



Goal Progress Report

Sec. 98c



Mount Clemens Community Schools

February 15, 2023

David Lavender

Assistant Superintendent Curriculum & Human Resources

Purpose of this Presentation

Progress Reporting Requirements as outlined in law (Public Act 144 of 2022):

- Present on goal progression by First Board Meeting in February 2023 and No Later than the Last Day of School.
- Post presentation to district transparency site upon completion of presentation to the local board.

“Buildings serving K - 8th grade students and subject to using assessments aligned with 104a”



Goal 1:

- By the end of the 2022-23 school year, each school and the district will show growth in **reading/ELA achievement** throughout the global pandemic as measured on NWEA Map Growth for Grade K-8 and local assessments for Grade 9-12.
- All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of reading/ELA academic standards. In reading/ELA, results from benchmark and local assessments will be continuously discussed and analyzed by staff.

ELA: Avg. Observed Growth vs. Avg. Projected Growth

21-22

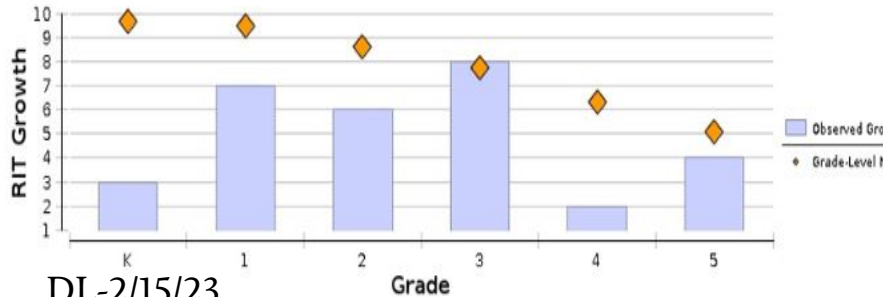
22-23

Seminole Academy

Language Arts: Reading

Grade (Winter 2022)	Total Number of Growth Events	Comparison Periods						Growth				
		Fall 2021			Winter 2022			Growth		Grade-Level Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
K	73	136.3	9.7	47	139.7	12.8	10	3	1.0	9.7	-4.49	1
1	67	147.1	12.2	5	154.4	12.6	3	7	0.9	9.5	-1.50	7
2	52	157.3	12.6	1	163.0	11.8	1	6	1.3	8.6	-2.01	2
3	63	168.1	15.0	1	176.5	16.2	1	8	1.1	7.7	0.54	71
4	53	181.9	15.6	2	184.2	16.3	1	2	1.2	6.3	-3.38	1
5	58	190.0	16.3	2	194.0	15.2	2	4	1.1	5.1	-0.95	17

Language Arts: Reading



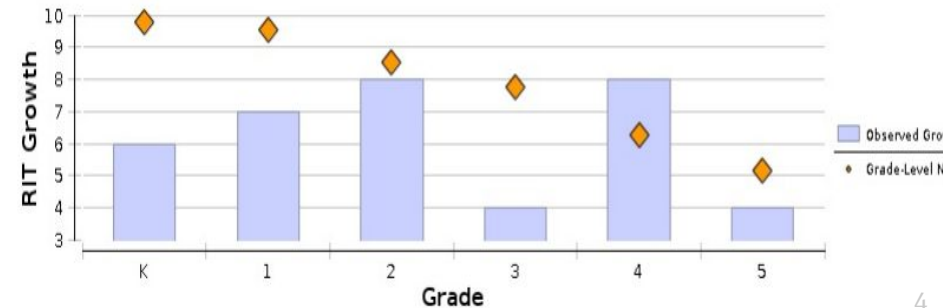
DL-2/15/23

Seminole Academy

Language Arts: Reading

Grade (Winter 2023)	Total Number of Growth Events	Comparison Periods						Growth				
		Fall 2022			Winter 2023			Growth		Grade-Level Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
K	73	133.7	8.6	29	139.7	8.3	10	6	0.9	9.8	-2.73	1
1	61	148.6	13.0	9	155.3	16.3	4	7	1.1	9.5	-1.97	2
2	60	154.9	9.7	1	163.2	13.3	1	8	1.1	8.5	-0.17	43
3	45	166.8	11.6	1	171.0	12.5	1	4	1.3	7.8	-2.95	1
4	48	183.5	17.5	3	191.6	15.9	6	8	1.1	6.3	1.56	94
5	46	187.4	16.5	1	190.8	18.1	1	4	1.3	5.2	-1.55	6

Language Arts: Reading



ELA: Avg. Observed Growth vs. Avg. Projected Growth

21-22

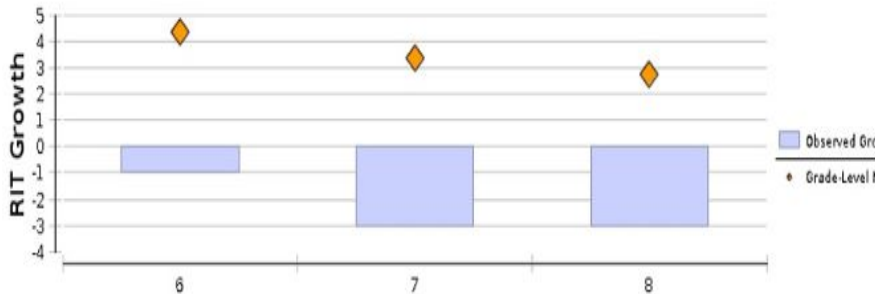
22-23

Mount Clemens Middle School

Language Arts:
Reading

Grade (Winter 2022)	Total Number of Growth Events†	Comparison Periods						Growth				
		Fall 2021			Winter 2022			Growth		Grade-Level Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
6	52	188.9	14.7	1	187.7	14.9	1	-1	1.4	4.4	-5.59	1
7	46	196.5	14.8	1	193.2	17.3	1	-3	1.8	3.3	-6.62	1
8	49	209.4	14.0	14	206.5	14.4	4	-3	1.3	2.8	-4.90	1

