

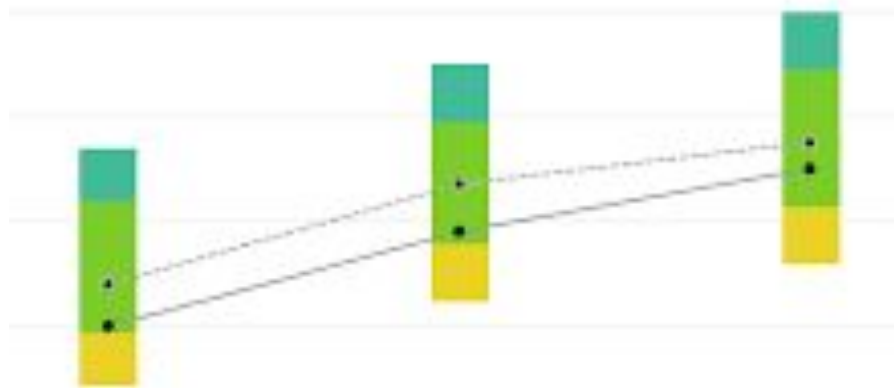
# Mid-Year 2020-21 Data Review

*Hoover City Schools  
February 8, 2021*

# Review of Terms

## Benchmark Assessment

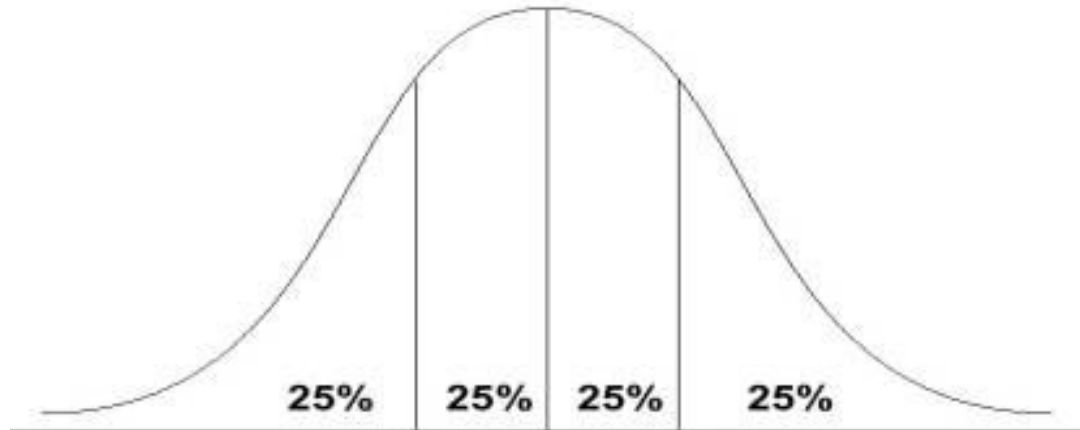
Non-graded tests that students take at 3 different times of the year (Fall, Winter, Spring) to determine comparative progress in Mathematics and Reading. If the state-required end of year assessment is like an autopsy, then benchmark assessments are like getting periodic medical check-ups.



# Review of Terms

## National Percentile Rank (NPR)

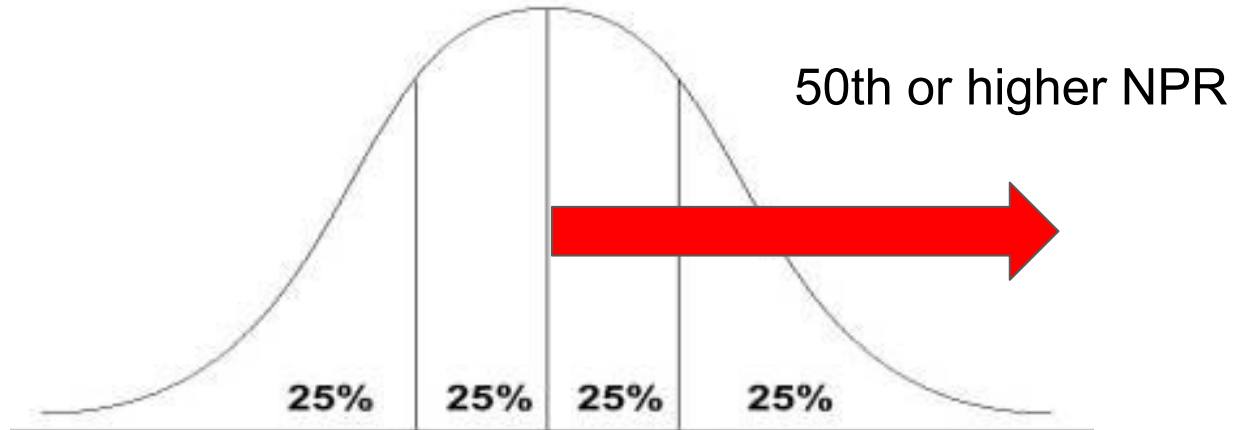
NPR tells us how a student's score compares to a national population of students of the same age who took the test at the same time of year. Higher scores are needed in the Winter and Spring to stay at the same NPR reached in the Fall.



