

# DISTINCTIVE COLLEGE PREP

Distinctive College Prep Academy

SY2022 MidYear Report

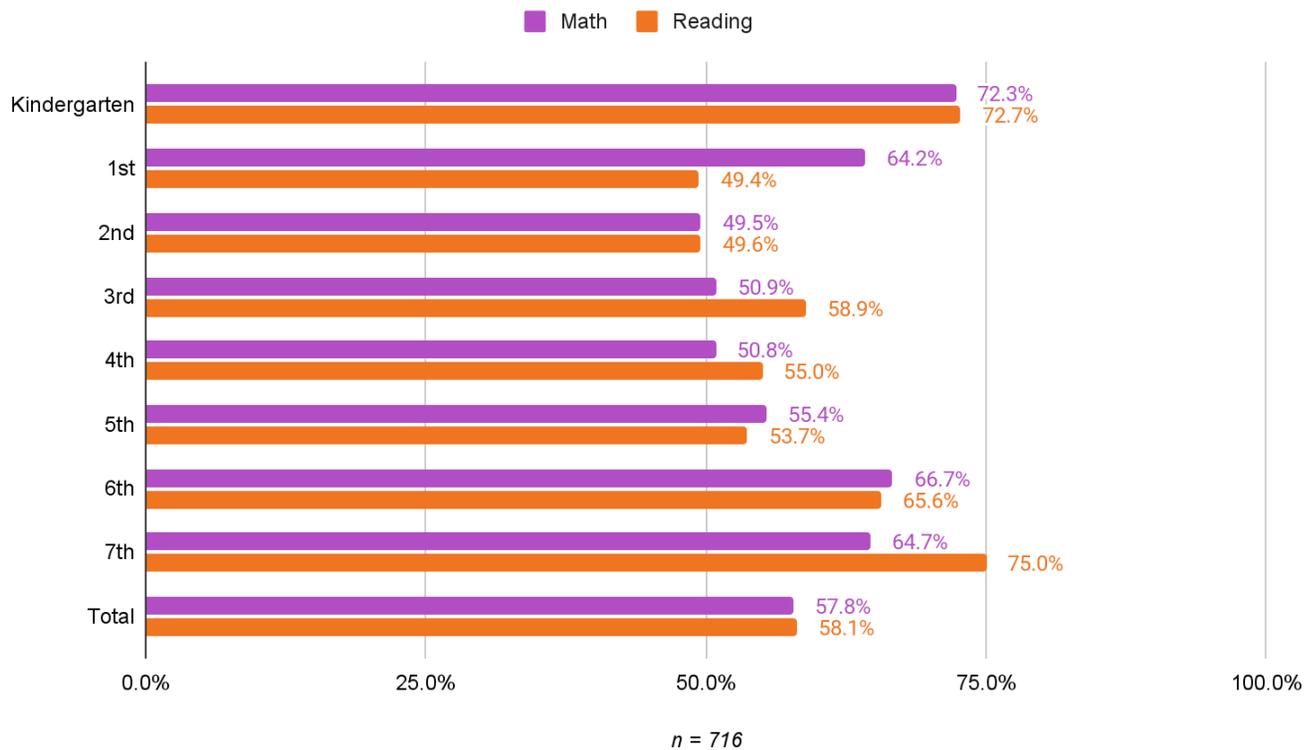
on Benchmark Assessment Performance

*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:

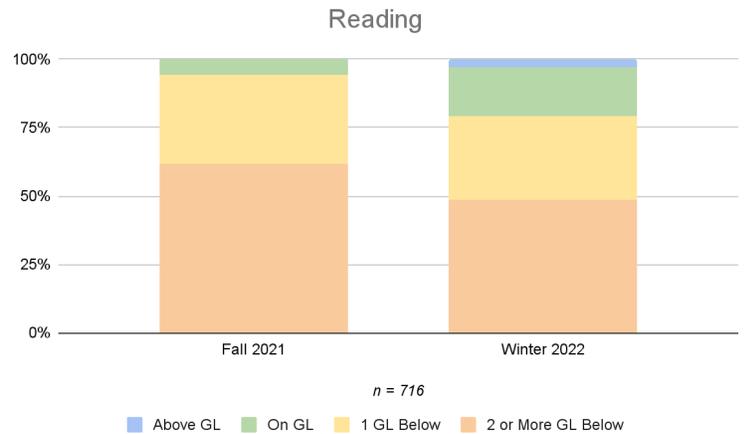
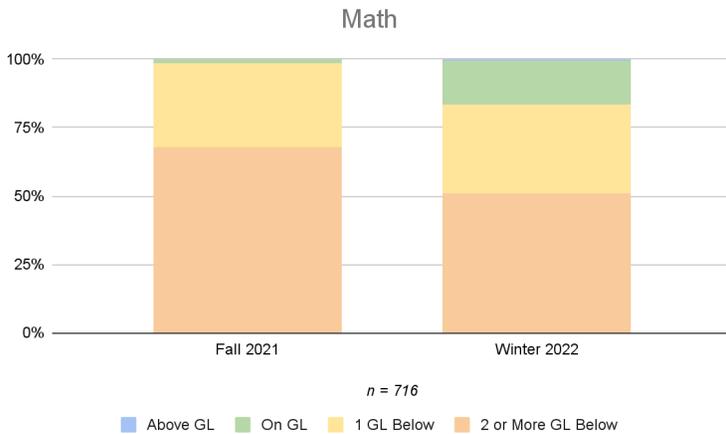
To aid our instructional decision making and consolidate supplemental blended learning efforts to a single platform, Distinctive Schools Michigan moved to implement i-Ready diagnostic and instructional tools from K-8. In a sense, we have “doubled up” on Benchmark Assessments. This report focuses on the 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)



- This metric most closely aligns with overall year long goal of over half of students growing at the normative rate (median growth percentile  $\geq 50$ )

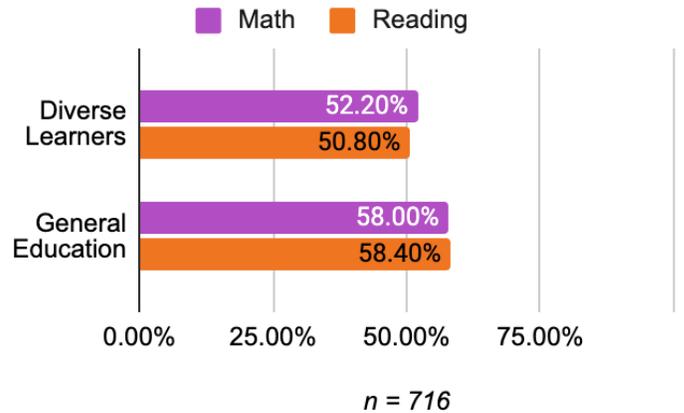
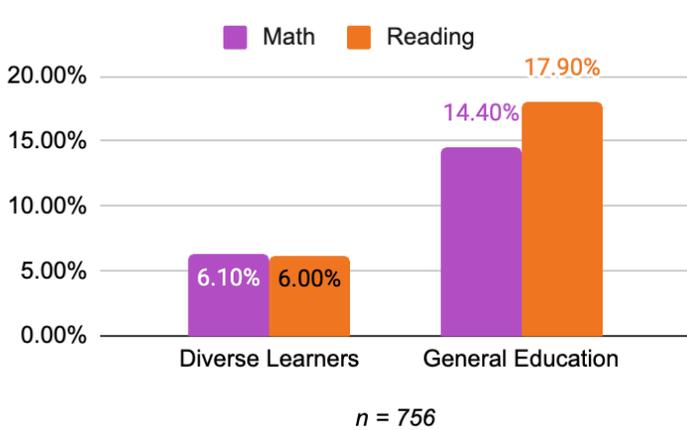
## Summary of change in Achievement Status by Grade Level



- The change reflected among group with Diagnostic Assessments in both Fall and Winter terms

### Subgroup Comparisons

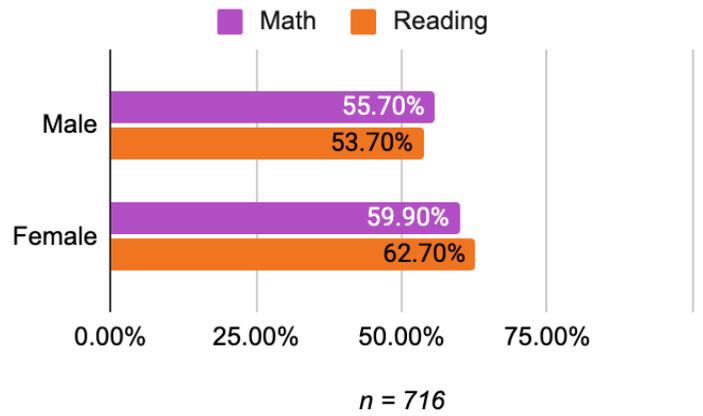
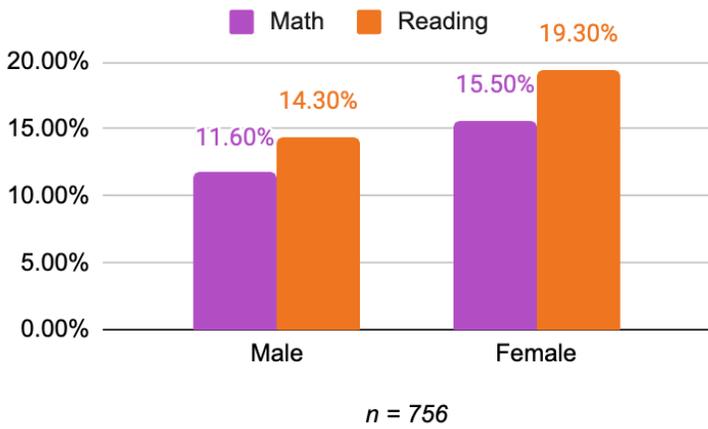
#### Diverse Learners (Special Education)