Language Arts: Reading



DL-2/15/23

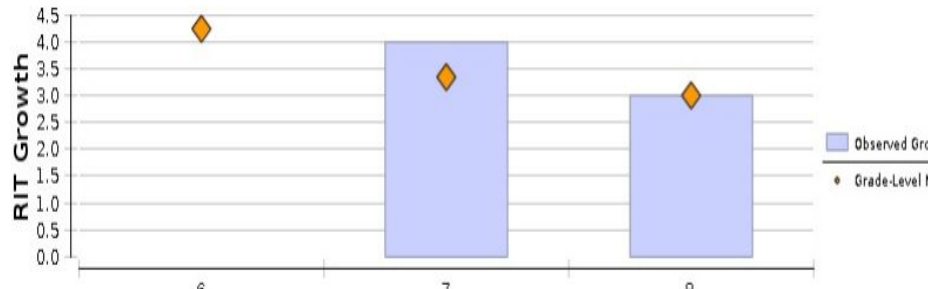
Grade

Mount Clemens Middle School

Language Arts:
Reading

Grade (Winter 2023)	Total Number of Growth Events†	Comparison Periods						Growth				
		Fall 2022			Winter 2023			Growth		Grade-Level Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
6	39	192.6	13.8	1	193.0	16.1	1	0	1.5	4.2	-3.86	1
7	41	196.6	15.3	1	200.1	16.4	1	4	1.2	3.3	0.17	57
8	38	200.6	17.6	1	203.7	18.2	1	3	1.1	3.0	0.08	53

Language Arts: Reading



Grade

ELA: Avg. Observed Growth vs. Avg. Projected Growth

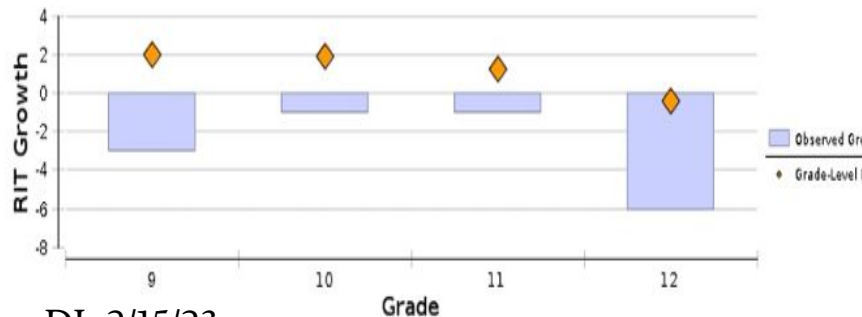
21-22

22-23

Mount Clemens High School
Language Arts: Reading

Grade (Winter 2022)	Total Number of Growth Events†	Comparison Periods						Growth				
		Fall 2021			Winter 2022			Growth		Grade-Level Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
9	63	204.5	17.3	7	200.9	17.3	2	-3	1.5	2.0	-4.96	1
10	40	201.6	17.0	1	200.4	17.0	1	-1	1.6	1.9	-3.28	1
11	31	209.2	18.6	4	208.3	17.3	2	-1	1.7	1.3	-1.73	4
12	26	210.0	20.2	7	203.6	22.3	2	-6	3.1	-0.4	-4.71	1

