Distinctive College Prep Harper Woods

SY2022 MidYear Report

on Benchmark Assessment Performance
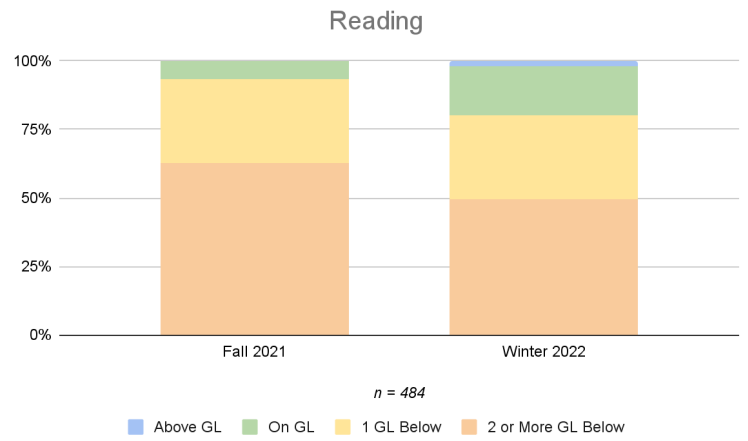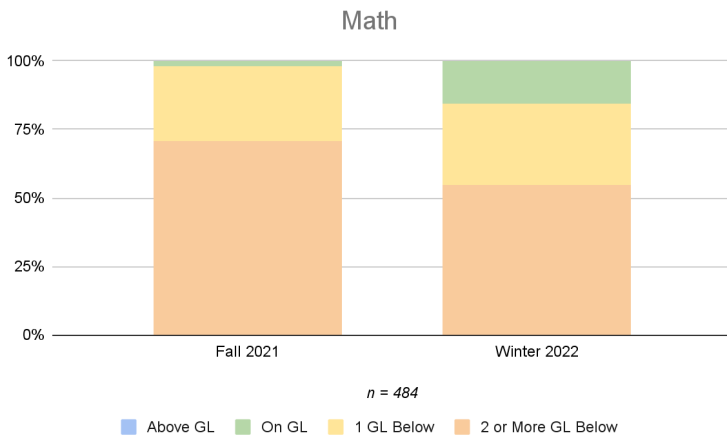
Introduction:

To aid our instructional decision making and consolidate supplemental blended learning efforts to a single platform, Distinctive Schools Michigan moved to implement i-Ready diagnostic and instructional tools from K-8. In a sense, we have "doubled up" on Benchmark Assessments. This report focuses on the Winter Diagnostic and progress since the Fall Diagnostic. In March, it will be amended to show similar information from NWEA MAP Growth, our assessment of record with Central Michigan University as well as our internal Campus Growth Plans.

Percent of Students Meeting i-Ready Pre-Pandemic Growth Norms by Grade Level, (K-7th)

Math ■ Reading ■

Grade	Math	Reading
Kindergarten	71.1%	68.3%
1st	57.7%	38.5%
2nd	47.7%	41.8%
3rd	51.9%	68.4%
4th	51.9%	51.3%
5th	55.9%	55.1%
6th	65.3%	64.3%
7th	64.7%	75.0%
Total	57.0%	56.7%

