

FITZGERALD

PUBLIC ★ SCHOOLS

23200 Ryan Road • Warren, Michigan • 48091-1999
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District Educational Goal Progress Report

February 2023

Introduction/Background

Public Act 48 of 2021 Section 98b requires districts, traditional public, public school academies, and intermediate districts who wish to receive state aid for 2022-2023 year to do the following:

- Present, not later than the first board meeting in February 2023 and not later than the last board meeting of the academic year, on accomplishments of established goals.
- Ensure that the information presented to the board is disaggregated by grade level, by student demographics, and by the mode of instruction received by the pupils to which the information applies.
- Post the information through the transparency reporting link located on the district's website.
- Ensure that, by no later than September 15, 2022 each school building leader of each school operated by the district, in conjunction with all teachers and school administrators of the school, establishes educational goals expected to be achieved for the 2022-2023 school year for the school.

Introduction

The NWEA MAP Growth assessments in reading and mathematics will be administered three times to all students in Grade K - 12: once in the first nine weeks of the school year, and again prior to the last day of school; with an additional unrequired assessment time mid-year. The results from these assessments among other datasets will be used to monitor progress towards our goals over the course of this school year.

NWEA has provided the following information regarding how their assessments are aligned to our state standards and can be used to determine whether students are making meaningful progress towards mastery of these standards.

MAP Growth assessments are aligned to the Michigan Academic Standards in mathematics and English language arts, and our item pools are regularly updated to reflect the standards. A third-party study in November 2017 confirmed that MAP Growth is strongly aligned to both the depth and the breadth of the Michigan standards. Each student experiences a unique test that targets the instructional level of each pupil. The adaptive item selection provides powerful data to precisely measure performance and inform instruction. Many MAP Growth reports, such as the Student Profile, indicate the percentile of achievement each student reached compared with students from the same grade. Teachers can use the Student Profile to view what skills a student is ready to reinforce, develop, and introduce by standard and grade.

A summary of student supports will be provided within the mid-year report along with results from 2022 fall NWEA MAP Growth for students in Grade K - 8. The data provided will be disaggregated by grade level, by the mode of instruction, and by student demographics who have at a minimum of 30 students.

2022-2023 Educational Goals

Mid-Year Goals for Grade K - 12:

Goal 1: By mid-year of the 2022-2023 school year, each school and the district will analyze fall results using NWEA MAP Growth to implement student supports necessary for growth in reading achievement by the end of the 2022-2023 school year.

- 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.

Goal 2: By mid-year of the 2022-2023 school year, each school and the district will analyze fall results using NWEA MAP Growth to implement student supports necessary for growth in mathematics achievement by the end of the 2022-2023 school year.

- All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of math academic standards.
- In mathematics, results from benchmark and local assessments will be continuously discussed and analyzed by staff.

A summary of student performance on local assessments will be provided within the mid-year report, which will include the data disaggregated by grade level, by the mode of instruction, and by student demographics who have at a minimum of 30 students.

Fitzgerald Public Schools
 NWEA MAP Growth
 Fall 2022 Avg RIT Scores
 By Grade Level

Grade	Course			
	Math K-12		Reading	
	Count of Test RITScore..	Fall 22 Avg RIT Score	Count of Test RITScore..	Fall 22 Avg RIT Score
K	123	138.2	123	136.2
1	154	149.4	154	148.2
2	150	169.2	151	165.0
3	146	173.5	146	173.9
4	115	186.9	115	184.7
5	143	195.8	143	195.3
6	146	198.5	139	199.3
7	127	203.8	126	202.6
8	118	211.0	115	208.2
9	212	213.0	214	209.4
10	218	219.5	223	212.8
11	196	220.6	197	213.9
12	210	220.4	210	212.3

Fitzgerald Public Schools
 NWEA MAP Growth
 Fall 2022 Avg RIT Scores
 By Student Demographics