Language Arts: Reading

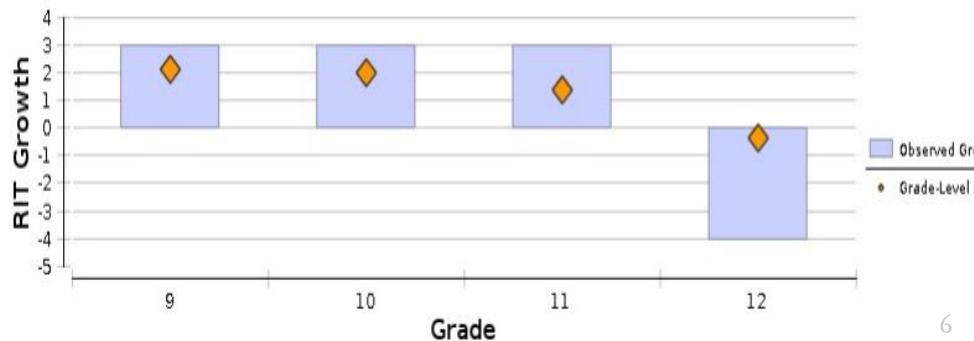


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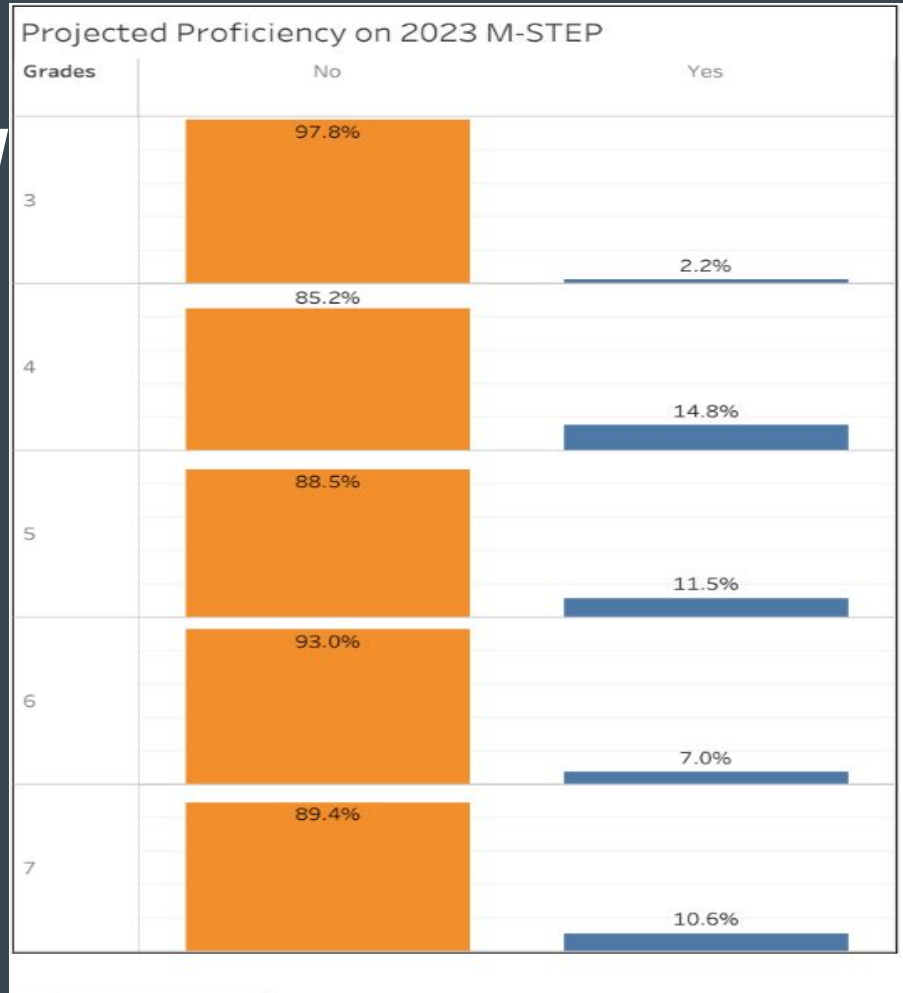
Mount Clemens High School
Language Arts: Reading

Grade (Winter 2023)	Total Number of Growth Events†	Comparison Periods						Growth				
		Fall 2022			Winter 2023			Growth		Grade-Level Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
9	25	201.3	17.1	3	204.1	16.3	4	3	2.6	2.1	0.61	73
10	30	196.9	20.4	1	200.1	19.4	1	3	2.4	2.0	1.27	90
11	15	198.7	20.3	1	201.6	17.6	1	3	3.2	1.4	1.23	89
12	20	210.9	16.9	8	206.8	20.6	4	-4	3.1	-0.4	-2.93	1