n = 484
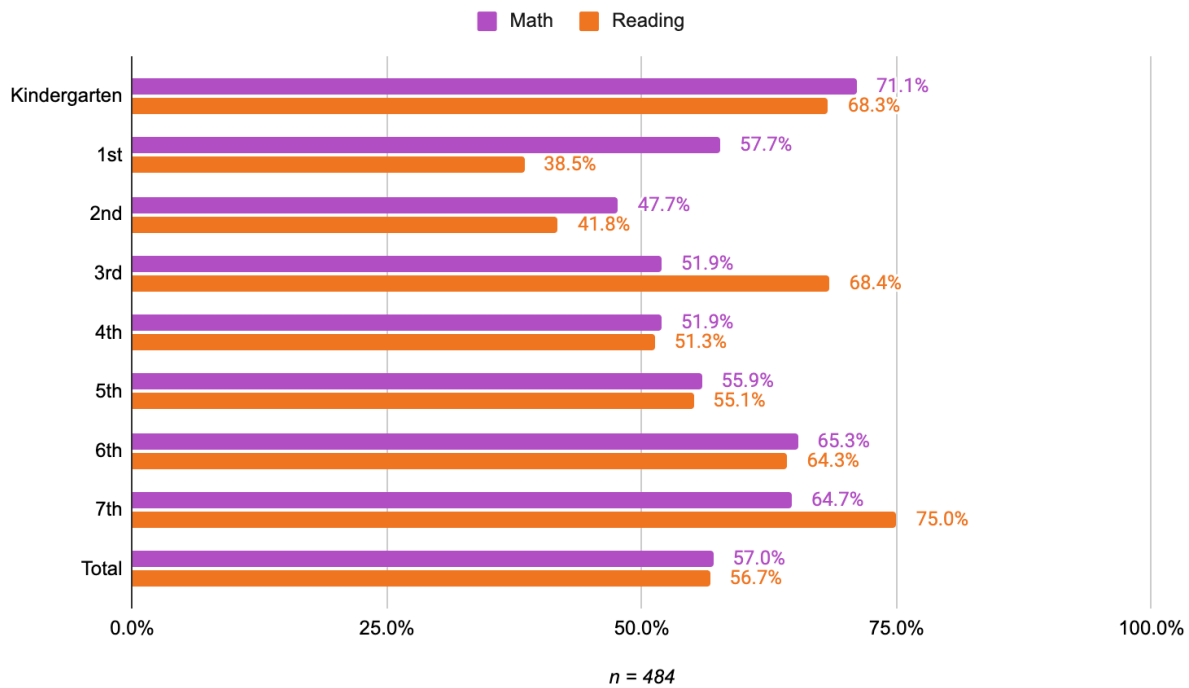
- This metric most closely aligns with overall year long goal of over half of students growing at the normative rate (median growth percentile >=50)
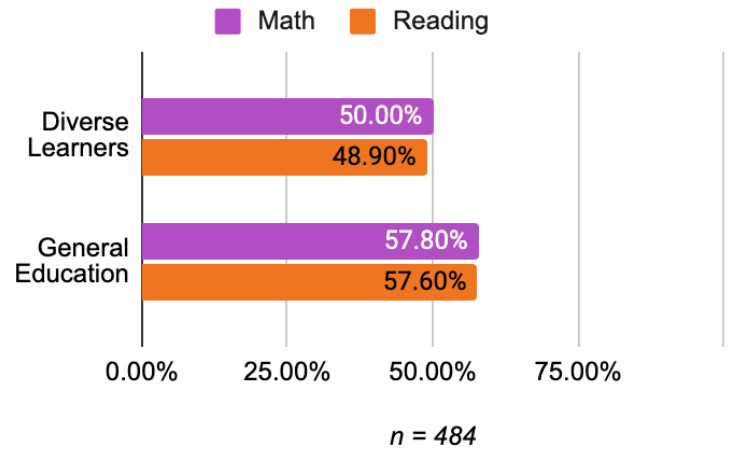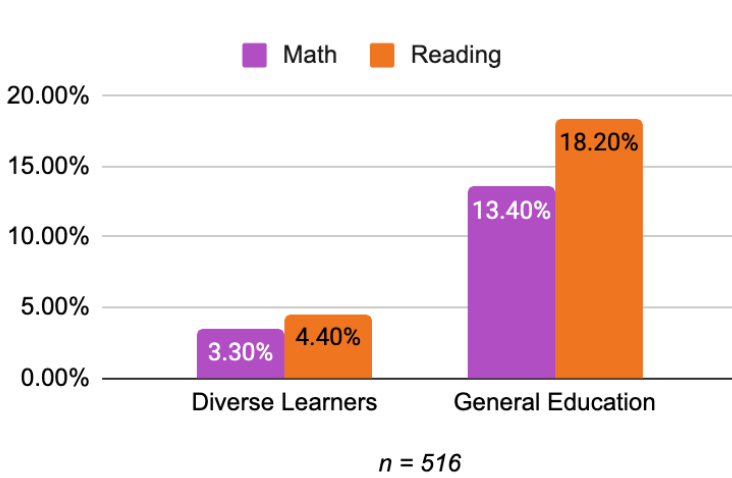
Summary of change in Achievement Status by Grade Level

