SCCIA Extended COVID-19 Learning Plan
Goal Reporting
Required by February 1, 2021 and by End of 20/21 School Year

Insert date: January 27, 2021

Quality Evidence-Based Assessment Practices

The St. Clair County Intervention Academy believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in academic performance and to identify effective instructional programs. We believe it can provide direction for standardizing or adjusting curriculum and instruction.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, the St. Clair County Intervention Academy will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

To evaluate student progress towards goals in math and reading, the St. Clair County Intervention Academy will use the benchmark assessment it has been using for the past several years, the Renaissance Star assessments in reading and mathematics. These Renaissance Star assessments will be administered to all students in grades 6 – 8 at least twice: once within the first 10 days of the school year or their enrollment, and again prior to the last day of school. Student progress in the social studies and science content areas will continue to be measured using assessments from Edgenuity. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

To promote continuous improvement in teaching and learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process. This professional learning will mostly take place through Professional Learning Communities.

Goal 1 - Students (grades 6-8) will improve performance in reading by at least 1 grade level equivalency from Fall to Spring as measured by Renaissance Star Reading.

· Teachers will use the formative assessment process to make decisions regarding adjustments to teaching, intervention strategies, and learning to support meaningful student progress towards mastery of reading academic standards.

· Data from the Star Reading benchmark assessments, local Reading/English summative assessments, and formative assessments will be continuously discussed and analyzed by staff individually and collaboratively.

Goal 2 - Students (grades 6-8) will improve performance in math by at least 1 grade level equivalency from Fall to Spring as measured by Renaissance Star Math.

· Teachers will use the formative assessment process to make decisions regarding adjustments to teaching, intervention strategies, and learning to support meaningful student progress towards mastery of mathematics academic standards.

· Data from the Star Math benchmark assessments, local Math summative assessments, and formative assessments will be continuously discussed and analyzed by staff individually and collaboratively.

Current Status of Mid-Year Assessments

The mid-year administration of the Renaissance STAR Reading and Math assessments is complete. It should be noted that the results below are cumulative for all students in grades 6-8. All of the following subgroups had less than <10 students, and as a result, the data cannot be made publicly available: individual grade levels (6-8), Econ. Disadvantaged, Spec. Ed., and ELL.

Achievement or Growth on Benchmark Assessment

Reporting Category	By February 1		Before End of Year	
	Reading	Math	Reading	Math
All Students	50% (avg. increase of 1.3 G.E.)	60% (avg. increase of 1.06 G.E.)		
Econ. Disadvantaged	Subgroup Too Small	Subgroup Too Small		
Special Education	Subgroup Too Small	Subgroup Too Small		
English Learner	N/A	N/A		