

DISTINCTIVE COLLEGE PREP

DCP Harper Woods

SY2022 Year End Report

On Benchmark Assessment Performance

This report is provided to comply with PA 48 of 2021, Section 104a & 98b and maintain transparency in regards to academic performance in the pandemic to date.

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. It was added to supplement our NWEA MAP Growth assessment, our assessment of record with Central Michigan University as well as our internal Campus Growth Plans. We have included both assessment results to reflect our emphasis on Multiple Measures of Assessment to tell a more complete story.

Percent of Students Meeting Grade Level Achievement Norm by Grade Level, (K-7)

- Both assessments show grade level break down

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

- i-Ready & NWEA MAP Growth shows the percent of students meeting their annual typical growth, though only MAP shows historical trend

Summary of change in Achievement Status by Grade Level

- i-Ready utilizes achievement categories to compare student performance to grade level expectations. This shows change from Fall 2021 to Spring 2022
- NWEA MAP shows a student performance by quintile in Fall 2021 and Spring 2022

Subgroup Comparisons

Diverse Learners (Special Education)

Culturally and Linguistically Diverse (English Learners)

- There is no qualifying subgroup (≥ 10 per ESSA guidance) who receive English Language supports.

Economic Disadvantage (Free & Reduced Lunch)

Gender

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.

Median Conditional Growth Percentile

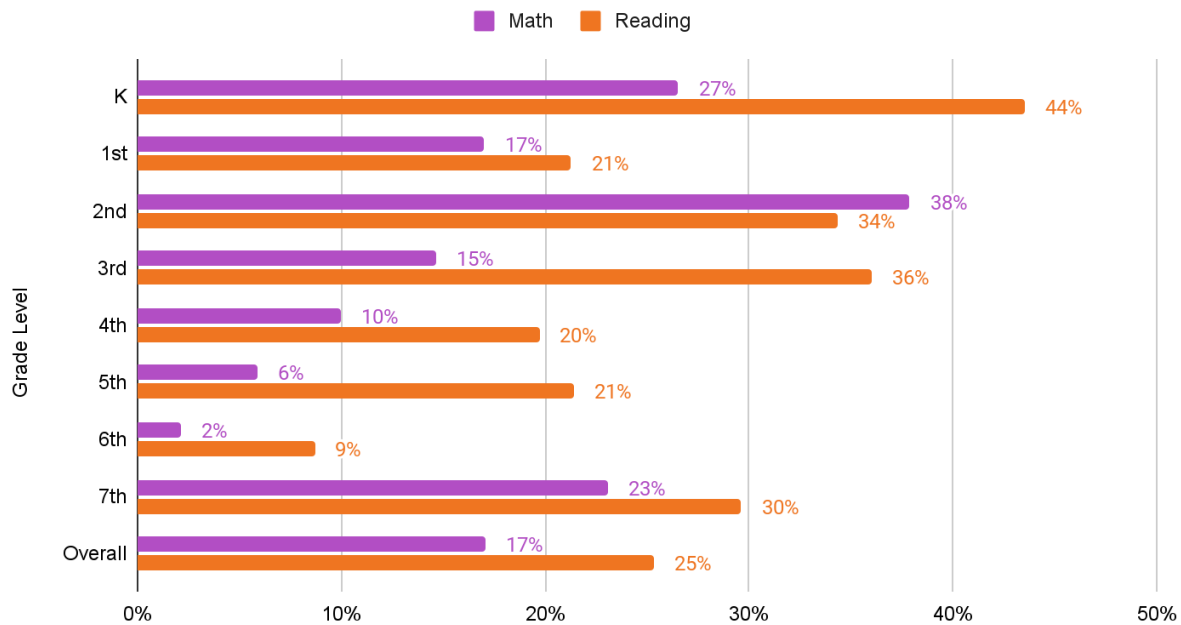
NWEA MAP Growth, Spring 2022

Grade	Math	Reading	Target
K	29	n/a	50
1st	37	17	50
2nd	50	47	50
3rd	20	40	50
4th	66	75	50
5th	17	22	50
6th	32	37	50
7th	42	53	50
Overall	35	40	50