#### Culturally and Linguistically Diverse (English Learners)

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

*Gender*



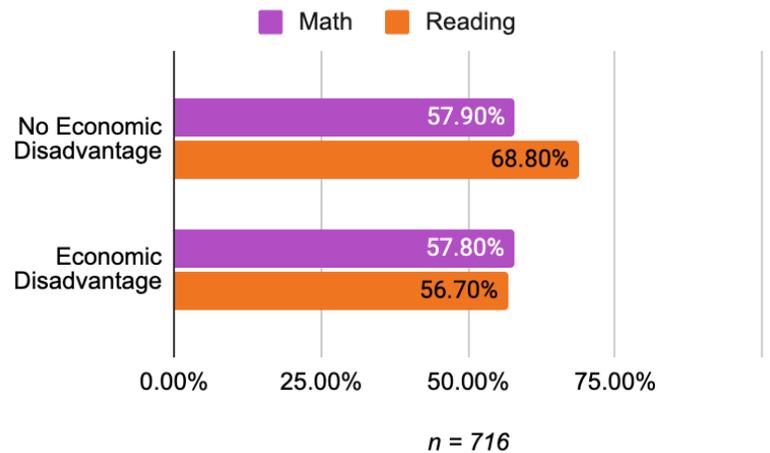
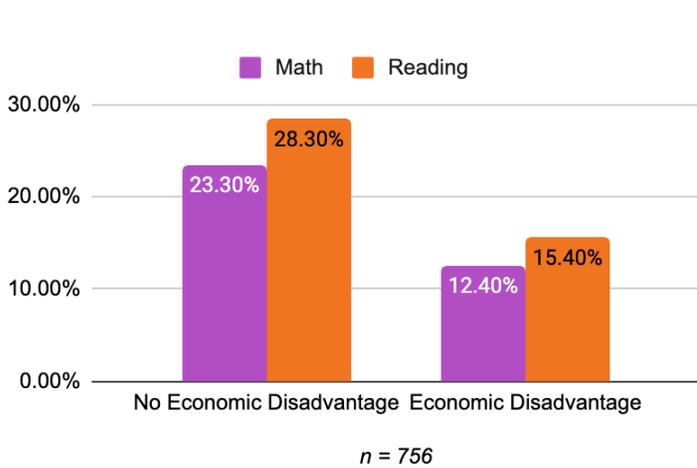
*Race*

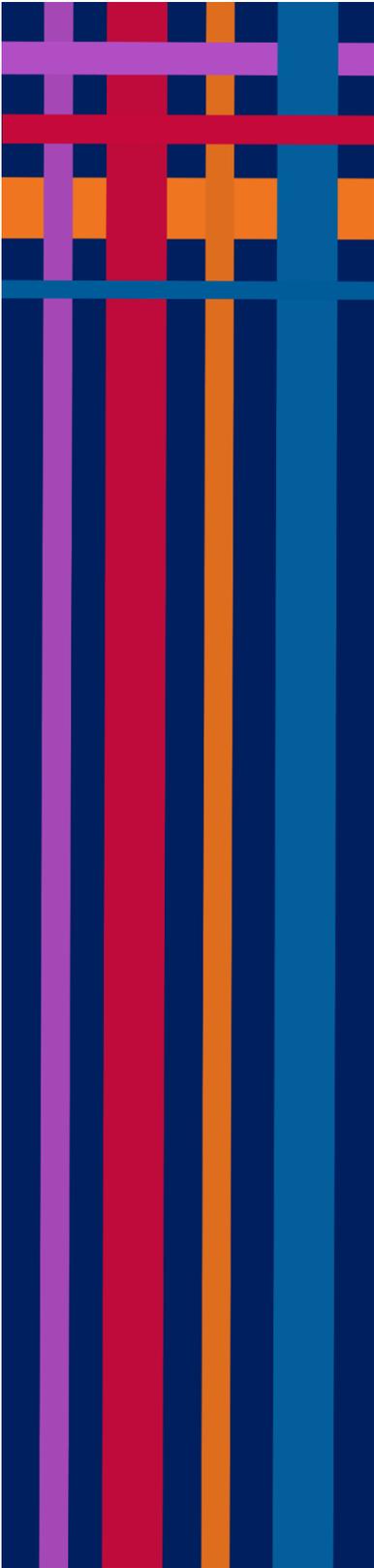
- There are no qualifying racial subgroups ( $\geq 10$  per ESSA guidance) with more than 95% of students identifying as Black or African American.

*Mode of Instruction*

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

*Economic Disadvantage (Free & Reduced Lunch)*





# DISTINCTIVE COLLEGE PREP

Distinctive College Prep Redford

SY2023 MidYear Report

On Benchmark Assessment Performance

*This report is provided to comply with PA 144 of 2022,  
and maintain transparency in regards to academic performance.*

**Introduction:**

Below is a summary of Winter NWEA MAP Performance.

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

Campus	Grade Level	Math K-12		Reading	
		# Students	% Achieving at Grade Level Norm	# Students	% Achieving at Grade Level Norm
DCP Redford	K	27	26%	n/a	n/a
	1	34	6%	n/a	n/a
	2	32	16%	32	6%
	3	32	16%	32	9%
	4	34	9%	34	18%
	5	30	0%	30	3%
	6	24	4%	24	13%
	7	27	19%	27	26%
DCP Redford Total		240	12%	179	12%



## Percent of Students Meeting NWEA MAP Growth Norms by Grade Level, (K-7)

Campus	Grade Level	Math K-12		Reading	
		# Students	% of Students Meeting Growth Norms	# Students	% of Students Meeting Growth Norms
DCP Redford	K	27	44%	n/a	n/a
	1	34	28%	n/a	n/a
	2	32	30%	32	33%
	3	32	38%	32	39%
	4	34	71%	34	52%
	5	30	27%	30	43%
	6	24	48%	24	26%
	7	27	31%	27	54%
DCP Redford Total		240	39%	179	42%

## Subgroup Comparisons

### *Diverse Learners (Special Education)*

Campus	DLStatus	Math K-12		Reading	
		# Students	% of Students Meeting Growth Norms	# Students	% of Students Meeting Growth Norms
DCP Redford	Diverse Learner	30	46%	28	36%
	Not DL Student	210	38%	151	43%

### *Culturally and Linguistically Diverse (English Learners)*

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

### *Economic Disadvantage (Free & Reduced Lunch)*

- There is no qualifying subgroup ( $\geq 10$  per ESSA guidance) who do not receive FRL support.

*Gender*

Campus	Gender	Math K-12		Reading	
		# Students	% of Students Meeting Growth Norms	# Students	% of Students Meeting Growth Norms
DCP Redford	Female	130	36%	100	40%
	Male	110	44%	79	43%

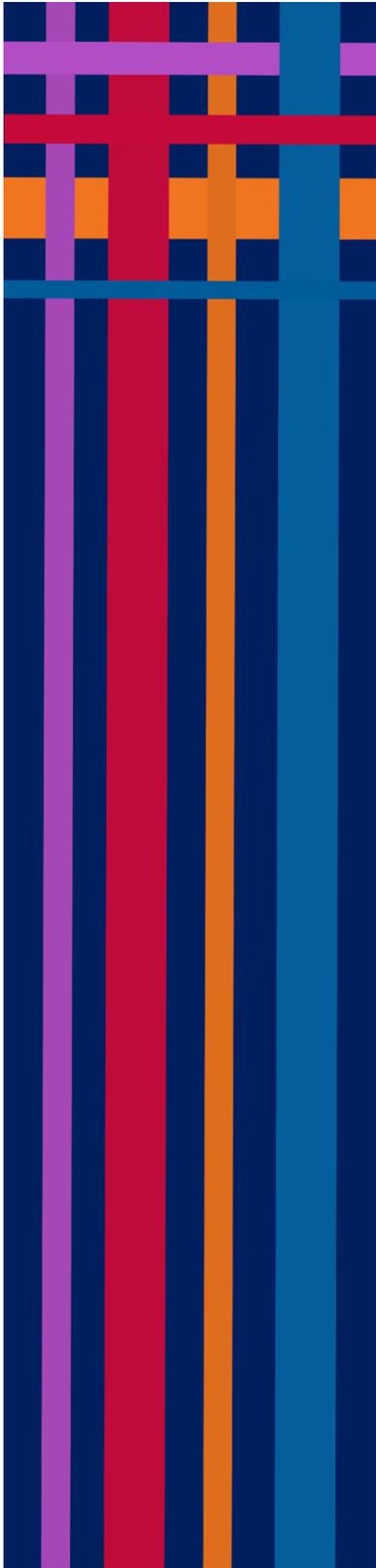
*Race*

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

*Mode of Instruction*

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





# DISTINCTIVE COLLEGE PREP

DCP Redford

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-6)**

- Both assessments show grade level break down

## **Percent of Students Meeting Pre-Pandemic Growth Norms by Grade Level, (K-6)**

- 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 ( $\geq 10$  per ESSA guidance) who receive English Language supports.