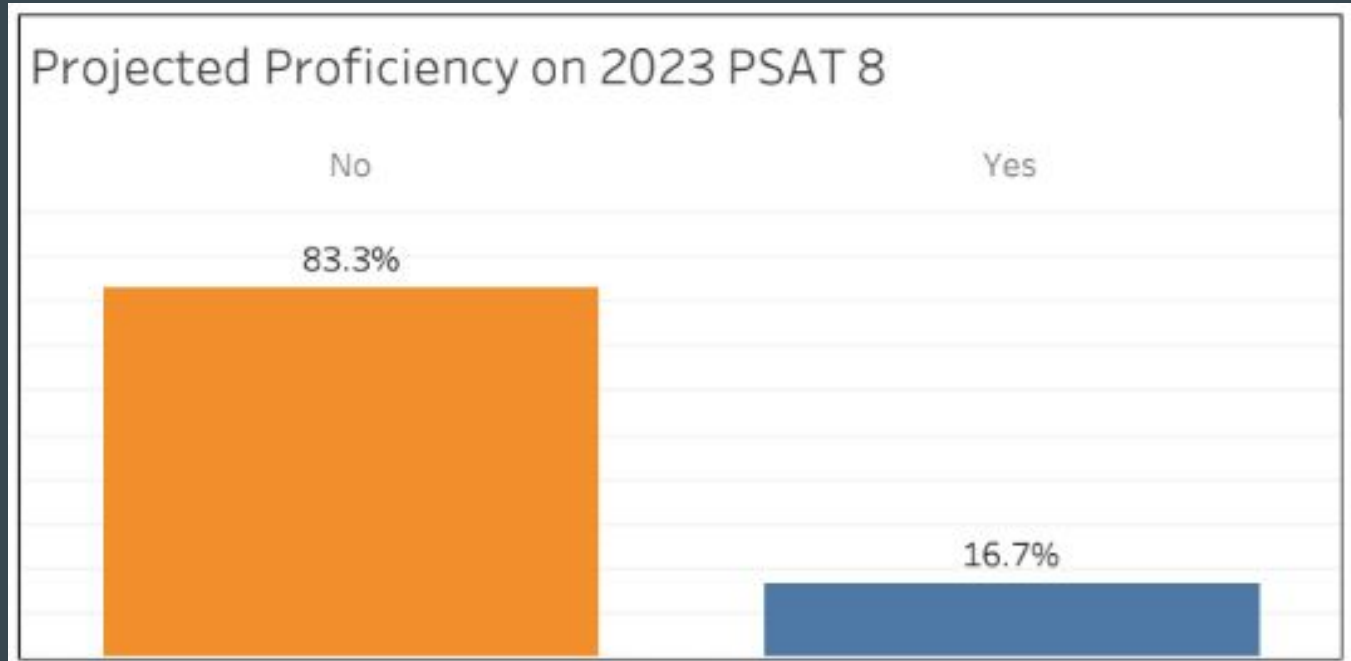
Language Arts: Reading



ELA: Projected Proficiency on 2023 M-STEP



ELA: Projected Proficiency on 2023 PSAT 8



ELA/Reading: Analysis and Plans



From Fall 2022 - Winter 2023:

- 4th grade met or exceeded expected growth
- 7th through 11th graders met or exceeded expected growth.
- All grades (except 12th) demonstrated growth.
- 4th, 7th, 8th, 9th, 10th, and 11th graders demonstrated growth that demonstrates progress towards narrowing gaps in achievement. Only 3rd grade demonstrated this type of growth in 21-22



Goal 2:

- By the end of the 2022-23 school year, each school and the district will show growth in **mathematics achievement** throughout the global pandemic as measured on NWEA Map Growth for Grade K-8 and local assessments for Grade 9-12.
- All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of Math academic standards. In Math, results from benchmark and local assessments will be continuously discussed and analyzed by staff.

MATH: Avg. Observed Growth vs. Avg. Projected Growth

21-22

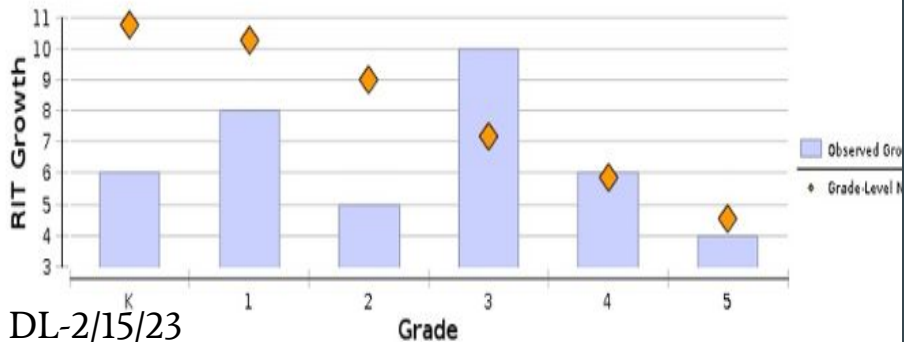
22-23

Seminole Academy

Math: Math K-12

Grade (Winter 2022)	Total Number of Growth Events†	Comparison Periods						Growth		Grade-Level Norms		
		Fall 2021			Winter 2022			Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile					
K	76	137.6	10.3	36	144.0	11.8	12	6	0.9	10.7	-3.38	1
1	62	152.1	11.9	9	159.9	11.1	4	8	1.0	10.3	-1.71	4
2	50	158.2	10.7	1	163.4	10.0	1	5	1.0	9.0	-2.91	1
3	61	167.3	16.2	1	177.4	16.5	1	10	0.8	7.2	2.41	99
4	54	181.2	15.3	1	187.4	14.1	1	6	1.0	5.8	0.31	62
5	56	190.0	13.1	1	193.5	13.7	1	4	0.8	4.5	-0.78	22