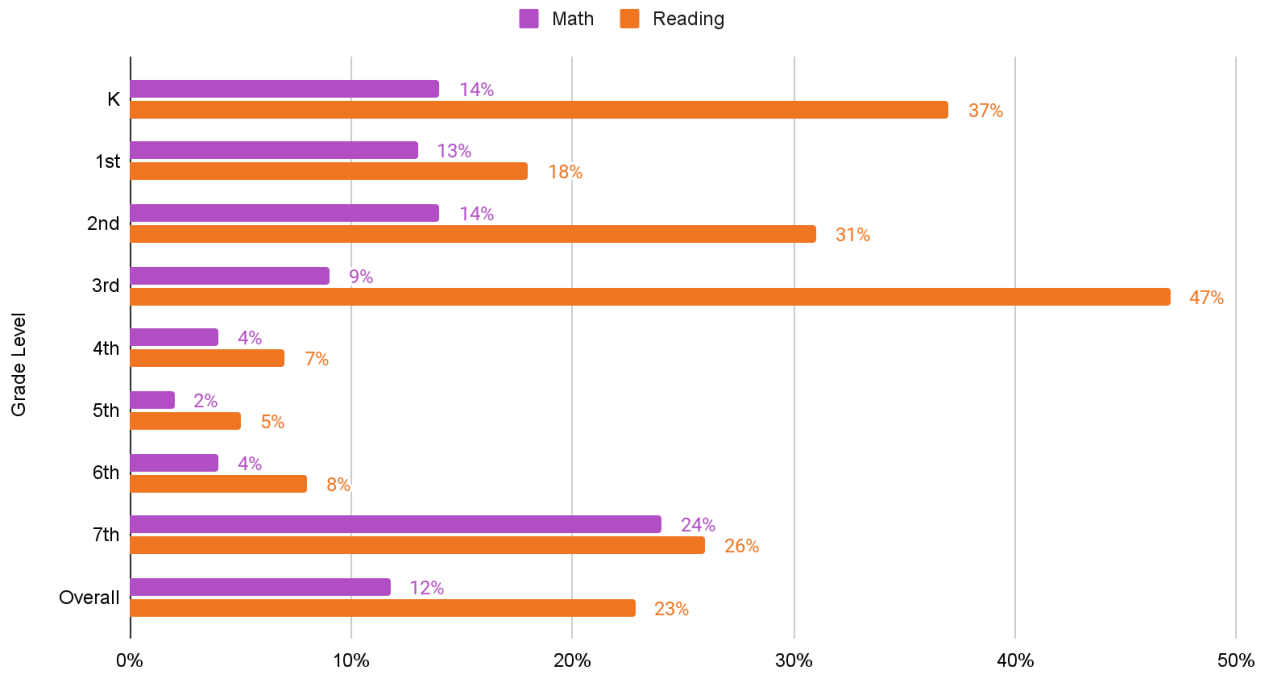
Percent of Students Meeting Grade Level Achievement Norm