*Economic Disadvantage (Free & Reduced Lunch)*

*Gender*

*Race*

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

*Mode of Instruction*

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

## Median Conditional Growth Percentile

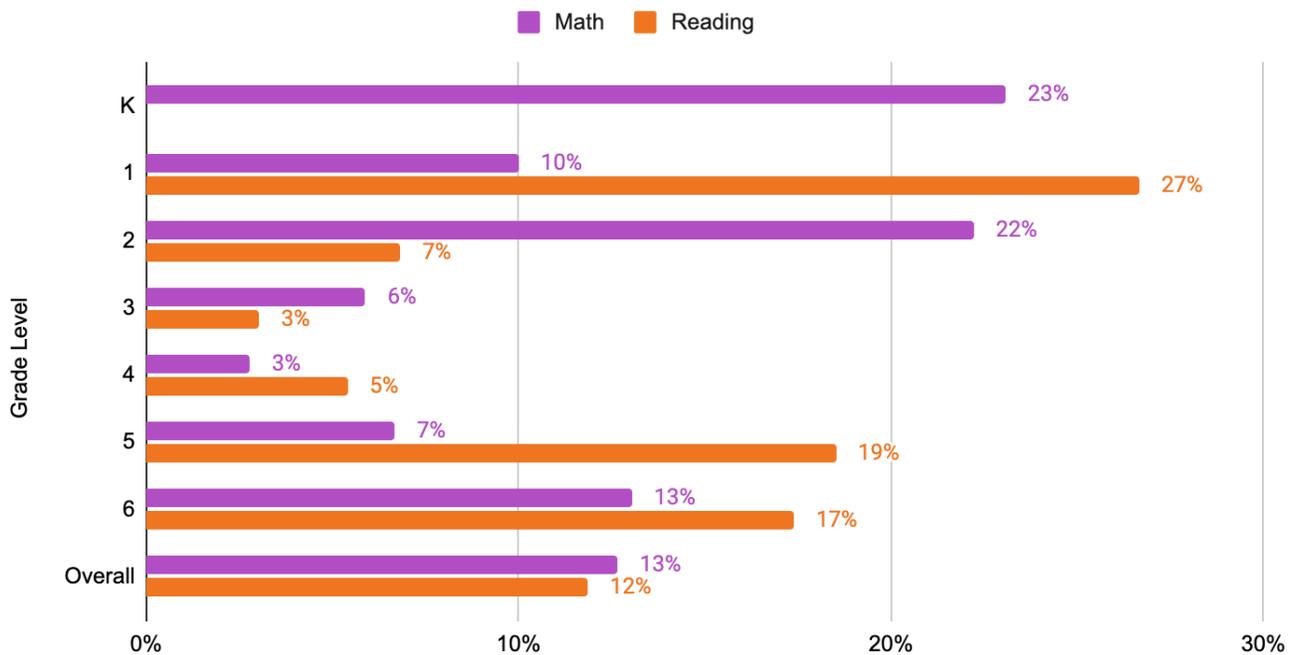
NWEA MAP Growth, Spring 2022

Grade	Math	Reading	Target
K	51	n/a	50
1st	28	18	50
2nd	29	16	50
3rd	38	9	50
4th	30	26	50
5th	37	23	50
6th	57	45	50
<b>Overall</b>	<b>38</b>	<b>22</b>	<b>50</b>

## Percent of Students Meeting Grade Level Achievement Norm

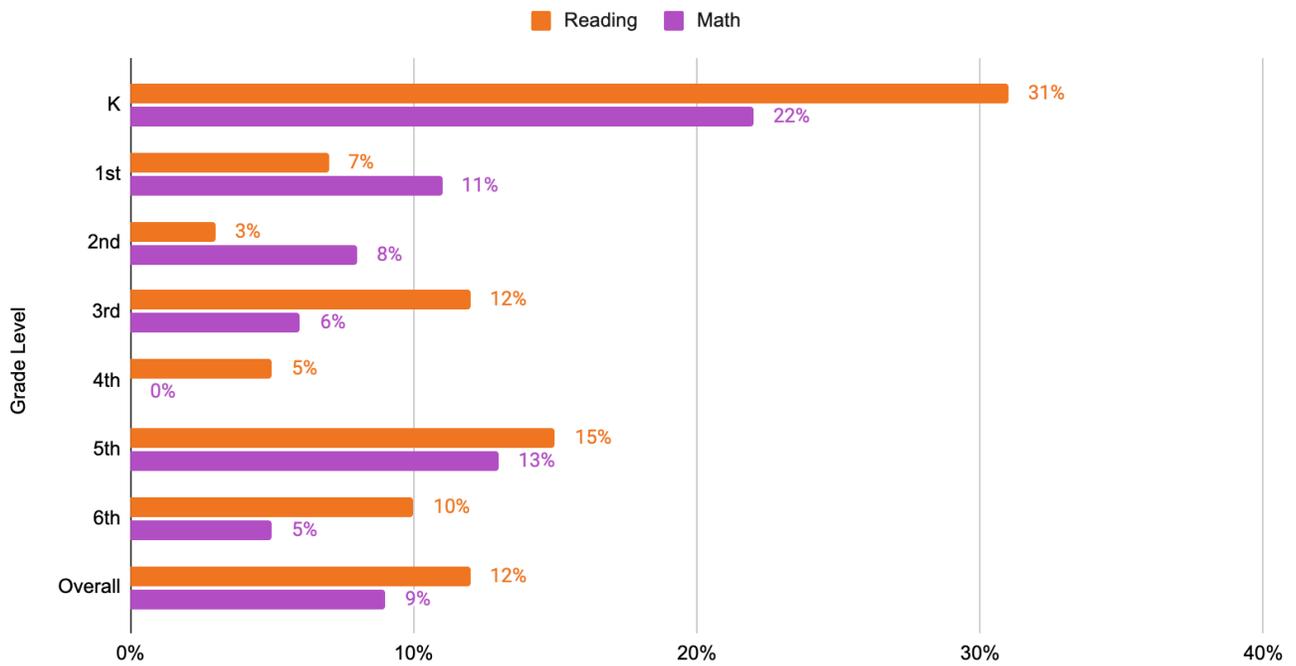
Spring 2022 NWEA MAP Achievement by Grade Level

### Percent of Redford Students Achieving Grade Level Norm for NWEA MAP Spring 2022



## Spring 2022 i-Ready Diagnostic Achievement by Grade Level

### Percent of Redford Students on or above Grade Level for i-Ready Spring 22 Diagnostic



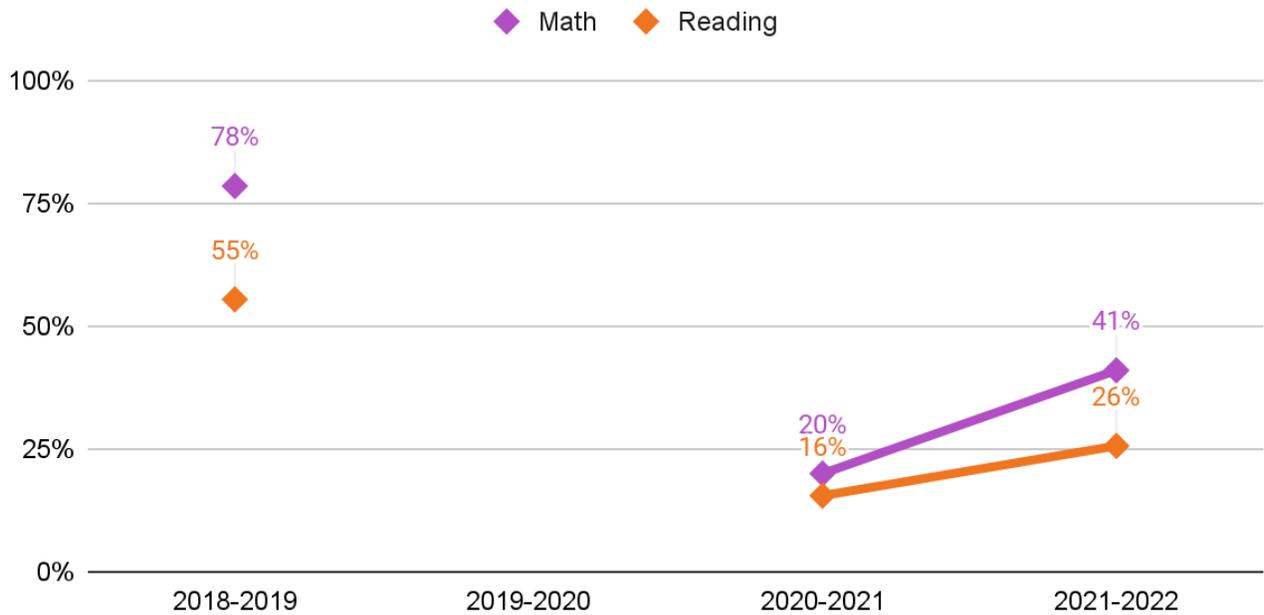
#### Achievement Notes:

- Achievement rates were very comparable in both NWEA MAP and i-Ready.
- There were similar rates for most grade levels, with significantly lower performance on MAP for 5th grade Math, and higher performance on 2nd grade Math and 1st Grade Reading.
- Overall, the pandemic has had a dramatic impact on achievement.

