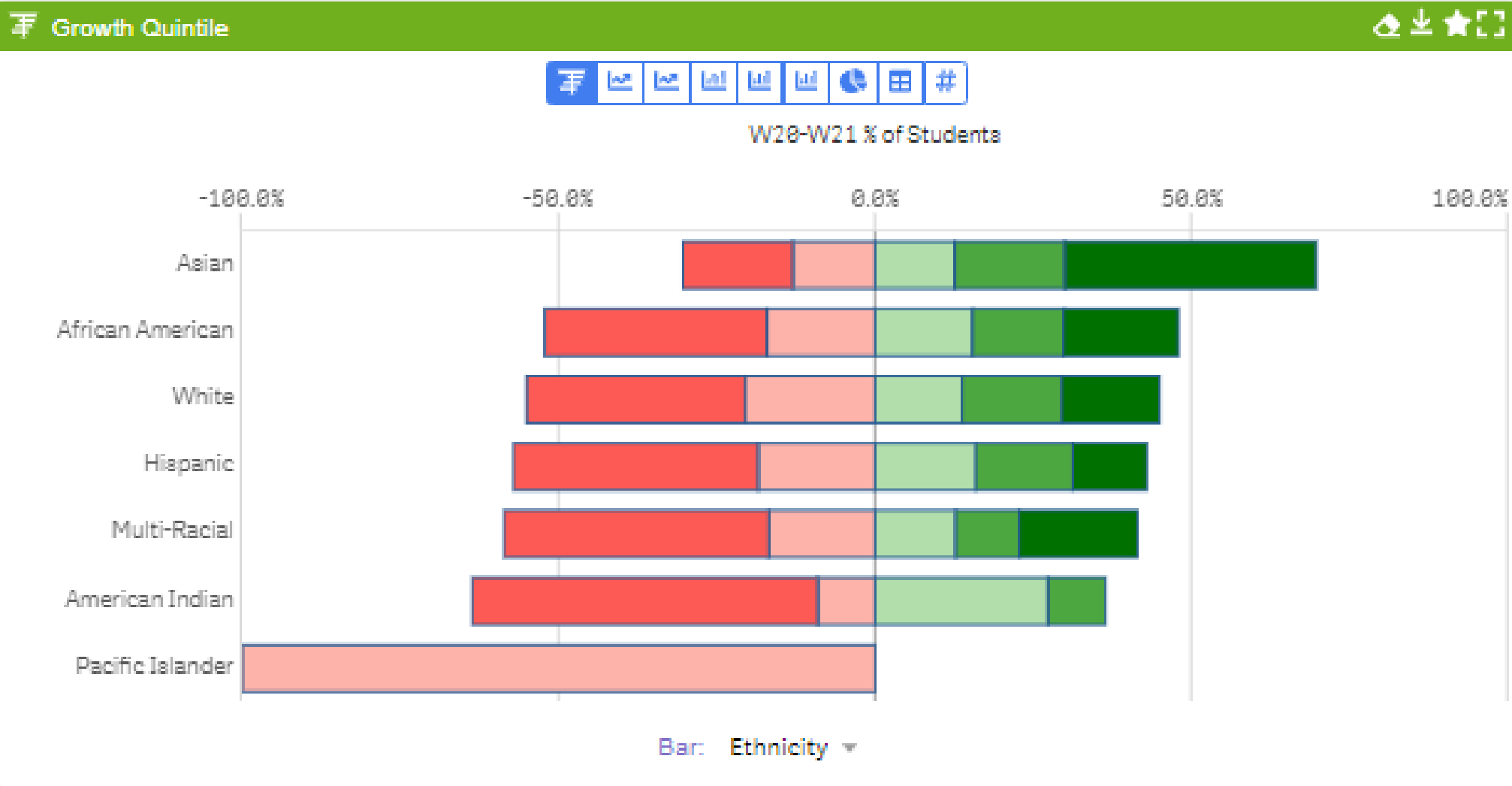
MAP Math Performance Indicator – W21

MAP Math Statistics & Probability – W21 – Gender
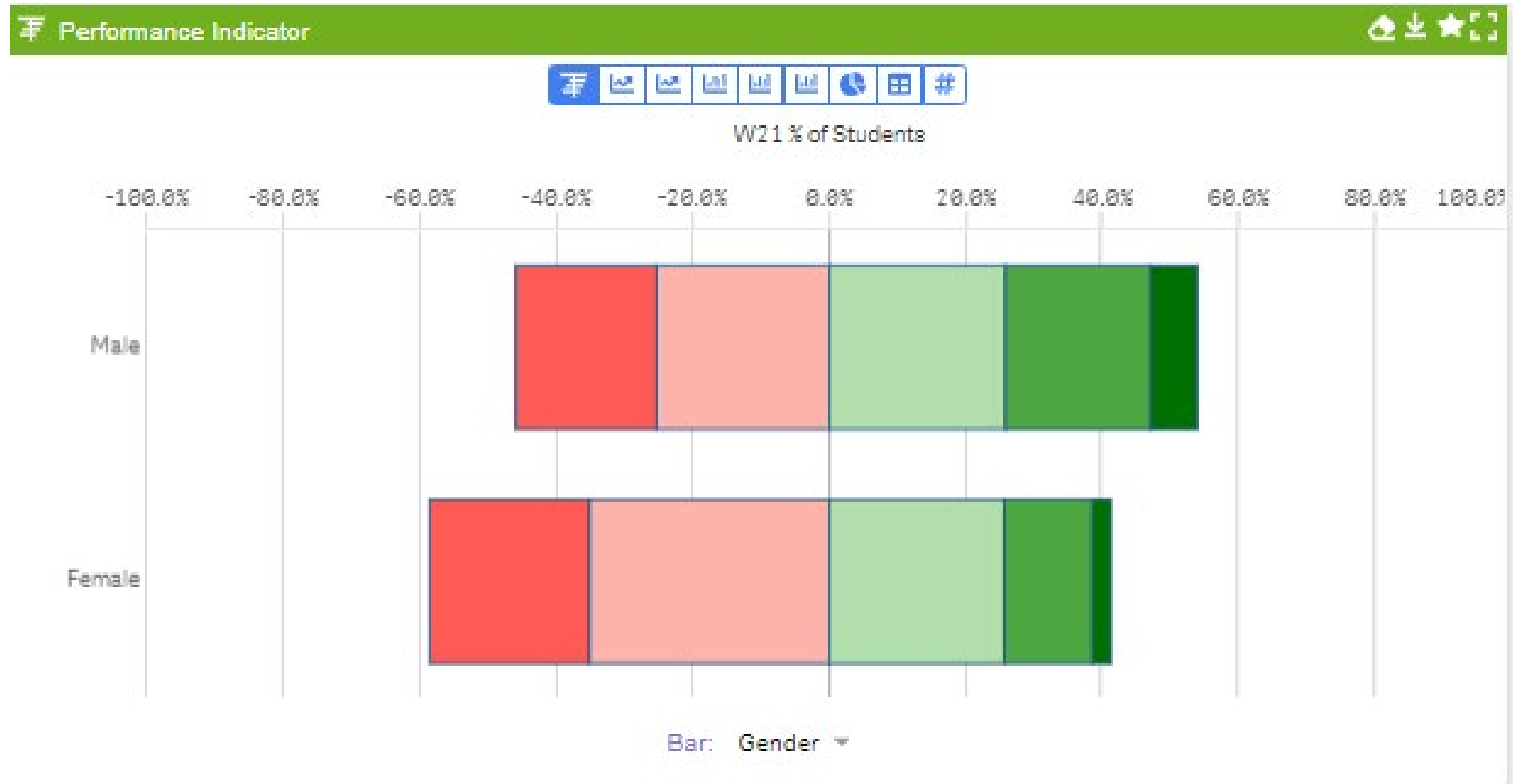
MAP Math Statistics & Probability – W21 – Ethnicity

