

Fraser Public Schools
Extended Continuity of Learning Plan
Benchmark Goals Narrative
January 2021

One requirement of the Extended COVID-19 Learning Plan is for each district to set mid-year and end of year benchmark assessment goals for students in Grade K-8 in reading and math for this school year. The county collectively decided before these goals could be set that fall 2020 baseline data was needed. These data sets were needed to minimally assess the impact that last spring's COVID-19 school closure had on student achievement and growth.

These analyses are only the beginning of us knowing the impact of schools closing last spring, coupled with the challenge of school circumstances so far this school year. Students across the county and state have experienced various schedule models ranging from virtual learning, hybrid, and/or face to face. Also, many students have experienced a combination of these in the first few months of school. Currently, there is no research or prediction that can accurately show the impact this will have on student growth and achievement over the long term.

Benchmark Assessment Mid-Year Goals required by ECOL Plan

Mid-year Goals:

Goal 1: By November 6 of the 2020-21 school year, the district will have an *increased number of students* meeting their reading growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

The "*increased number of the students*" will be quantified as either, number of students or percent of students when fall 2020 baseline data are available. Baseline data are needed to assess the impact on student achievement and growth from schools closing in the spring due to COVID-19.

Goal 2: By the middle (November) of the 2020-21 school year, the district will have an *increased number of students* meeting their math growth as measured on their benchmark assessment in the aggregate and for all student groups who have at a minimum of 30 students.

The "*increased number of the students*" will be quantified as either, number of students or percent of students when fall 2020 baseline data are available. Baseline data are needed to assess the impact on student achievement and growth from schools closing in the spring due to COVID-19.

Mid-Year Narratives:

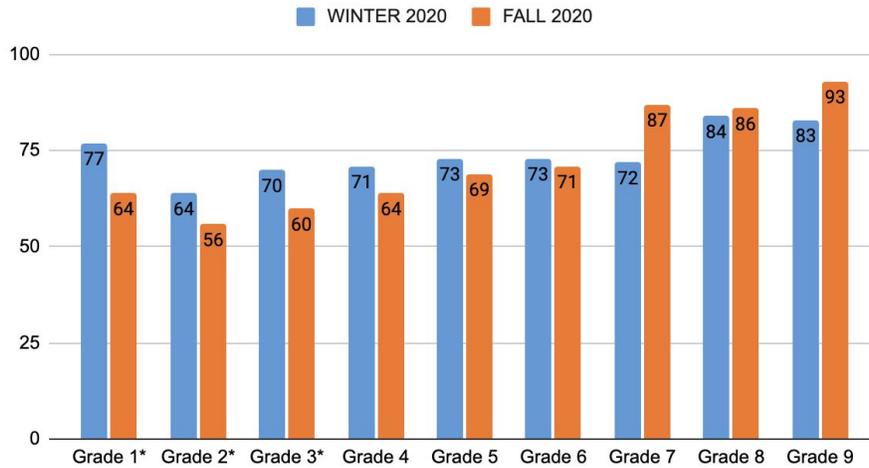
Goal 1:

As a district, we were able to see increased reading growth from our students who were in Grades 7, 8, and 9. This data compares student growth by Cohort and Tier 1 placement from Winter of 2020 to Fall of 2020.

We saw a decrease in reading growth in our students who were in Grades 1-5. We believe this is a result of students who were not receiving face to face instruction due to the COVID 19 pandemic. As we moved into the new school year, we have begun our classwide and targeted interventions based upon our comprehensive interventions plans which can be found by clicking here.

As mid year benchmark data becomes available, this document will be updated.

READING WINTER 2020 TO FALL 2020



Goal 2:

As a district, we were able to see constant or increased Math growth from our students who were in Grades 2nd and 9. This data compares student growth by Cohort and Tier 1 placement from Winter of 2020 to Fall of 2020.

We saw a decrease in math growth in our students who were in Grades K-1 and 2-7. We believe this is a result of students who were not receiving face to face instruction due to the COVID 19 pandemic. As we moved into the new school year, we have begun our classwide and targeted interventions based upon our comprehensive interventions plans which can be found by clicking here.

As mid year benchmark data becomes available, this document will be updated.

MATH WINTER 2020 TO FALL 2020