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

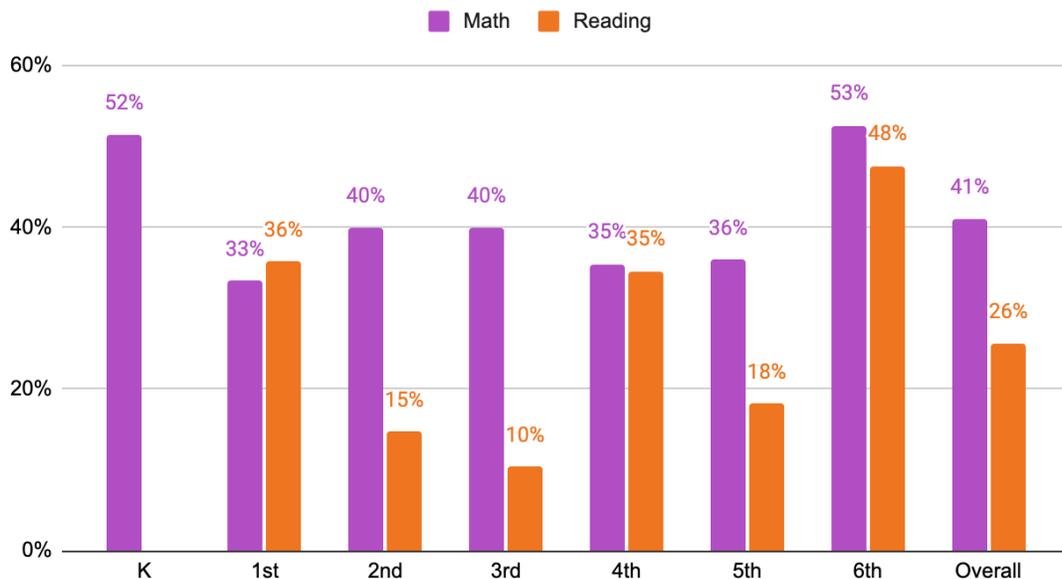
Spring 2022 NWEA MAP Growth over Time

### Percent of Redford Students Meeting or Exceeding Growth Norms over Time

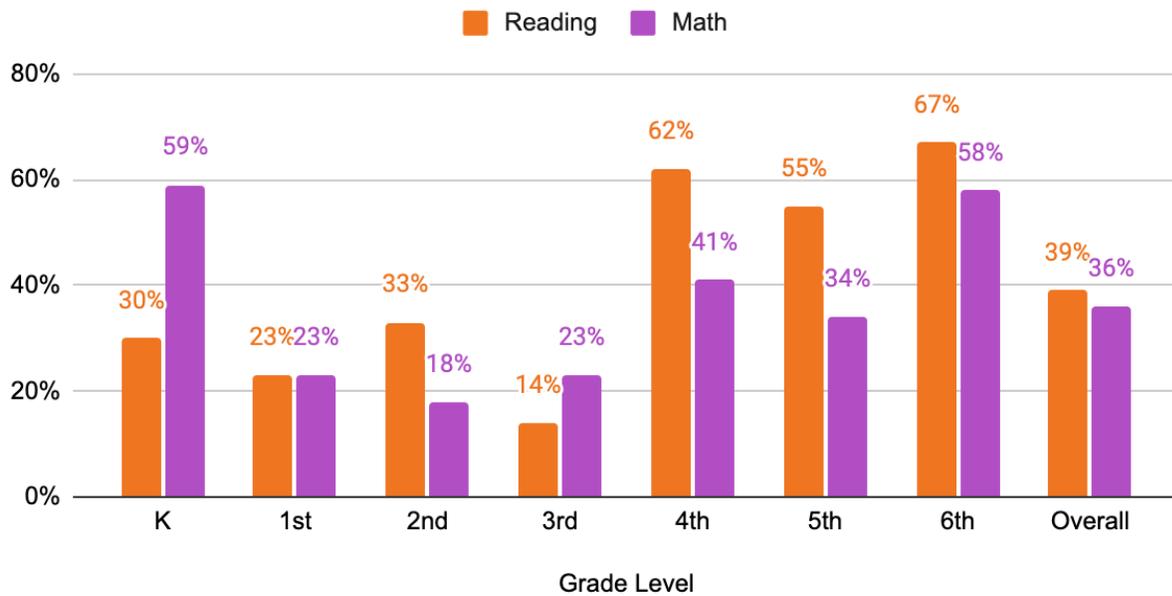


Spring 2022 NWEA MAP Growth by Grade Level

### Percent of Redford Students Meeting or Exceeding Growth Norms



## Percent of Redford Students Meeting or Exceeding Growth Norms



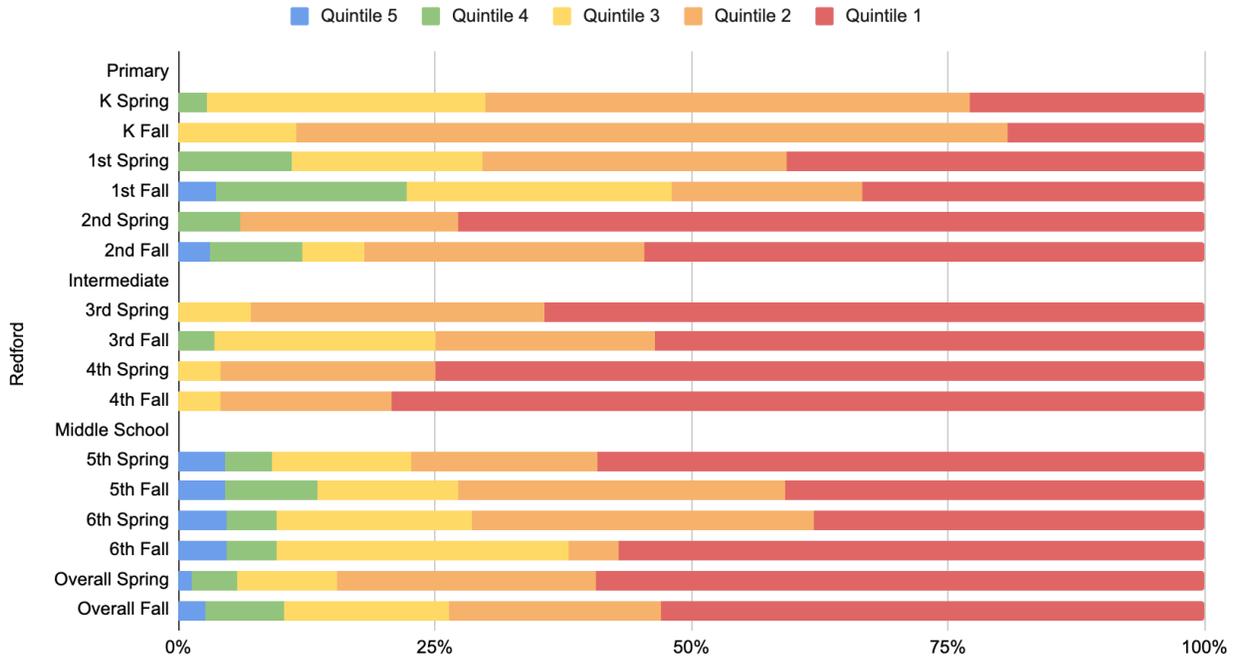
### Growth Notes:

- The percent of students meeting growth norms was more disparate between the two assessments.
- Overall, there was much stronger growth in Reading on iReady and in Math on NWEA MAP.
- Second, Third and Fifth grades show very low rates of growth for NWEA MAP.