Spring 2022 NWEA MAP Achievement by Grade Level

Percent of Harper Woods Students Achieving Grade Level Norm



Percent of Harper Woods Students on or above Grade Level



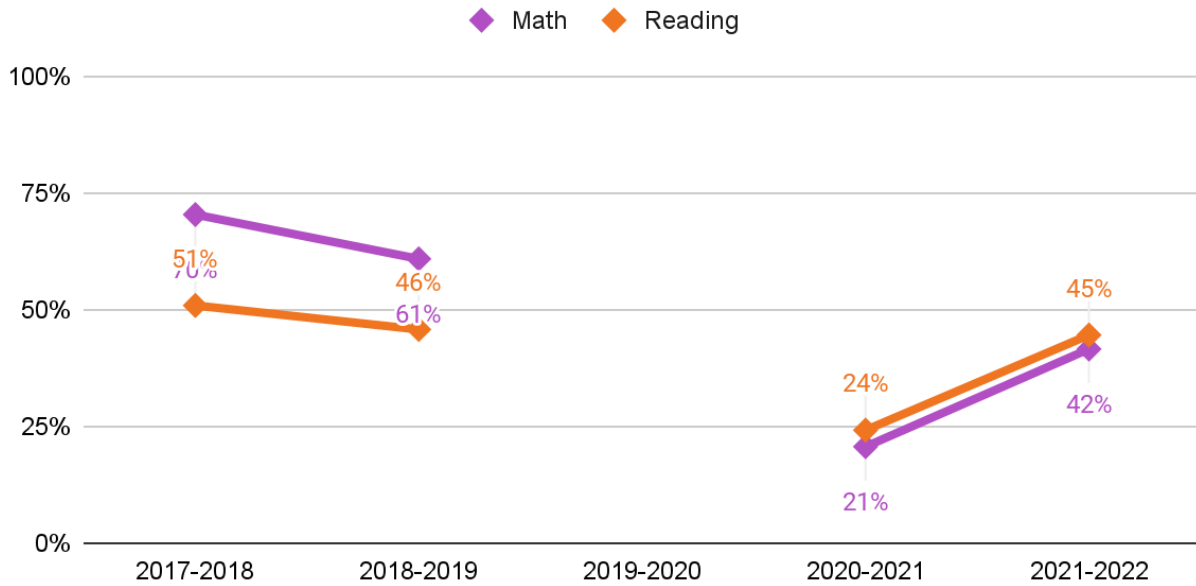
Achievement Notes:

- Like many schools across the country, the pandemic has dramatically impacted academic achievement.
- The “double benchmarks” show comparable results with students faring only slightly better on NWEA MAP than i-Ready in terms of achievement.
- The most significant difference was in the 4th and 5th Grade reading results, which were significantly higher on MAP than i-Ready.
- Similarly, primary grade Math showed significantly higher rates of student achievement on MAP than i-Ready.