Reporting Level	Student Group	Course			
		Math K-12		Reading	
		Count of Test RITScore..	Fall 22 Avg RIT Score	Count of Test RITScore..	Fall 22 Avg RIT Score
MODE OF INSTRUCTION	Fully In-Person	2,005	195	2,002	192
	Fully Remote	53	212	54	209
ENGLISH_LEARNER	English Learners	333	189	334	186
	Not English Learners	1,725	197	1,722	193
ECONOMICALLY_DISADVANTAGED	Economically Disadvantaged	1,680	195	1,678	191
	Not Economically Disadvantaged	378	200	378	196
GENDER	Female	1,041	195	1,035	193
	Male	1,017	196	1,021	191
SPECIAL_EDUCATION	Not Special Education	1,768	198	1,763	194
	Special Education	290	183	293	180
RACE_ETHNICITY	African-American or Black	887	196	886	193
	American Indian or Alaska Native	6	*	6	*
	Asian	385	195	385	192
	Hispanic or Latino	92	190	92	188
	Two or More Races	329	191	327	188
	White	359	200	360	195

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

Fitzgerald Public Schools
 NWEA MAP Growth
 Fall 2022 Avg RIT Scores
 By School and Grade Level

School Name	Grade	Course			
		Math K-12		Reading	
		Count of TestRITScore F..	Fall 22 Avg RIT Score	Count of TestRITScore F..	Fall 22 Avg RIT Score
CHATTERTON MIDDLE SCHOOL	6	876	199	834	199
	7	762	204	756	203
	8	708	211	690	208
FITZGERALD HIGH SCHOOL	9	1,266	213	1,278	209
	10	1,284	220	1,314	213
	11	1,056	221	1,062	214
	12	1,092	221	1,086	213
FITZGERALD VIRTUAL ACADEMY	9	6	*	6	*
	10	24	*	24	*
	11	120	214	120	211
	12	168	214	174	208
MOUND PARK ELEMENTARY	4	690	187	690	185
	5	858	196	858	195
SCHOFIELD ELEMENTARY	K	738	138	738	136
WESTVIEW ELEMENTARY	1	924	149	924	148
	2	900	169	906	165
	3	876	174	876	174

Fitzgerald Public Schools
 NWEA MAP Growth
 Fall 2022 Avg RIT Scores
 By School and Student Demographics

School Name	Reporting Level	Student Group	Course			
			Math K-12		Reading	
			# Stud	Fall 22 Avg RIT Score	# Stud	Fall 22 Avg RIT Score
CHATTERTON MIDDLE SCHOOL	MODE OF INSTRUCTION	Fully In-Person	391	204.0	380	203.1
	ENGLISH_LEARNER	English Learners	53	199.2	53	202.0
		Not English Learners	338	204.8	327	203.3
	ECONOMICALLY_DISADVANTAGED	Economically Disadvantaged	322	203.7	315	202.9
		Not Economically Disadvantaged	69	205.5	65	203.9
	GENDER	Female	213	204.0	201	204.6
		Male	178	204.1	179	201.4
	SPECIAL_EDUCATION	Not Special Education	316	207.5	303	206.7
		Special Education	75	189.4	77	188.8
	RACE_ETHNICITY	African-American or Black	164	201.8	158	201.4
		American Indian or Alaska Native	2	*	2	*
		Asian	64	211.3	64	211.7
		Hispanic or Latino	22	*	22	*
		Two or More Races	53	198.7	48	197.9
White		86	208.3	86	203.7	
FITZGERALD HIGH SCHOOL	MODE OF INSTRUCTION	Fully In-Person	783	218.8	790	212.3
	ENGLISH_LEARNER	English Learners	114	214.3	114	207.4
		Not English Learners	669	219.5	676	213.1
	ECONOMICALLY_DISADVANTAGED	Economically Disadvantaged	616	218.3	620	212.0
		Not Economically Disadvantaged	167	220.4	170	213.4
	GENDER	Female	381	219.1	386	215.1
		Male	402	218.4	404	209.6
	SPECIAL_EDUCATION	Not Special Education	668	222.1	675	215.6
		Special Education	115	199.1	115	192.7
	RACE_ETHNICITY	African-American or Black	387	216.7	391	210.7
		American Indian or Alaska Native	3	*	3	*
		Asian	137	221.3	137	214.5
		Hispanic or Latino	22	*	22	*
		Two or More Races	112	218.8	114	213.4
White		122	222.0	123	213.7	
FITZGERALD VIRTUAL ACADEMY	MODE OF INSTRUCTION	Fully Remote	53	212.0	54	209.1
	ENGLISH_LEARNER	English Learners	4	*	4	*
		Not English Learners	49	213.6	50	210.4
	ECONOMICALLY_DISADVANTAGED	Economically Disadvantaged	44	211.7	44	209.1
		Not Economically Disadvantaged	9	*	10	*
	GENDER	Female	22	*	22	*
		Male	31	212.5	32	207.0
	SPECIAL_EDUCATION	Not Special Education	51	212.4	52	209.4
		Special Education	2	*	2	*
	RACE_ETHNICITY	African-American or Black	25	*	26	*
		American Indian or Alaska Native	1	*	1	*
		Asian	4	*	4	*
		Hispanic or Latino	2	*	2	*
		Two or More Races	9	*	9	*
White		12	*	12	*	
MOUND PARK ELEMENTARY	MODE OF INSTRUCTION	Fully In-Person	258	191.8	258	190.6
	ENGLISH_LEARNER	English Learners	33	195.0	33	192.6
		Not English Learners	225	191.4	225	190.3
	ECONOMICALLY_DISADVANTAGED	Economically Disadvantaged	221	191.4	221	190.3
		Not Economically Disadvantaged	37	194.3	37	191.9
	GENDER	Female	129	191.1	129	191.7
		Male	129	192.6	129	189.4
	SPECIAL_EDUCATION	Not Special Education	219	194.0	219	192.7
		Special Education	39	179.8	39	178.7
	RACE_ETHNICITY	African-American or Black	99	187.3	99	186.5