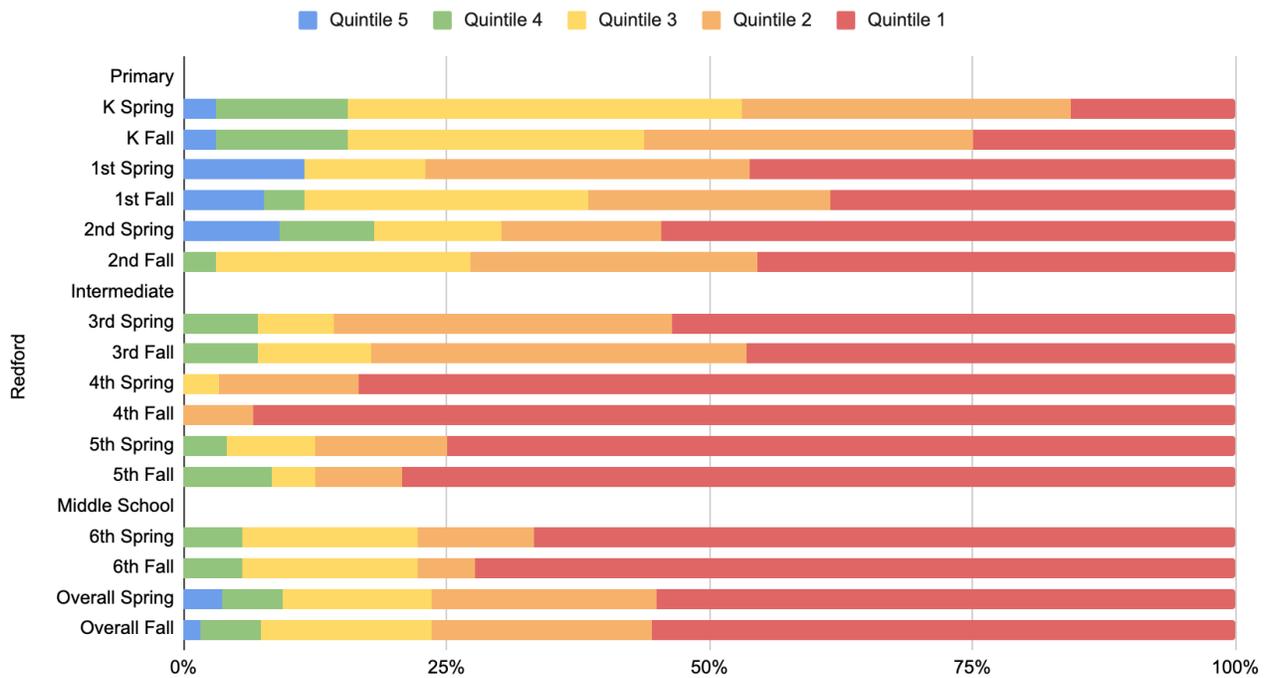
# Summary of change in Achievement Status by Grade Level

Spring NWEA MAP Growth Reading & Math

## Change in Reading Achievement from Fall to Spring by Grade

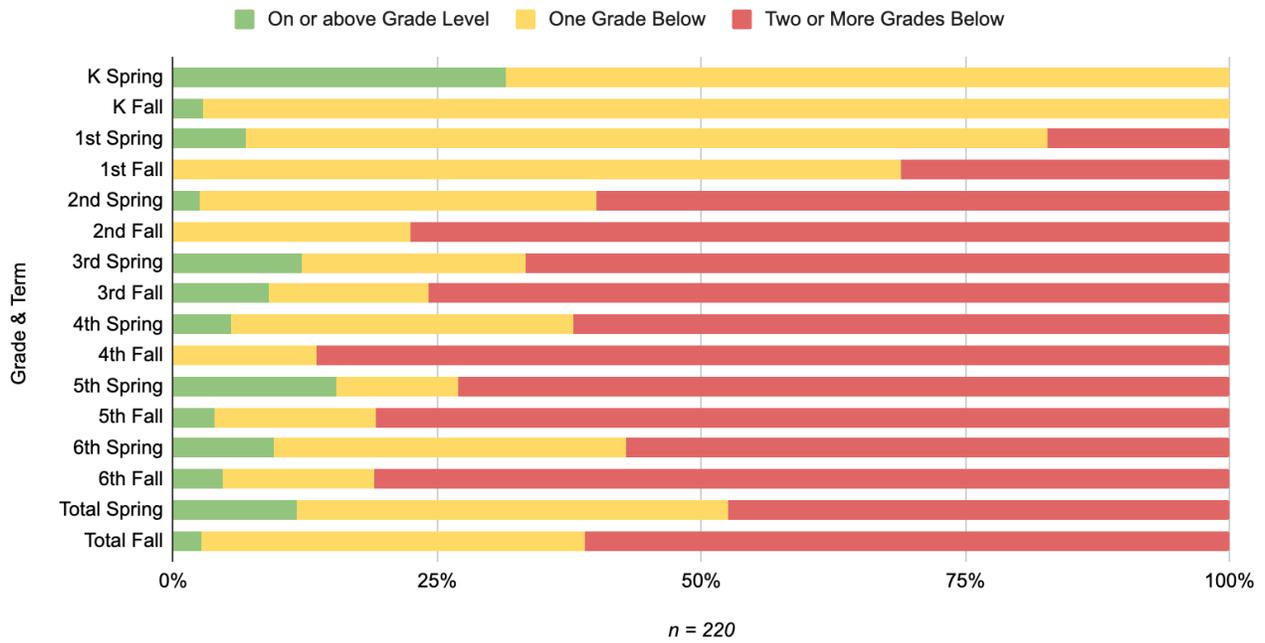


## Change in Math Achievement from Fall to Spring by Grade

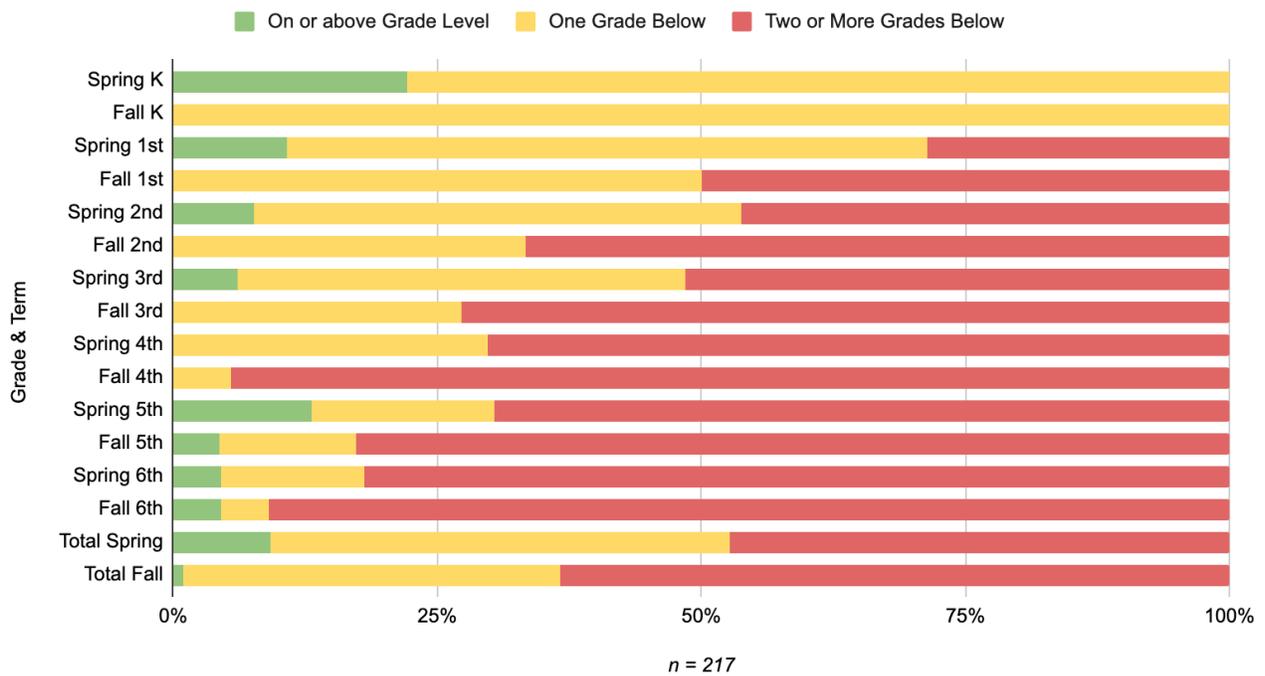


Spring i-Ready Diagnostic in Reading & Math

### Redford Reading Achievement Change from Fall 2021 to Spring 2022 by Grade Level



### Redford Math 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.
- The earlier, i-Ready Spring assessment showed more improved achievement than the NWEA MAP assessment.
- Outside of 1st and 2nd Grade Math, there was mostly no improvement or in many cases decline from Fall to Spring