Percent of Students Meeting Pre-Pandemic Fall to Spring Growth Norms

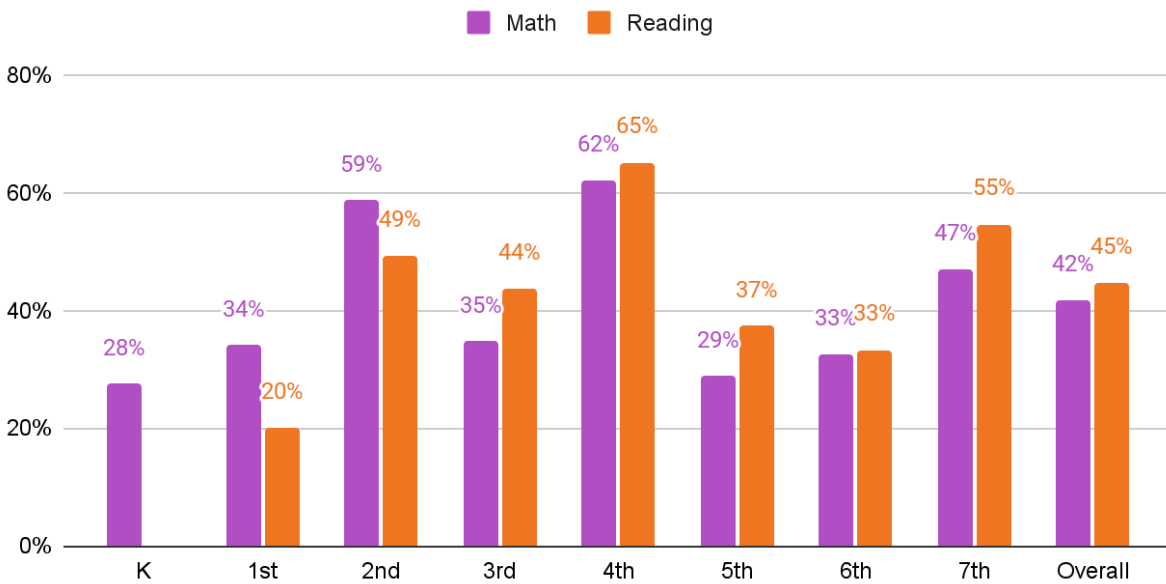
Spring 2022 NWEA MAP Growth over Time

Percent of Harper Woods Students Meeting or Exceeding Growth Norms over Time

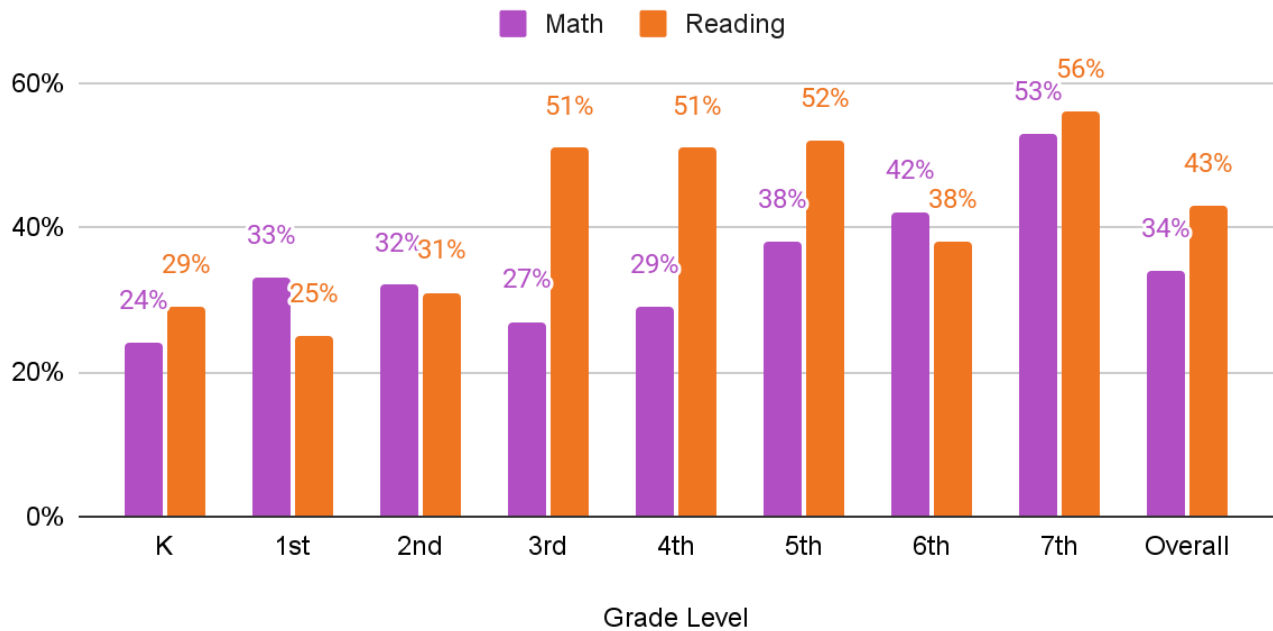


Spring 2022 NWEA MAP Growth by Grade Level

Percent of Harper Woods Students Meeting or Exceeding Growth Norms



Percent of Harper Woods Students Meeting or Exceeding Growth Norms



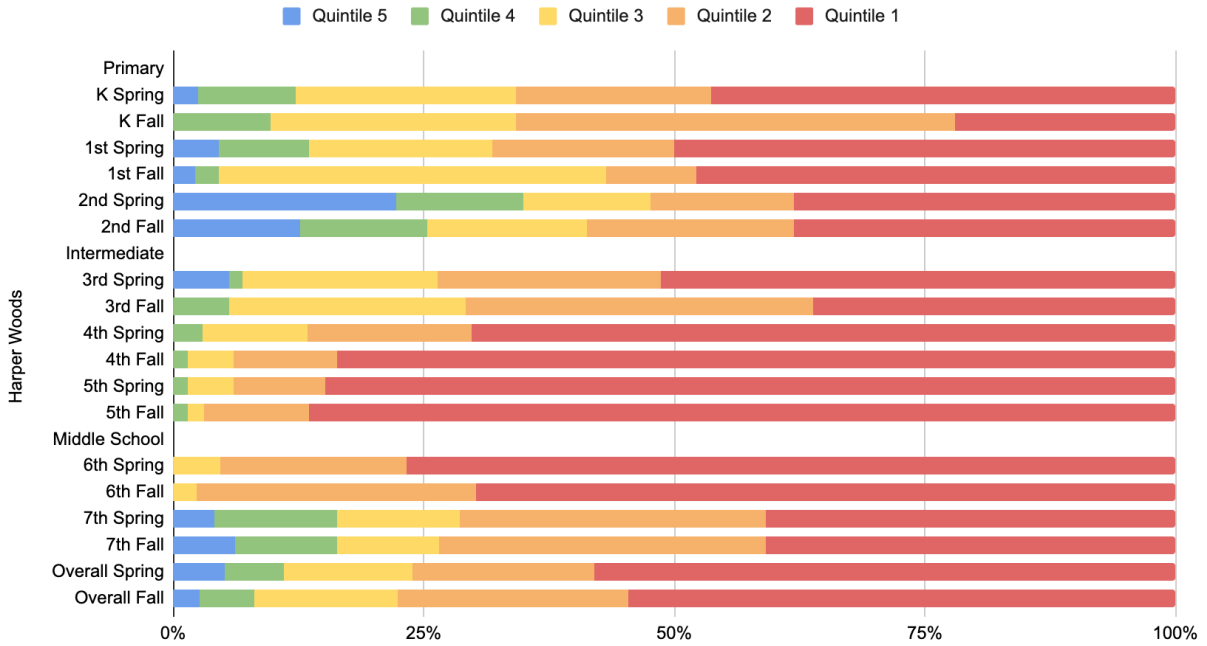
Growth Notes:

- Harper Woods has had a significant “bounce-back” year in terms of the percent of students growing, but it is still short of the minimum 50% stated in campus goals.
- NWEA MAP shows some significantly higher rates of growth in Math than i-Ready, though more grades showed stronger performance in reading on i-Ready.
- The most concerning difference was 5th and 6th grade reading, as we typically see higher percentages of students growing when completing rigorous grade level texts and tasks on the Summit Learning Platform.

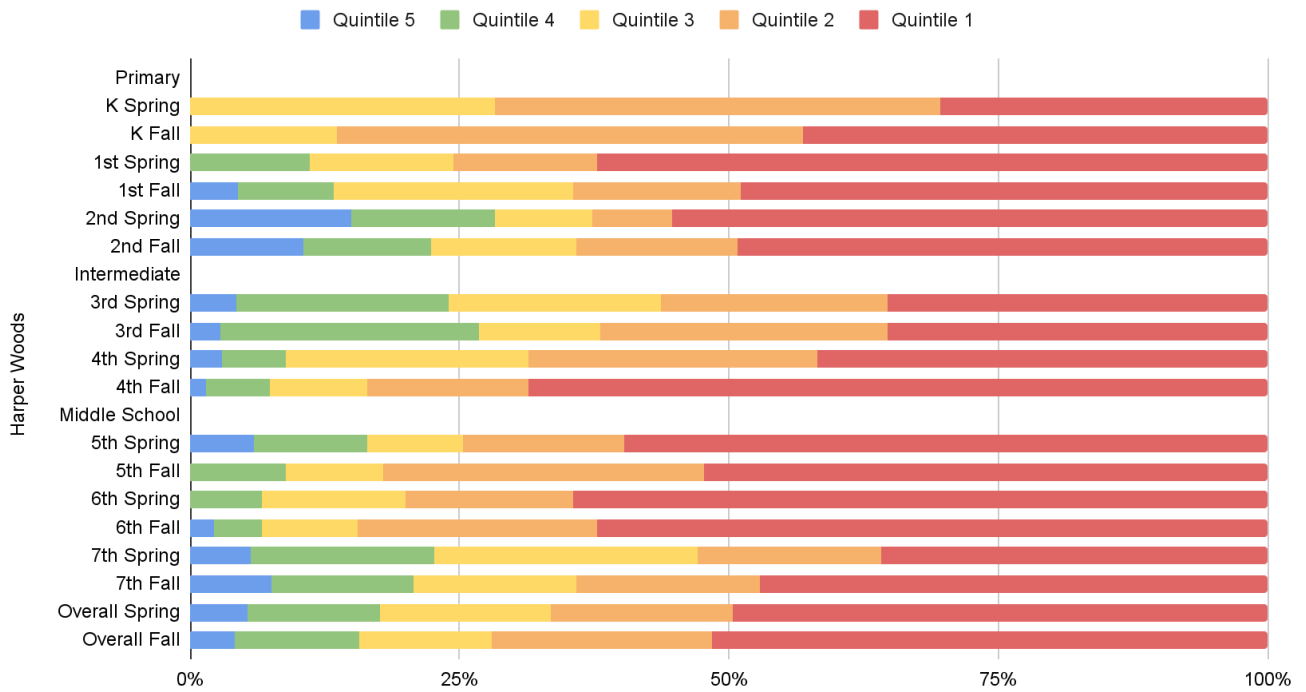
Summary of change in Achievement Status by Grade Level