Math

	Fall 2021	Winter 2022

n = 484

◼ Above GL ◼ On GL ◼ 1 GL Below ◼ 2 or More GL Below

Reading

	Fall 2021	Winter 2022

n = 484

◼ Above GL ◼ On GL ◼ 1 GL Below ◼ 2 or More GL Below

● The change reflected among group with Diagnostic Assessments in both Fall and Winter terms
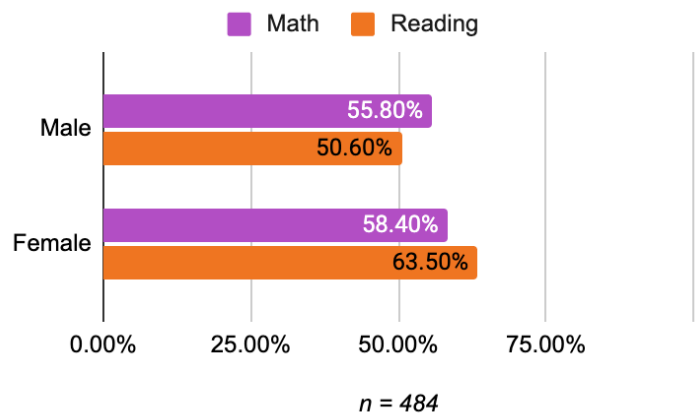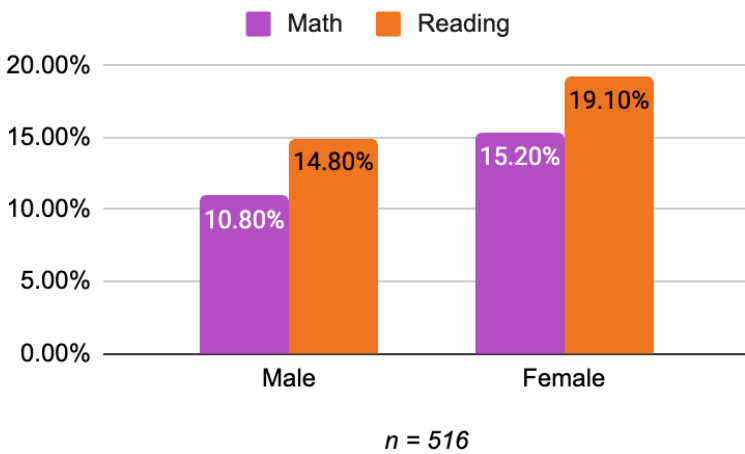
Subgroup Comparisons

Diverse Learners (Special Education)

	Math	Reading
Diverse Learners	3.30%	4.40%
General Education	13.40%	18.20%

n = 516

	Math	Reading
Diverse Learners	50.00%	48.90%
General Education	57.80%	57.60%

n = 484

Culturally and Linguistically Diverse (English Learners)
- There is no qualifying subgroup (>=10 per ESSA guidance) who receive English Language supports.

Gender

	Math	Reading
Male	10.80%	14.80%
Female	15.20%	19.10%

n = 516

	Math	Reading
Male	55.80%	50.60%
Female	58.40%	63.50%

n = 484

Race

- There are no qualifying racial subgroups (>=10 per ESSA guidance) with more than 95% of students identifying as Black or African American.

Mode of Instruction

- There is no qualifying subgroup (>=10 per ESSA guidance) whose primary mode of instruction was Remote.

Economic Disadvantage (Free & Reduced Lunch)

n = 516

n = 484