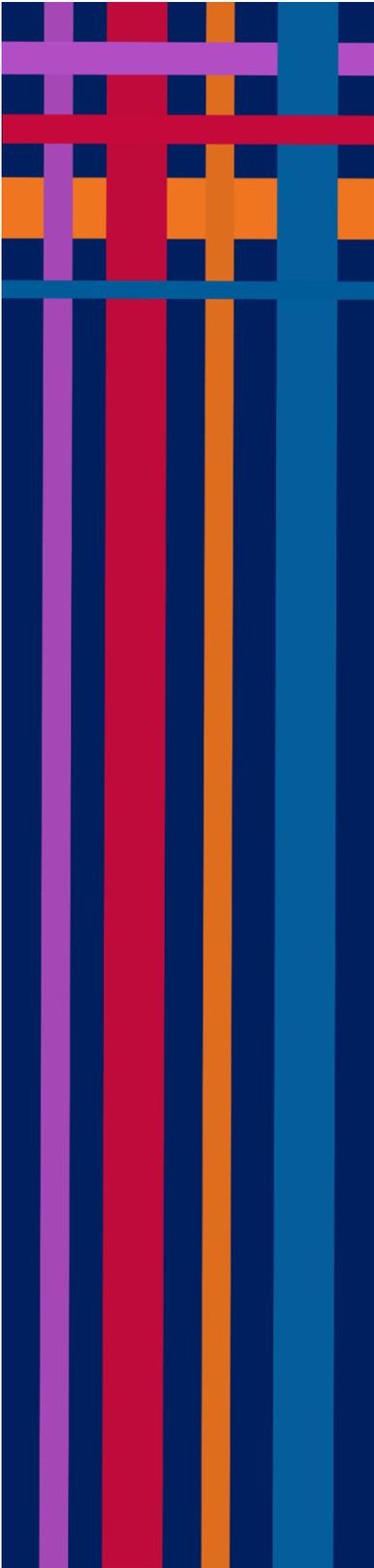
**Subgroup Comparisons**

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

Redford	Percent of Students Achieving at Norm		Percent of Students Growing at Norm	
Subgroup	Reading	Math	Reading	Math
Diverse Learners	0%	9%	7%	36%
General Education	13%	13%	27%	41%
Economic Disadvantage	11%	12%	26%	42%
Economic Advantage	22%	9%	21%	33%
Female	13%	14%	24%	40%
Male	10%	12%	27%	42%

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

Redford	Percent of Students Achieving at Norm		Percent of Students Growing at Norm	
Subgroup	ELA	Math	ELA	Math
Diverse Learners	0%	14%	38%	26%
General Education	14%	10%	40%	35%
Economic Disadvantage	12%	18%	40%	34%
Economic Advantage	8%	16%	38%	41%
Female	18%	8%	39%	38%
Male	13%	4%	40%	31%



# DISTINCTIVE COLLEGE PREP

DCP Harper Woods

SY2022 Year End Report

On Benchmark Assessment Performance

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

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

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## **Summary of change in Achievement Status by Grade Level**

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## **Subgroup Comparisons**

*Diverse Learners (Special Education)*

*Culturally and Linguistically Diverse (English Learners)*

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

*Economic Disadvantage (Free & Reduced Lunch)*

*Gender*

*Race*

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*Mode of Instruction*

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

## Median Conditional Growth Percentile

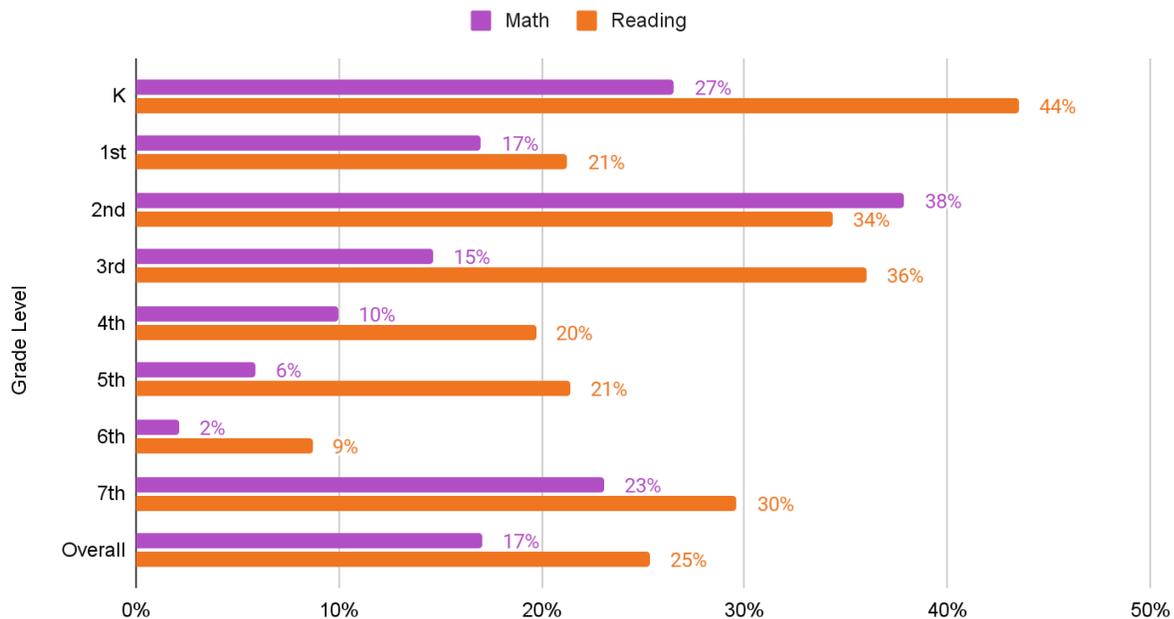
NWEA MAP Growth, Spring 2022

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
<b>Overall</b>	<b>35</b>	<b>40</b>	<b>50</b>

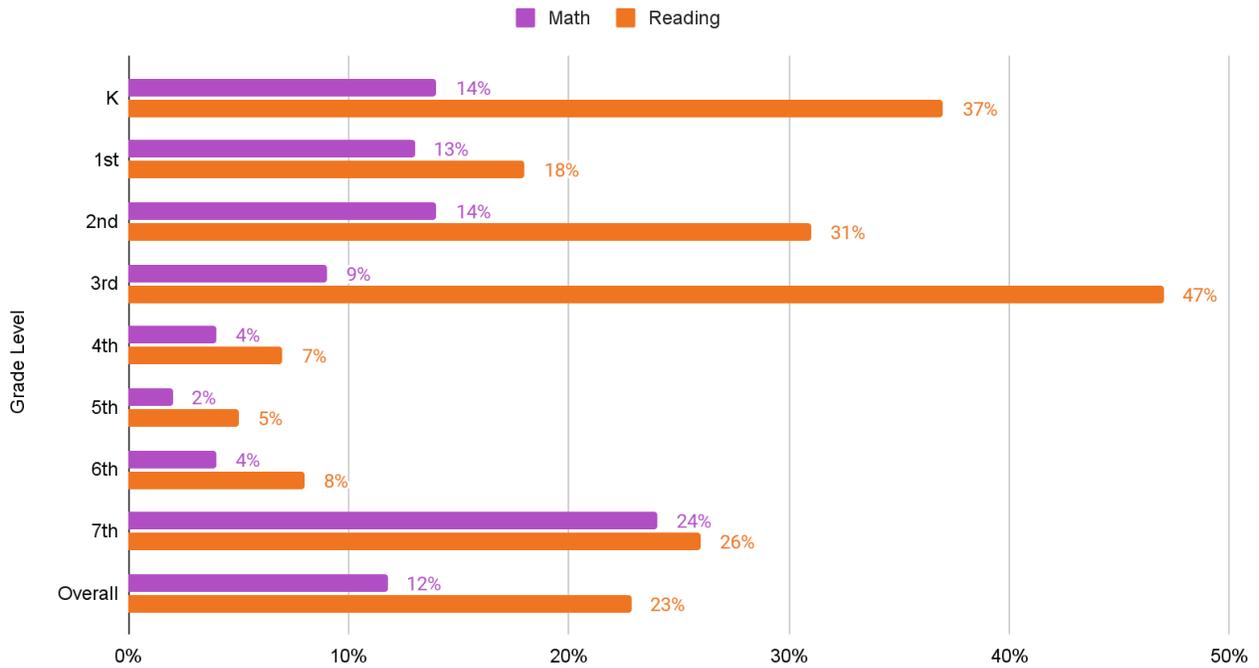
## Percent of Students Meeting Grade Level Achievement Norm