Math: Math K-12



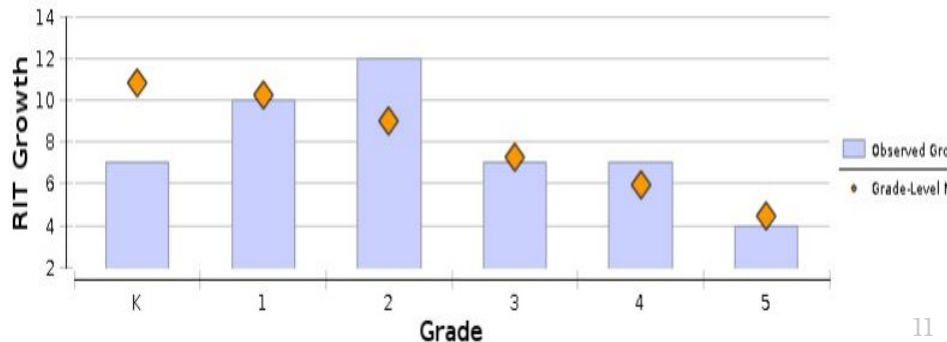
DL-2/15/23

Seminole Academy

Math: Math K-12

Grade (Winter 2023)	Total Number of Growth Events†	Comparison Periods						Growth		Grade-Level Norms		
		Fall 2022			Winter 2023			Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile					
K	68	137.0	9.2	32	144.0	10.4	12	7	1.0	10.8	-2.95	1
1	60	152.0	12.3	8	161.8	12.9	8	10	0.9	10.3	-0.32	38
2	57	155.2	10.9	1	167.1	11.6	1	12	1.0	9.0	2.27	99
3	46	169.7	12.2	1	177.0	12.7	1	7	0.9	7.3	0.03	51
4	51	183.8	17.6	1	190.4	17.3	1	7	0.8	5.9	0.58	72
5	46	188.4	16.1	1	192.2	15.3	1	4	0.9	4.5	-0.49	31

Math: Math K-12



MATH: Avg. Observed Growth vs. Avg. Projected Growth

21-22

22-23

Mount Clemens Middle School

Math: Math K-12

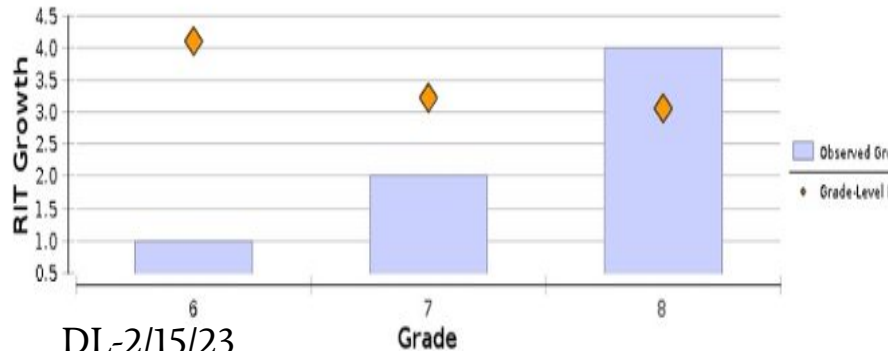
Grade (Winter 2022)	Total Number of Growth Events†	Comparison Periods						Growth				
		Fall 2021			Winter 2022			Growth		Grade-Level Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
6	52	192.6	14.3	1	193.9	14.1	1	1	0.9	4.1	-2.23	1
7	47	195.7	16.8	1	197.8	15.2	1	2	1.1	3.2	-0.96	17
8	49	207.4	13.9	4	211.2	14.7	4	4	1.1	3.0	0.55	71

Mount Clemens Middle School

Math: Math K-12

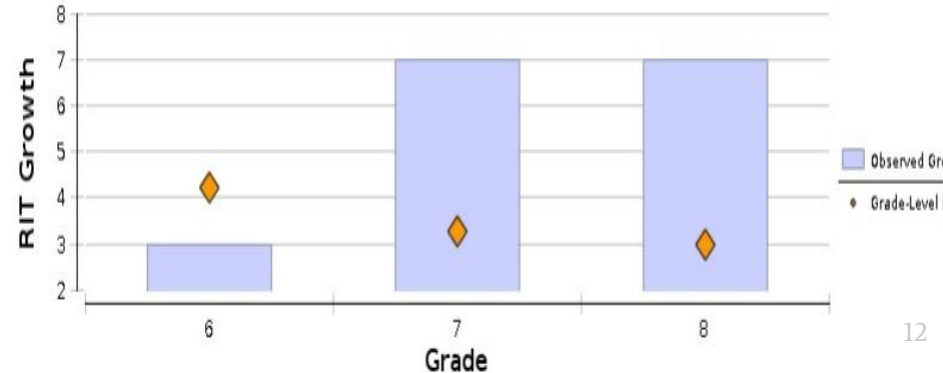
Grade (Winter 2023)	Total Number of Growth Events†	Comparison Periods						Growth				
		Fall 2022			Winter 2023			Growth		Grade-Level Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
6	40	195.9	13.6	1	199.3	11.5	1	3	1.0	4.2	-0.64	26
7	43	197.1	15.3	1	204.1	15.6	1	7	1.4	3.3	3.19	99
8	37	200.0	19.1	1	207.0	21.2	2	7	1.6	3.0	2.91	99

Math: Math K-12



DL-2/15/23

Math: Math K-12



MATH: Avg. Observed Growth vs. Avg. Projected Growth

21-22

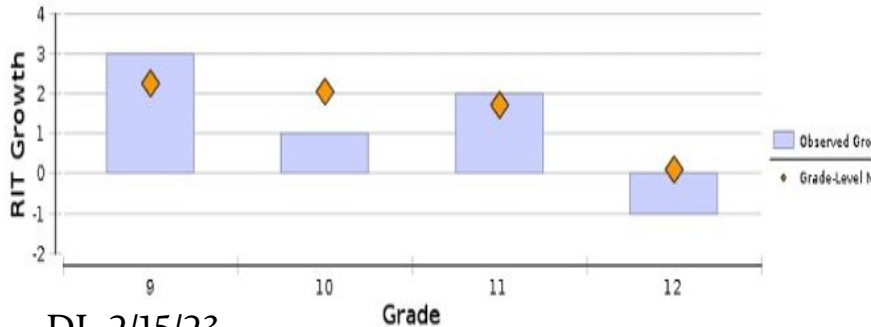
22-23

Mount Clemens High School

Math: Math K-12

Grade (Winter 2022)	Total Number of Growth Events†	Comparison Periods						Growth				
		Fall 2021			Winter 2022			Growth		Grade-Level Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
9	64	206.0	18.3	2	209.1	19.0	3	3	1.2	2.2	0.77	78
10	40	209.0	15.1	3	209.5	17.6	2	1	1.5	2.0	-1.32	9
11	32	213.8	19.4	4	215.4	21.1	4	2	1.5	1.7	-0.10	46
12	23	216.1	18.7	6	214.8	19.8	5	-1	2.3	0.1	-1.15	13