Chew

Chat
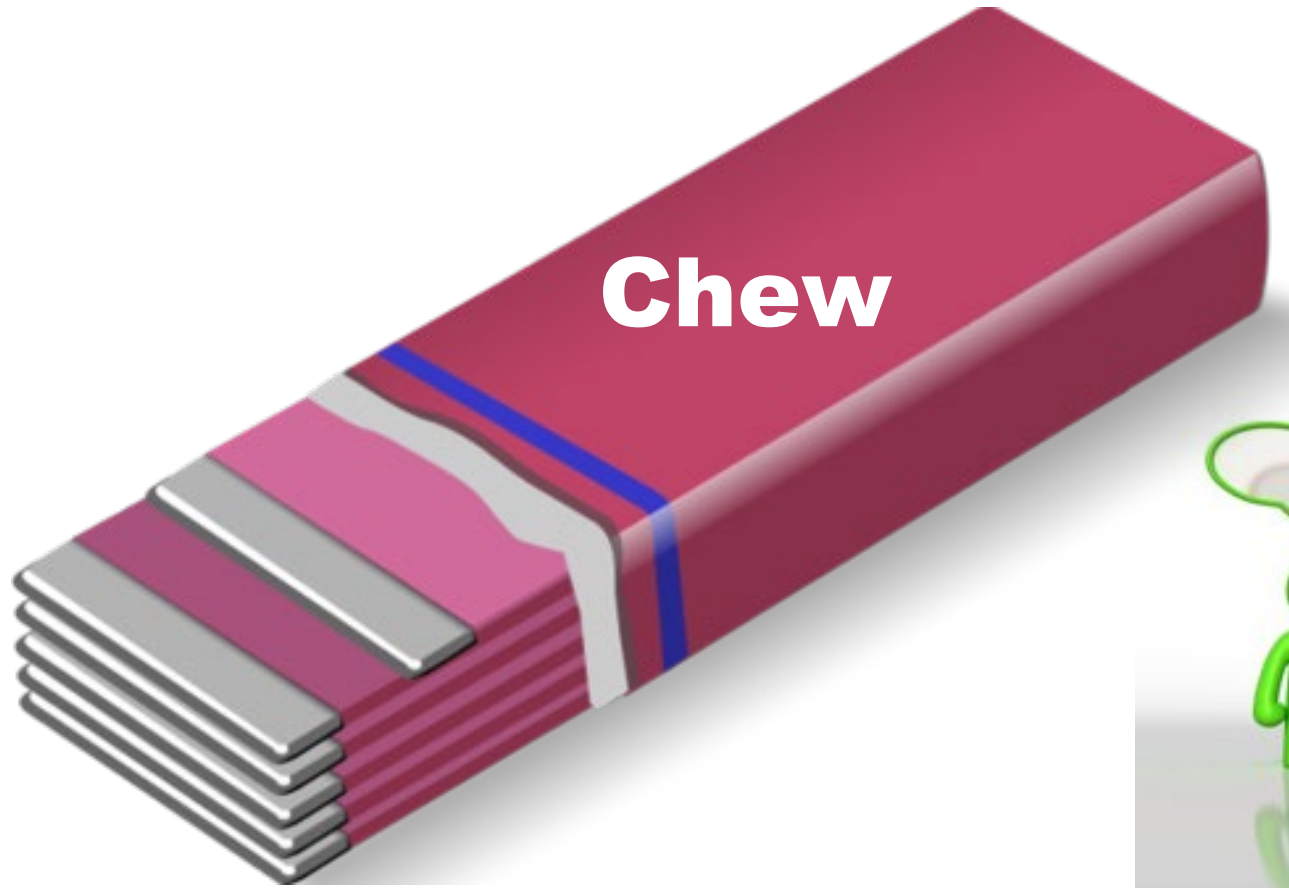
Eidex Identifying Learning Loss Data Inventory

Identify what "learning loss" means in your district

❖ Does learning loss mean the student is not proficient? not at grade level? not meeting expected growth?