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



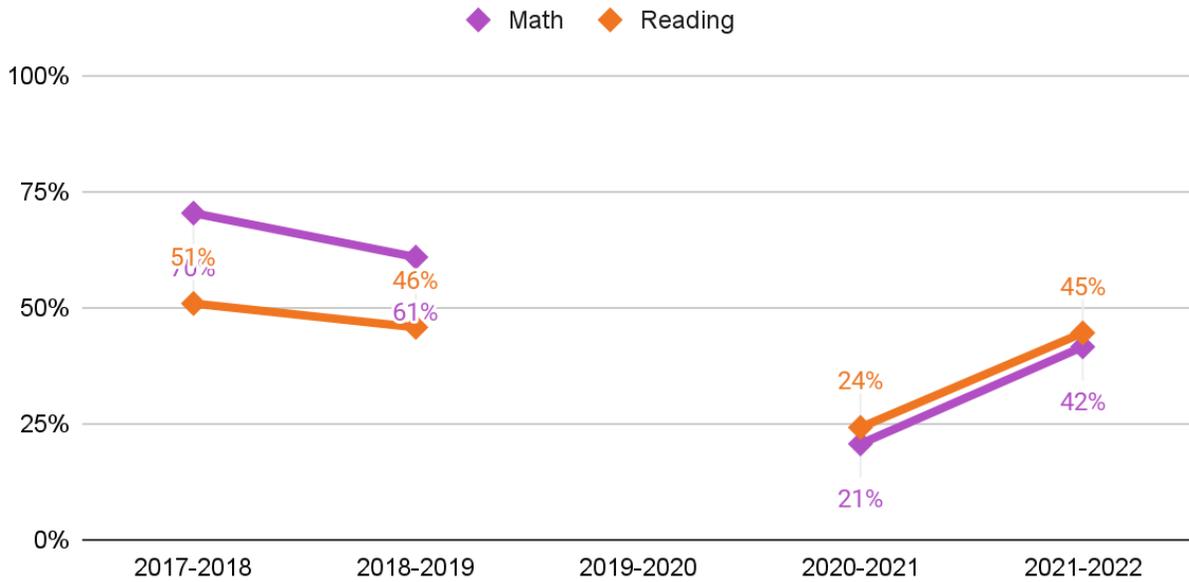
#### Achievement Notes:

- 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

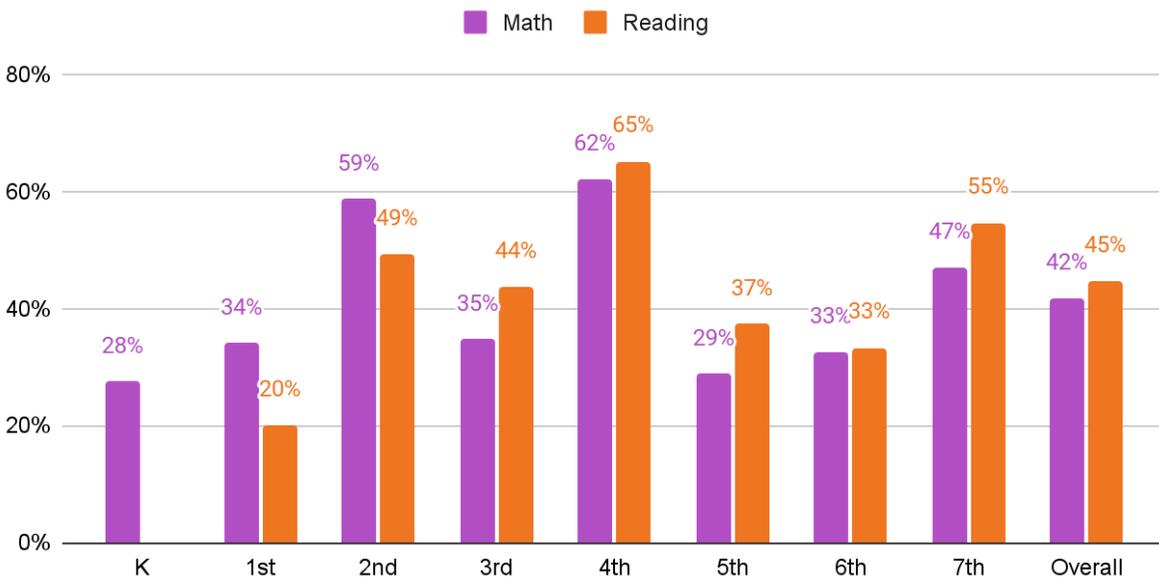
Spring 2022 NWEA MAP Growth over Time

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

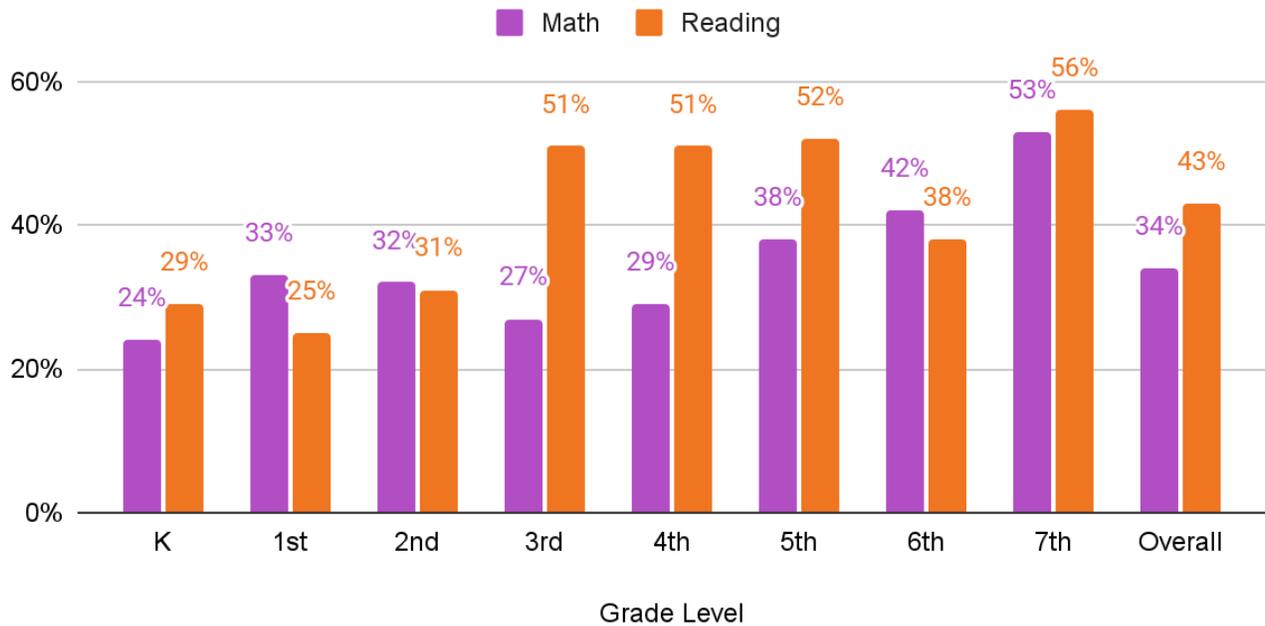


Spring 2022 NWEA MAP Growth by Grade Level

### Percent of Harper Woods Students Meeting or Exceeding Growth Norms



## Percent of Harper Woods Students Meeting or Exceeding Growth Norms



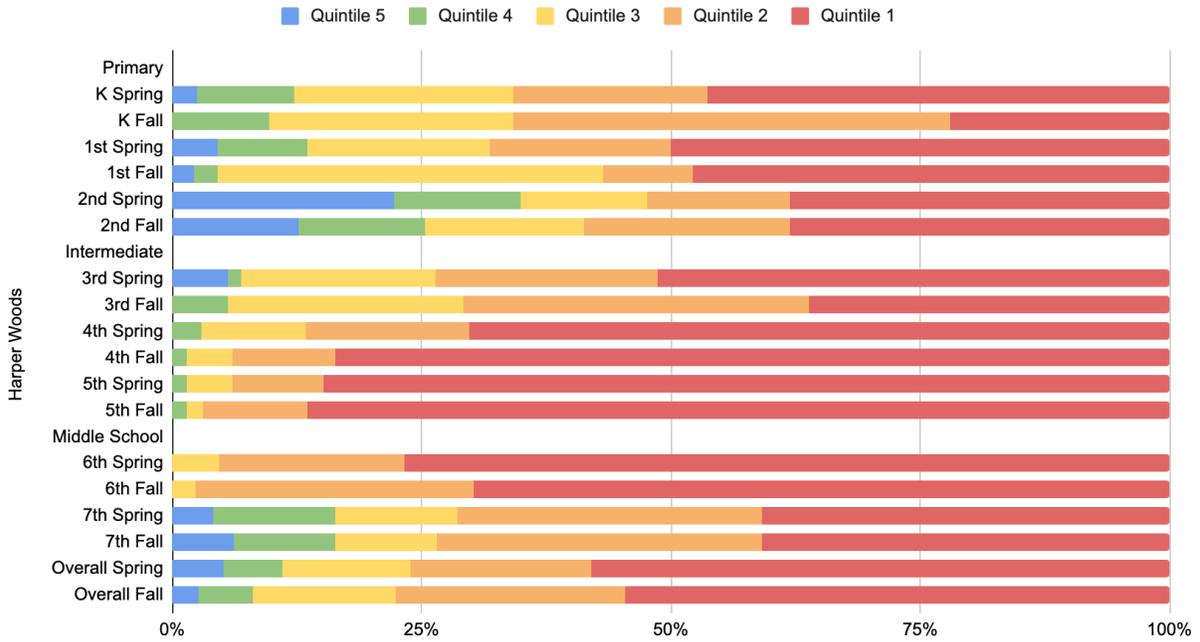
### Growth Notes:

- 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.