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

Fitzgerald Public Schools
 NWEA MAP Growth
 Fall 2022 Avg RIT Scores
 By School and Student Demographics

School Name	Reporting Level	Student Group	Course			
			Math K-12		Reading	
			# Stud	Fall 22 Avg RIT Score	# Stud	Fall 22 Avg RIT Score
MOUND PARK ELEMENTARY	RACE_ETHNICITY	Asian	42	200.4	42	200.0
		Hispanic or Latino	17	*	17	*
		Two or More Races	54	188.4	54	187.9
		White	46	197.0	46	193.8
SCHOFIELD ELEMENTARY	MODE OF INSTRUCTION	Fully In-Person	123	138.2	123	136.2
	ENGLISH_LEARNER	English Learners	25	*	25	*
		Not English Learners	98	138.4	98	136.8
	ECONOMICALLY_DISADVANTAGED	Economically Disadvantaged	109	138.2	109	136.4
		Not Economically Disadvantaged	14	*	14	*
	GENDER	Female	62	138.2	62	136.2
		Male	61	138.2	61	136.2
	SPECIAL_EDUCATION	Not Special Education	113	139.2	113	136.8
		Special Education	10	*	10	*
	RACE_ETHNICITY	African-American or Black	51	137.9	51	138.4
		Asian	35	137.7	35	133.6
		Hispanic or Latino	6	*	6	*
		Two or More Races	14	*	14	*
		White	17	*	17	*
	WESTVIEW ELEMENTARY	MODE OF INSTRUCTION	Fully In-Person	450	163.8	451
ENGLISH_LEARNER		English Learners	104	168.0	105	163.6
		Not English Learners	346	162.6	346	161.7
ECONOMICALLY_DISADVANTAGED		Economically Disadvantaged	368	163.2	369	161.4
		Not Economically Disadvantaged	82	166.7	82	165.4
GENDER		Female	234	163.4	235	162.5
		Male	216	164.3	216	161.7
SPECIAL_EDUCATION		Not Special Education	401	165.7	401	163.9
		Special Education	49	148.7	50	148.4
RACE_ETHNICITY		African-American or Black	161	160.5	161	160.2
		Asian	103	168.1	103	165.8
		Hispanic or Latino	23	*	23	*
		Two or More Races	87	159.6	88	157.2
	White	76	168.6	76	166.7	

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Progress

District Goals:

- A focused and targeted approach for Professional Learning Communities (PLCs) to align, curriculum, instruction and assessment across the grades.
- A full implementation of Multi-Tiered System of Supports (MTSS), that includes rigorous Tier I Instruction, and targeted Tier II and Tier III intervention that meets the needs of each individual student.
- Progress Monitoring instruction via NWEA Skills, NWEA Fluency and Performance Matters.
- Increasing parent involvement opportunities to help parents understand scores, needs and strategies they can do to support their children at home.
- Beginning plans for Summer School opportunities.