❖ Does learning loss mean the student is achieving at low/low average levels?

❖ Does learning loss mean the student is growing at low/low average levels?

❖ Is there a gap in the student's learning?

❖ If the student was low achieving pre-pandemic and he/she remains low achieving, is there a learning loss?

PAUSE

JOT THOUGHTS

Turn and Talk

1. THINK
2. WRITE
3. PAIR
4. SHARE Hey!

Eidex Identifying Learning Loss Data Inventory

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NWEA MAP Percent Met Proficiency - Math

Student	MATHEMATICS			
	W20 Avg Percentile	**W21 Avg Percentile**	**W20 % Met Proficiency**	**W21 % Met Proficiency**
Student - 36816	52.0	50.0	100.0%	100.0%
Student - 36841	74.0	74.0	100.0%	100.0%
Student - 37150	72.0	69.0	100.0%	100.0%
Student - 16	77.0	47.0	100.0%	0.0%
Student - 82	54.0	35.0	100.0%	0.0%
Student - 774	52.0	25.0	100.0%	0.0%
Student - 219	49.0	58.0	0.0%	100.0%
Student - 436	34.0	67.0	0.0%	100.0%
Student - 1115	47.0	58.0	0.0%	100.0%
Student - 170	27.0	22.0	0.0%	0.0%
Student - 214	49.0	23.0	0.0%	0.0%
Student - 252	48.0	17.0	0.0%	0.0%

Students proficient in both testing terms **+**

Students proficient in first testing term; not proficient in second testing term ↓

Students not proficient in first testing term; proficient in second testing term ↑

Students not proficient in either testing term **−**

NWEA MAP RIT Score - Math

RIT Score			
Student	**W20**	**W21**	**Gain/Loss**
Student - 6463	169	184	+
Student - 6519	235	243	+
Student - 6558	202	207	+
Student - 6663	235	238	+
Student - 6662	210	202	-

MAP Math Achievement Quintile – Winter 2021

Year	Math Achievement Quintile				
Student	% Low	% Low Avg	% Avg	% High Avg	% High
Student - 6463	100.0%	0.0%	0.0%	0.0%	0.0%
Student - 6519	0.0%	0.0%	0.0%	100.0%	0.0%
Student - 6558	100.0%	0.0%	0.0%	0.0%	0.0%
Student - 6663	0.0%	0.0%	0.0%	100.0%	0.0%
Student - 6662	100.0%	0.0%	0.0%	0.0%	0.0%

MAP Math Growth Quintile – W20 to W21

	Math Growth Quintile				
Student	**% Low**	**% Low Avg**	**% Avg**	**% High Avg**	**% High**
Student - 6463	0.0%	0.0%	0.0%	0.0%	100.0%
Student - 6519	0.0%	0.0%	0.0%	100.0%	0.0%
Student - 6558	0.0%	0.0%	100.0%	0.0%	0.0%
Student - 6663	0.0%	100.0%	0.0%	0.0%	0.0%
Student - 6662	100.0%	0.0%	0.0%	0.0%	0.0%

MAP Achievement vs. Growth

Student	W21 Math Achievement Quintile					W20-W21 Math Growth Quintile				
	% Low	% Low Avg	% Avg	% High Avg	% High	% Low	% Low Avg	% Avg	% High Avg	% High
Student - 6463	100.0%	0.0%	0.0%	0.0%	0.0%	0.00%	0.00%	0.00%	0.00%	100.00%
Student - 6519	0.0%	0.0%	0.0%	100.0%	0.0%	0.00%	0.00%	0.00%	100.00%	0.00%
Student - 6558	100.0%	0.0%	0.0%	0.0%	0.0%	0.00%	0.00%	100.00%	0.00%	0.00%
Student - 6663	0.0%	0.0%	0.0%	100.0%	0.0%	0.00%	100.00%	0.00%	0.00%	0.00%
Student - 6662	100.0%	0.0%	0.0%	0.0%	0.0%	100.00%	0.00%	0.00%	0.00%	0.00%