Math: Math K-12



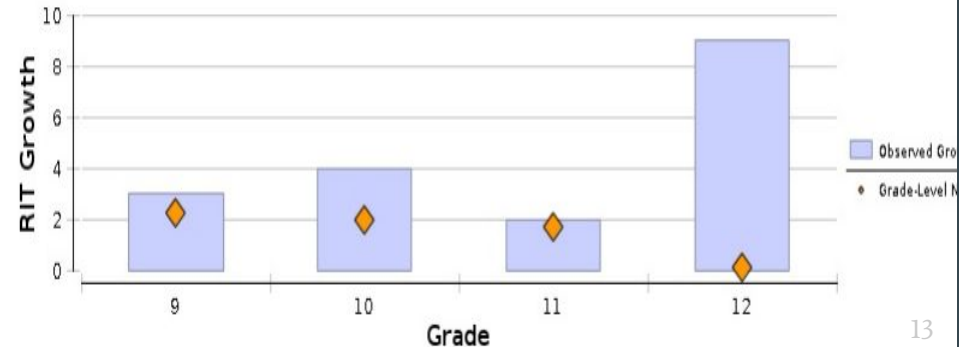
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Mount Clemens High School

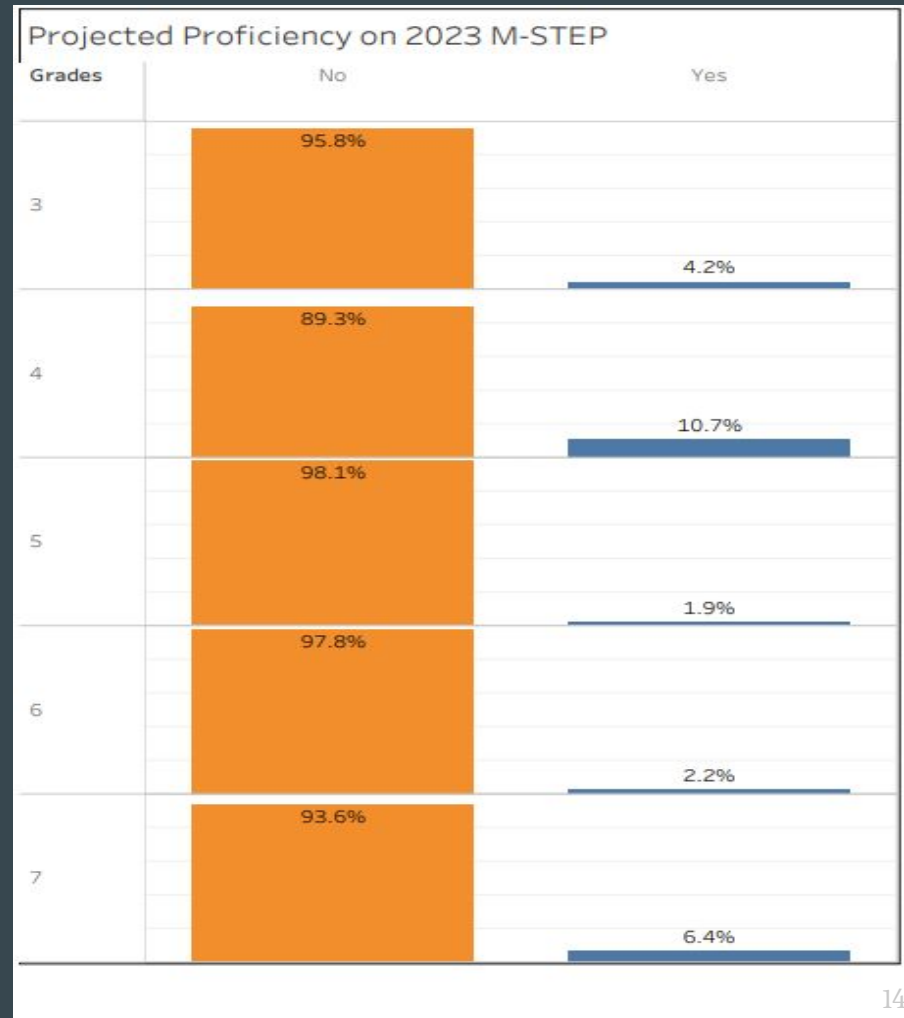
Math: Math K-12

Grade (Winter 2023)	Total Number of Growth Events†	Comparison Periods						Growth				
		Fall 2022			Winter 2023			Growth		Grade-Level Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile
9	26	210.0	15.7	5	213.2	12.5	6	3	1.3	2.2	0.86	81
10	30	207.2	19.5	2	210.9	20.1	3	4	1.3	2.0	1.46	93
11	29	211.1	18.1	2	212.6	16.5	2	2	1.2	1.7	-0.18	43
12	22	216.6	16.6	7	225.5	15.4	25	9	1.9	0.1	7.22	99