Spring NWEA MAP Growth Reading & Math

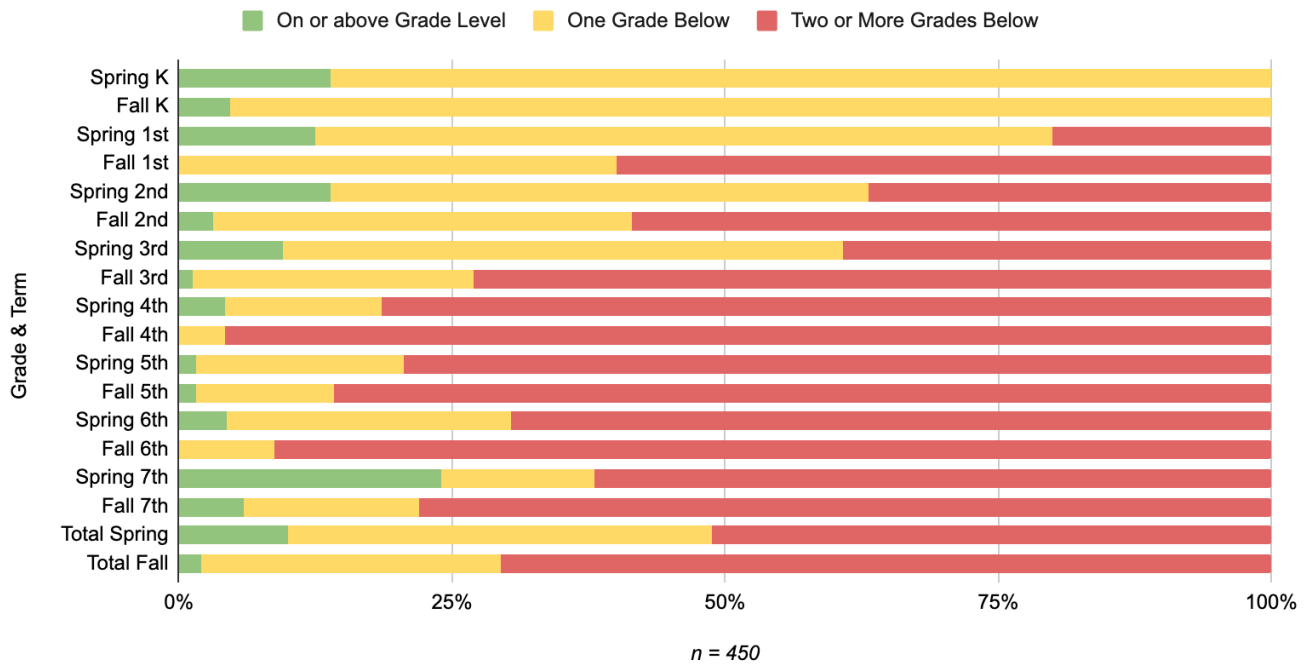
Change in Math Achievement from Fall to Spring by Grade