NWEA MAP Math Statistics & Probability – W20 & W21

MATHEMATICS STATISTICS & PROBABILITY				
Student	W20 At or Above Avg	W20 Below Average	W21 At or Above Avg	W21 Below Average
Student - 36816	100.0%	0.0%	100.0%	0.0%
Student - 36841	100.0%	0.0%	100.0%	0.0%
Student - 37150	100.0%	0.0%	100.0%	0.0%
Student - 16	100.0%	0.0%	0.0%	100.0%
Student - 82	100.0%	0.0%	0.0%	100.0%
Student - 774	100.0%	0.0%	0.0%	100.0%
Student - 219	0.0%	100.0%	100.0%	0.0%
Student - 436	0.0%	100.0%	100.0%	0.0%
Student - 1115	0.0%	100.0%	100.0%	0.0%
Student - 170	0.0%	100.0%	0.0%	100.0%
Student - 214	0.0%	100.0%	0.0%	100.0%
Student - 252	0.0%	100.0%	0.0%	100.0%

Students At or Above Average in both testing terms **+**

Students At or Above Average in first testing term; Below Average in second testing term

Students Below Average in first testing term; At or Above Average in second testing term

Students Below Average in both testing terms **−**

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Discuss

Did reviewing the student data change/solidify your thinking about

Eidex Identifying Learning Loss Data Inventory

1. the measure you will use?

2. how to utilize the data?

3. your district's definition of learning loss?

Identify the next steps

- ❖ Identify your "why!" Why is there a learning loss?

  Root Cause Analysis – 5 Whys
  https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/RCA%20Resources_11.7.18_0.pdf

- ❖ Is there a gap in learning?

- ❖ Identify programs, practices and evidence-based strategies you will utilize as interventions to accelerate learning

- ❖ Determine the process for implementing the interventions

- ❖ Identify how interventions will be monitored

- ❖ Identify where you need this data

- ❖ Identify funding sources

MAP Math Videos for Further Review

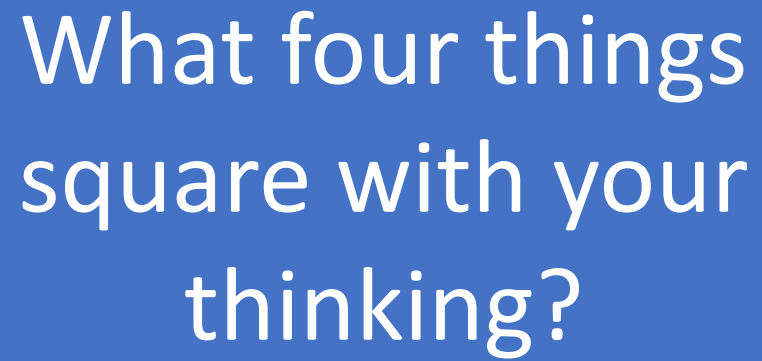MAP Percent Met Proficiency https://youtu.be/bT5YiX8jhnE

MAP RIT Score . . . . https://youtu.be/Yc-TEPBlXRo

MAP Achievement Quintile https://youtu.be/7cECxiYUZ6Q

MAP Growth Quintile https://youtu.be/zMOC5HrVPj4

MAP Performance Indicators https://youtu.be/t4i4Q7EdfsQ

MAP Pivot Tables . . . . https://youtu.be/VPgGnaTSZEM

Reflection

What four things square with your thinking?

Identify three next steps.

What is still circling in your mind?

Say hello.

Have any more questions? Want to get started?
Contact us.

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