Elementary Highlights:

Goal 1 (ELA):

- A full implementation of Multi-Tiered System of Supports (MTSS), that includes rigorous Tier I Instruction
 - Implementation of a Tier I Phonemic Awareness Program (Hegerty) in the early grades.
 - Entering year three of training for the Orton-Gillingham approach for Tier I phonics instruction. We have trained 80% of our elementary teachers and administrators, and we are continuing to train the rest through Professional Development offered through the year and summer.
- Continuous coaching of the Orton-Gillingham Approach for all previously trained teachers.
- Using NWEA Fluency to target specific areas of the Big 5 (phonemic awareness, phonics, vocabulary, fluency and comprehension) to individualize student instruction recorded on IRIPs.
- Updating a curriculum alignment guide for teachers to have a common location for all instructional resources, to include Essential Literacy Practices, the Orton-Gillingham Approach for phonics instruction, District Adopted Curriculum Resources for Reading and Writing.
- Continue to utilize the What I Need “WIN” / Walk-to-Read model to target student instruction and intervention.
 - Hiring Interventionists to fully focus on working with students at the Tier II and Tier III Levels.
- Goal Setting and Student Centered Coaching is happening in classrooms with low growth scores.

Goal 2 (math):

- A full implementation of Multi-Tiered System of Supports (MTSS), that includes rigorous Tier I Instruction, with the adoption of a new Mathematics Curriculum that more closely aligns with the Math Coaching, and methodology for best practice for Tier I instruction.
- Entering year three of training for Math Instruction and Coaching. All Elementary Teachers are in a coaching cycle for math three times a year to focus on: Number Talks, Math Formative Assessments, and the CRA (concrete, representational and abstract).
- Continued differentiation of small group math instruction, including a math warm-up that incorporates problems from all components of mathematics (Numbers and Operations, Geometry, Algebraic Thinking, Measurement and Data)
- A Math Coach has been hired to be split among two of our elementary schools.

Secondary Highlights:

Goal 1 (ELA):

- Middle School coaching cycles around ELA and social studies to support Tier I Instruction.
- Offering credit recovery options for students struggling to pass their course at the High School level.
- Gathering Resources and Textbooks for a 23/24 Pilot Study and Textbook Adoption.
- Specific and targeted professional development for administrators and teachers around co-teacher partnerships.
- Collaborative work with Michigan Department of Education's Office of Special Education Services and the Macomb Intermediate School District office of Special Education to look at Data Use in Action - specifically targeted to ELA.
- Middle School Before/After School Tutoring using IXL to help students at their instructional level.
- Continued monitoring of District Benchmark Assessments and the correlation to PSAT and SAT performance indicators.

Goal 2 (math):

- Middle School coaching cycles during math and science to support Tier I Instruction.
- Piloting new math curriculums from 6th to 12th grade to include High School in Algebra I, II and Geometry, with anticipation of curriculum adoption that more closely aligns with the Math Coaching, and methodology for best practice for Tier I instruction.
- Offering credit recovery options for students struggling to pass their course at the High School level.
- Additional math online resource through NWEA purchased for middle school

Conclusion

Fitzgerald Public Schools is committed to the growth and development of our students as focused, progressive successful members of the community. The NWEA benchmark assessments we use provide us with information for a single point in time so we can determine where our students are academically. We use that information to plan for instruction, and if needed additional support services for our students needing Special Education, English Language or Intervention Services. We understand this data is important, but it doesn't tell us the whole picture of each student, therefore we rely on other pieces of information to provide the best quality instruction we can to our students. We will administer the NWEA assessment again in the spring for students K-12, and progress toward meeting our year end goal will be published to all stakeholders at that time.