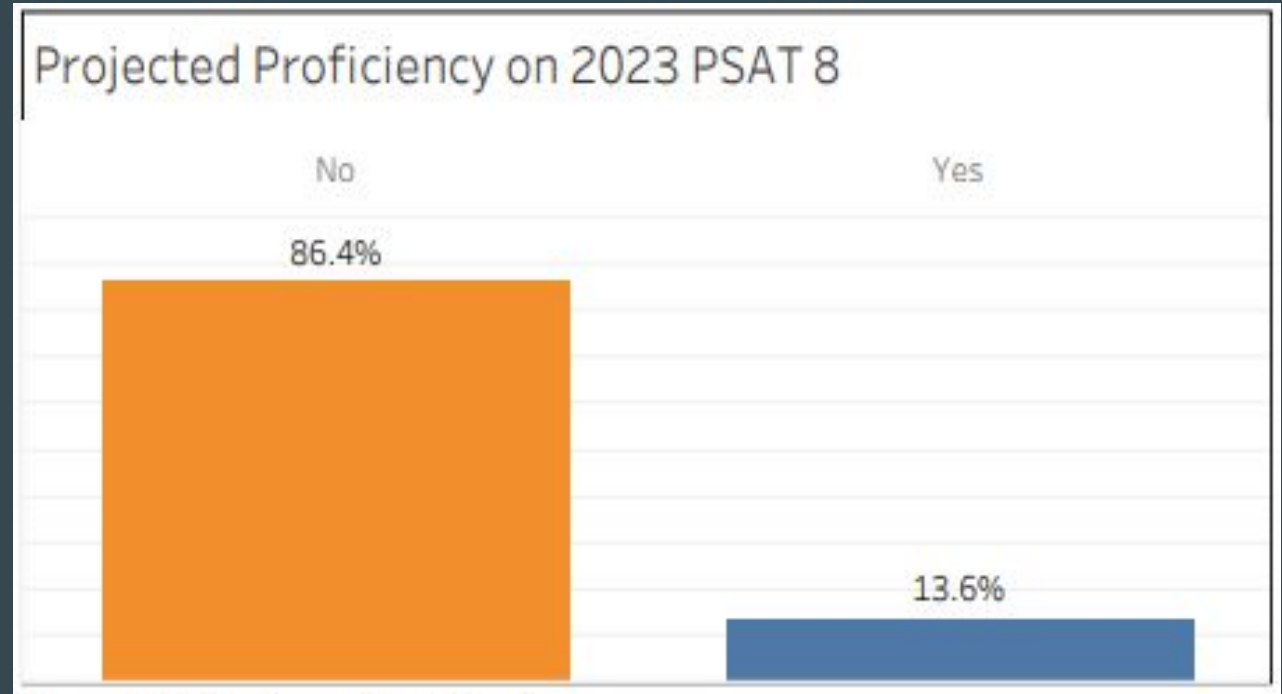
Math: Math K-12



MATH: Projected Proficiency on 2023 M-STEP



Math: Projected Proficiency on 2023 PSAT 8



Math: Analysis and Plans



From Fall 2022 - Winter 2023:

- 2nd, 3rd, and 4th grade met or exceeded expected growth
- 7th through 12th graders met or exceeded expected growth
- 2nd, 7th, 8th, 10th, and 12th graders demonstrated growth that demonstrates progress towards narrowing gaps in achievement. 3rd, 8th, and 9th graders demonstrated this type of growth in 21-22

Mount Clemens Community School District

NWEA MAP Growth

Fall 2022 Avg RIT Scores

By Grade Level

Grade	Course			
	Math K-12		Reading	
	#Stud	Fall 22 Avg RIT Score	#Stud	Fall 22 Avg RIT Score
K	82	136.1	82	133.2
1	64	152.1	64	148.3
2	59	155.4	62	154.9
3	50	168.6	50	166.7
4	51	184.5	49	184.5
5	46	189.0	46	187.7
6	44	195.1	41	192.6
7	49	197.6	49	196.4
8	43	199.4	42	200.1
9	32	211.1	28	*
10	32	208.6	31	197.6
11	30	211.3	16	*
12	24	*	23	*

DL-2/15/23

*The data is suppressed for groups with less than 30 students.