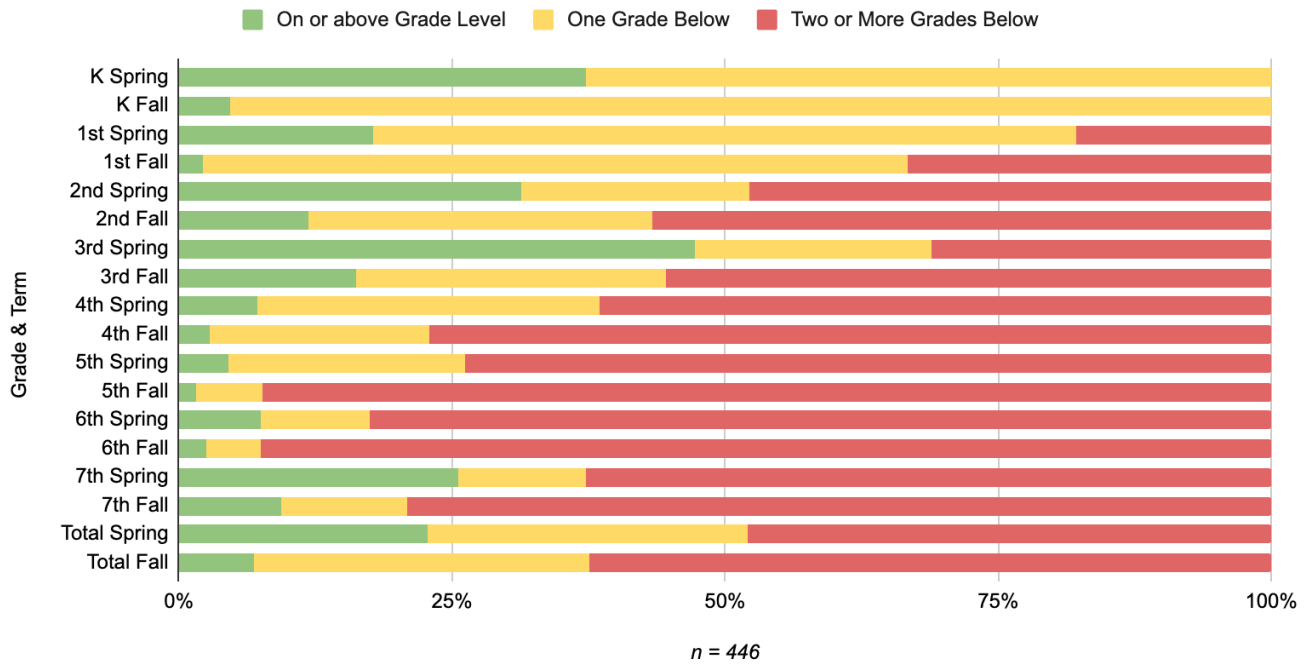
Change in Reading Achievement from Fall to Spring by Grade



Harper Woods Math Achievement Change from Fall 2021 to Spring 2022 by Grade Level



Harper Woods Reading Achievement Change from Fall 2021 to Spring 2022 by Grade Level



Achievement Change Notes:

- The standard achievement groupings on NWEA MAP are quintiles, vs. i-Ready’s terciles.
- Improved overall achievement was evident in both assessments at Harper Woods, though it was less dramatic in MAP.
- Math in 3rd-8th showed relative flatness with 6th grade declining from Fall to Spring.
- Achievement performance in Reading was more stark on i-Ready and incremental in MAP, with 1st, 3rd, and 6th declining from Fall to Spring.

Subgroup Comparisons

Percent of Students Achieving and Growing at Grade Level Rate on NWEA MAP, Spring 2022:

Harper Woods	Percent of Students Achieving at Norm		Percent of Students Growing at Norm	
Subgroup	Reading	Math	Reading	Math
Diverse Learners	6%	4%	41%	56%
General Education	28%	18%	45%	40%
Economic Disadvantage	23%	15%	43%	42%
Economic Advantage	46%	36%	64%	44%
Female	29%	17%	41%	39%
Male	22%	17%	48%	44%

Percent of students Achieving and Growing at Grade Level Rate on i-Ready Diagnostics, Spring 2022:

Harper Woods	Percent of Students Achieving at Norm		Percent of Students Growing at Norm	
Subgroup	ELA	Math	ELA	Math
Diverse Learners	4%	2%	43%	32%
General Education	25%	11%	44%	35%
Economic Disadvantage	22%	8%	42%	33%
Economic Advantage	43%	28%	70%	43%
Female	28%	12%	49%	33%
Male	19%	8%	40%	36%