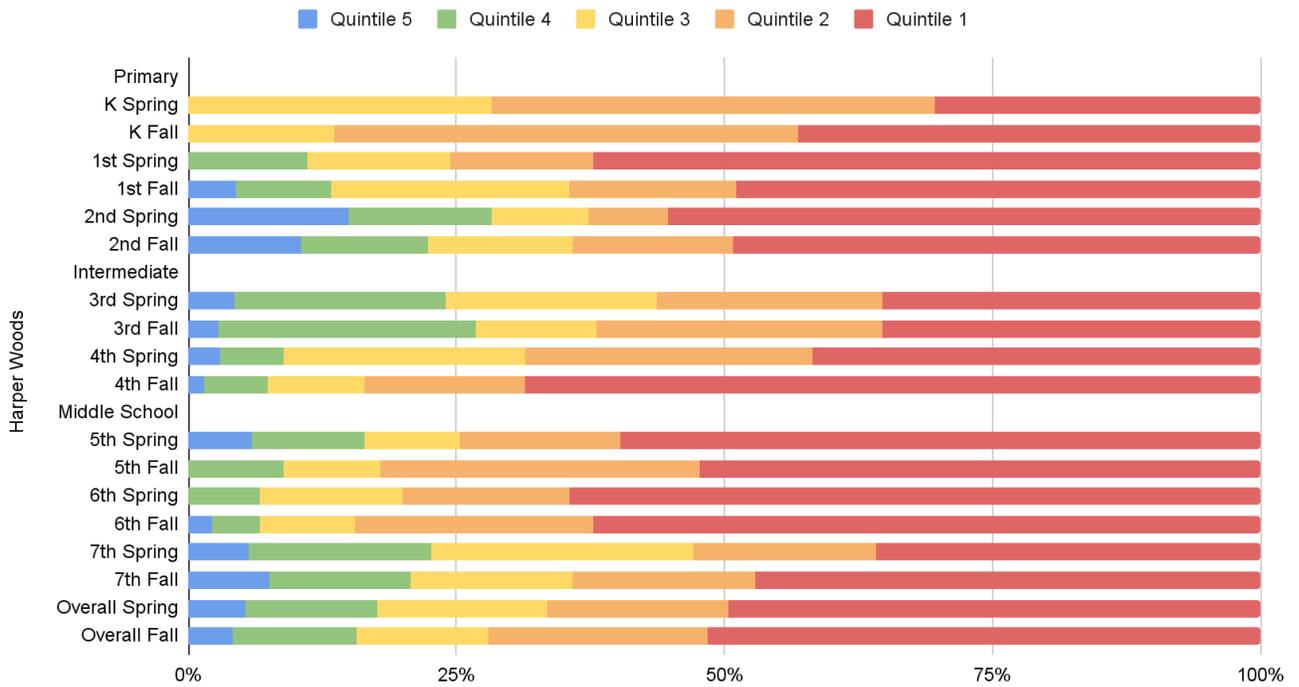
# Summary of change in Achievement Status by Grade Level

Spring NWEA MAP Growth Reading & Math

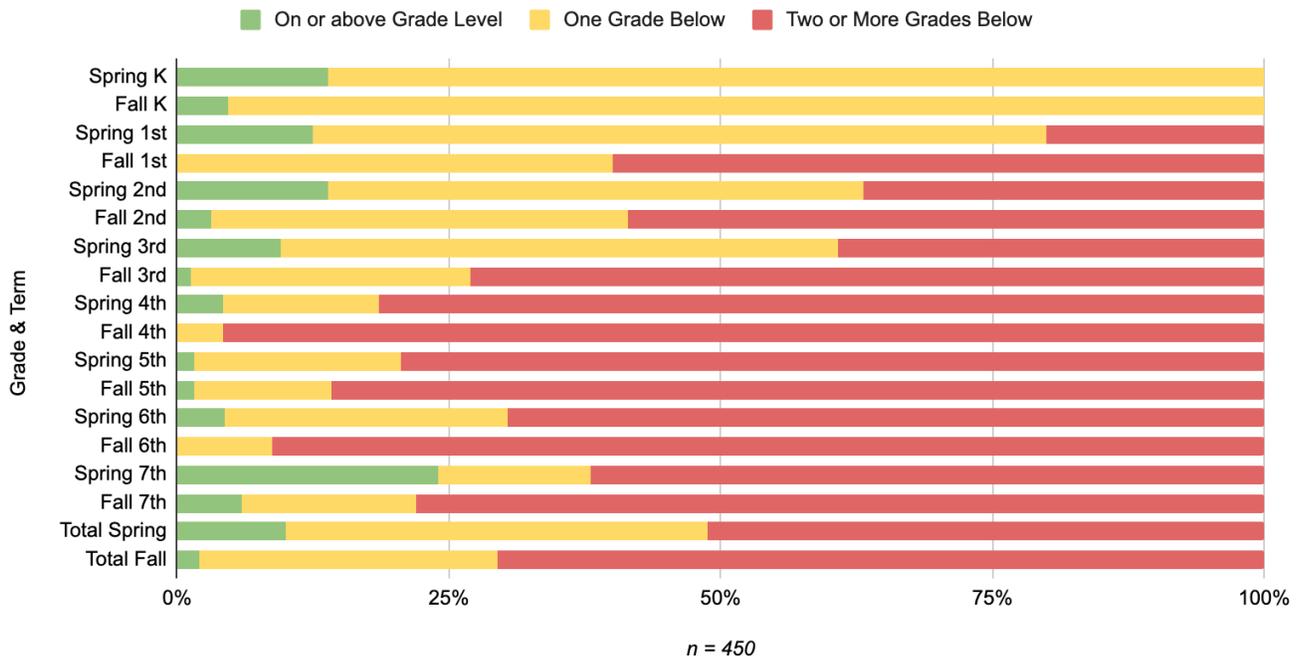
### Change in Math Achievement from Fall to Spring by Grade



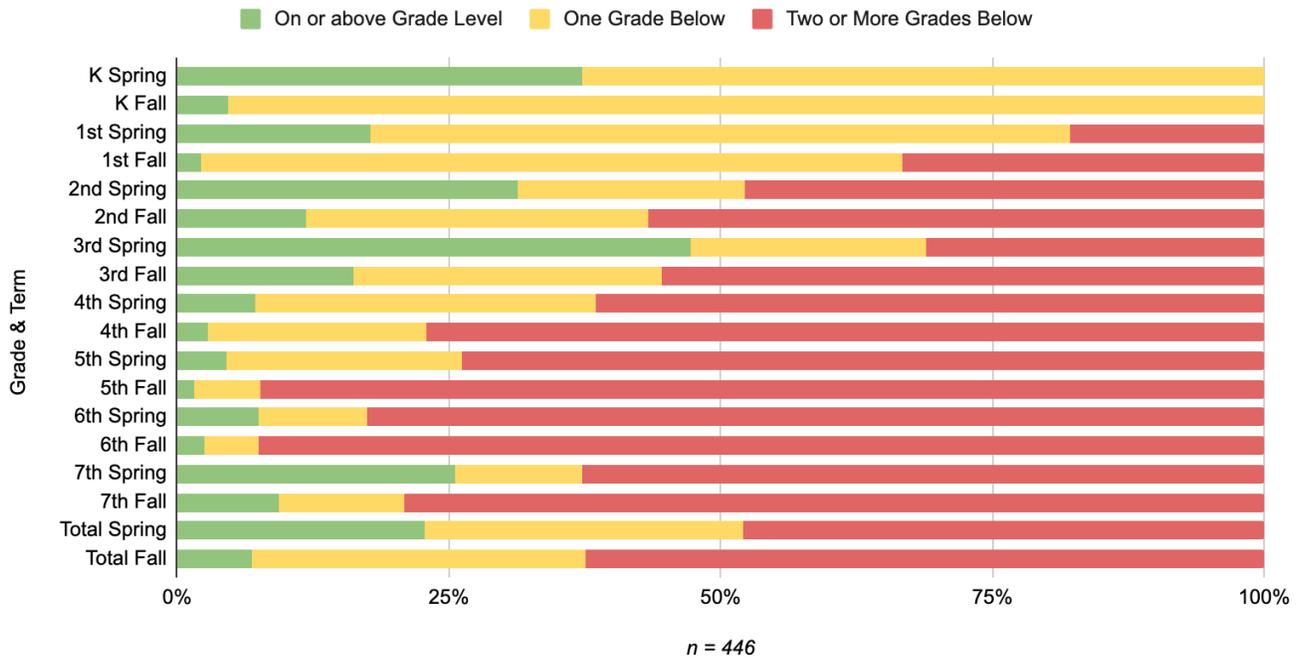
### Change in Reading Achievement from Fall to Spring by Grade



### 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%