# Review of Terms

## Achievement- On Grade Level

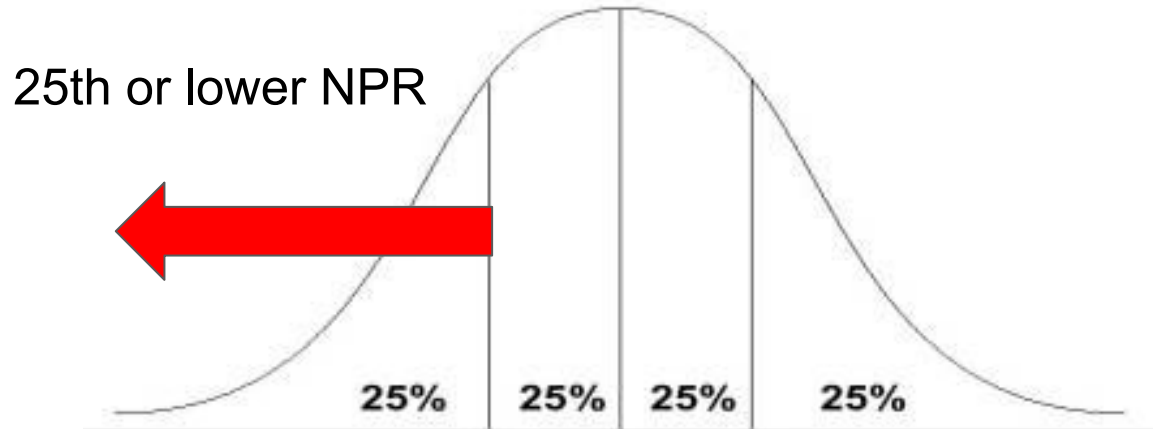
There is no standard definition, but in Hoover we have used the most common criteria which is 'on or above the 50th percentile' since 2015.



# Review of Terms

## Achievement- Needs Intervention

Students in the lowest 25th percentile are significantly below grade level and should be receiving progressively more intensive forms of academic intervention.



# Review of Terms

## Growth

Each student is assigned an individual growth target based on the Fall benchmark assessment based on a typical year's progress in a national population. Later scores in the Winter and Spring can be compared to that target to determine if a student is on pace to reach one year of typical growth.



# Where did things stand at the beginning of 2020-21?

## Students On Grade Level (50th NPR or higher)

- MATHEMATICS- **58%**
  - Fall of 2019-20: 64% (-6% difference)
- READING- **62%**
  - Fall of 2019-20: 61% (+1% difference)

## Students in Need of Intervention (25th NPR or lower)

- MATHEMATICS- **19%**
  - Fall of 2019-20: 17% (+2% difference)
- READING- **16%**
  - Fall of 2019-20: 16% (no difference)

# What did we experience during the 1st semester?

**3,818** Students quarantined for 2 weeks or more

- 28% of all students

**578** Employees quarantined for 2 weeks or more

- 30% of all employees

~30% of all students chose full-time virtual learning option (+ or - 5%)

- ~45% of all African-American students (+ or - 5%)

In-Person option: 47 in-person days, 35 remote days (43% remote)



# How do things look at mid-year of 2020-21?

## Students On Grade Level (50th NPR or higher)

- MATHEMATICS- **57%** (-1% from Fall of 2020-21)
  - Winter of 2019-20: 66% (-9% difference)
- READING- **61%** (-1% from Fall of 2020-21)
  - Winter of 2019-20: 62% (-1% difference)

## Students in Need of Intervention (25th NPR or lower)

- MATHEMATICS- **20%** (+1% from Fall of 2020-21)
  - Winter of 2019-20: 15% (+5% difference)
- READING- **19%** (+3% from Fall of 2020-21)
  - Winter of 2019-20: 17% (+2% difference)

# How do things look at mid-year of 2020-21?

## Students On Pace to Meet Annual Growth Target

- MATHEMATICS- **54%**
  - Winter of 2019-20: 62% (-8% difference)
- READING- **55%**
  - Winter of 2019-20: 59% (-4% difference)

## Virtual vs In-Person Learning Option (*'On Grade Level' at end of 1st sem*)

- MATHEMATICS- **58% In-Person**      **52% Virtual**      (-6%)
- READING- **61% In-Person**      **62% Virtual**      (+1%)

## What have we learned?

1. Our teachers are amazing. There have been losses, but much less than expected given the chronic disruption.
2. The staggered schedule worked much better than full remote learning.
3. Mathematics continues to be the greater area of concern.
4. More students will need intervention services, both in short and long term.

## Possible remedies?

1. Response to Intervention (RTI): Tier 1, Tier 2, and Tier 3
2. After school tutoring
3. Credit recovery
4. Summer remediation
5. Longer school year
6. Other ideas? *Inviting proposals for “Hoover Learning Frontiers”*