2020 Mathematics Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

2020 Reading Student Achievement Norms						
Grade	Fall		Winter		Spring	
	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.09

Mount Clemens Community School District
 NWEA MAP Growth
 Fall 2022 Avg RIT Scores
 By School and Grade Level

School Name	Grade	Course			
		Math K-12		Reading	
		#Stud	Fall 22 Avg RIT Score	#Stud	Fall 22 Avg RIT Score
Mount Clemens High School	9	32	211.1	28	*
	10	32	208.6	31	197.6
	11	30	211.3	16	*
	12	24	*	23	*
Mount Clemens Middle School	6	44	195.1	41	192.6
	7	49	197.6	49	196.4
	8	43	199.4	42	200.1
Seminole Academy	K	82	136.1	82	133.2
	1	64	152.1	64	148.3
	2	59	155.4	62	154.9
	3	50	168.6	50	166.7
	4	51	184.5	49	184.5
	5	46	189.0	46	187.7

Mount Clemens Community School District
 NWEA MAP Growth
 Fall 2022 Avg RIT Scores
 By Student Demographics

Reporting Level	Student Group	Course			
		Math K-12		Reading	
		#Stud	Fall 22 Avg RIT Score	#Stud	Fall 22 Avg RIT Score
MODE OF INSTRUCTION	Fully In-Person	606.0	178.9	583.0	174.4
ENGLISH_LEARNER	English Learners	22.0	*	23.0	*
	Not English Learners	584.0	178.2	560.0	173.9
ECONOMICALLY_DISADVANTAGED	Economically Disadvantaged	545.0	178.7	526.0	174.4
	Not Economically Disadvantaged	61.0	180.1	57.0	174.6
GENDER	Female	287.0	175.8	277.0	172.9
	Male	319.0	181.7	306.0	175.8
SPECIAL_EDUCATION	Not Special Education	482.0	181.1	461.0	176.1
	Special Education	124.0	170.3	122.0	168.1
RACE_ETHNICITY	African-American or Black	391.0	176.2	377.0	171.5
	American Indian or Alaska Native	2.0	*	2.0	*
	Asian	2.0	*	2.0	*
	Hispanic or Latino	38.0	185.6	38.0	181.5
	Two or More Races	95.0	189.6	81.0	186.0
	White	78.0	176.6	83.0	173.1

*The data is suppressed for groups with less than 30 students.

So What: Curriculum & Instruction



- Tier 1 Instruction
 - Ensuring that each student has access to grade level instruction (ongoing)
 - Quality assessment (all mentors and mentees)
 - Wonders at Seminole (K-5) (whole staff August 23)
 - Bridges at Seminole (K-5)(whole staff August 23)
 - K-5 Science Curriculum Adoption (K-5) (committee Spring/Summer 2023)
 - Professional Learning Communities (ongoing)
 - Instructional Coaches (ongoing)
 - MTSS Coach & Process (ongoing)
 - Developing a Focus, “Look Fors” on Bell to Bell Teaching & Learning, Student Centered Instruction, Classroom Management, Academic Language, & Setting the Stage (ongoing, DTN, DIT, SIT, Mentors?mentees), supported through evaluations and walk throughs

Why Tier 1 Instruction?

A tiered instructional process is at the center of any effective multi-tiered system of supports (MTSS). This process involves a three-tiered approach to implement high quality, effective instruction using research-based practices across content areas to support the academic and social-emotional learning needs of all learners. To accelerate learning, students at every grade level must first receive strong Tier 1 instruction within an evidence-based, scientifically researched core program or curriculum focused on essential grade-level skills and behavioral expectations. Without access to strong Tier 1 grade-level instruction and content, student learning can be delayed, creating gaps in academic knowledge and skills. When Tier 1 is implemented with a high degree of integrity and by trained educators, a majority of learners will show proficiency on curricular assessments consistent with the grade-level benchmarks (Swanson et al. 2017).

So What: Curriculum & Instruction



- Professional Development
 - Responsive Classroom with Roy Burton (three sessions)
 - Quality assessment (all mentors and mentees) (three sessions)
 - Kagan Cooperative Learning (pre K-12) (four sessions)
 - Professional Learning Communities and data driven instructional decision making (twice a month)
 - Coaches supporting staff through Coaching Cycles resulting in instructional professional learning for classroom teachers
 - LETRS (Language Essentials for Teachers of Reading and Spelling) Phonological awareness, phonics, fluency, vocabulary, and comprehension)
 - Orton-Gillingham (Systematic explicit instruction Tier 3 intervention, for kids who are missing foundations)
 - Macomb Literacy Modules K-2 (Research based practices, foundations of teaching reading, Tier1)

Now What: Curriculum & Instruction



- Continuous Improvement
 - Increasing Student Achievement in Reading & Math
 - Guaranteed & Viable Curriculum (current goal)
 - Unpacking Standards & Benchmarks
 - Curriculum Maps
 - Common Vocabulary
 - Pacing Guides
 - As we define our Partnership Agreement with MDE, we are planning the timelines to audit and revise these documents to guide our work

Now What: Curriculum & Instruction



- Academic & Enrichment Activities
 - After school
 - Summer
- Summer Professional Learning Opportunities
 - Determined & aligned with our continuous improvement planning

Good Teachers Make a Difference!

When it comes to student performance on reading and math tests, teachers are estimated to have two to three times the effect of any other school factor, including services, facilities, and even leadership.

A better way to assess teachers' effectiveness is to look at their on-the-job performance, including what they do in the classroom and how much progress their students make on achievement tests. This has led to policies that require evaluating teachers' on-the-job performance, based in part on evidence about their students' learning.

In addition, standardized tests do not measure all the outcomes that teachers are responsible for promoting, so measures based on these scores provide incomplete information about teachers' effectiveness. Even with these caveats, research shows that high value-added teachers also influence longer-term outcomes, such as graduation, college attendance, and earnings.

Please forward any questions to:



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