



**Department of Curriculum,
Instruction and Assessment**

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To: Members of the Board of Education
From: Keith Howell
Date: June 27, 2022
Re: Benchmark Assessment Reporting

Section 104a of Public Act 48 requires the implementation of a benchmark assessment system in the 2021-22 school year. Districts are to administer one or more benchmark assessments at least twice to all students in grades K through 8 – once within the first nine weeks of school, and again before the end of the school year. If practical, districts will administer the same benchmark assessment(s) that were administered in prior years. With this in mind, GPPSS is using NWEA assessments to meet section 98b reporting requirements. Per these requirements, the state requires districts to provide an update to the board by the first meeting in February of 2022 (which you received) and again at the conclusion of the school year.

Attached you will find Fall and Spring NWEA math and reading data disaggregated by:

- Student Demographic
- Economically Disadvantaged
- Special Education
- Grade Level

When reviewing the enclosed data, Fall 2021 scores are a baseline and Spring 2022 scores provide a comparison of data that include a gains report. Please note: the NWEA Summary Report Spring 2022 percentile scores (%ile) may be different from the NWEA Fall/Spring 2022 District Gains. This is due to the number of students that only took the assessment in the Fall (NWEA summary report) vs. the number of students that took both the Spring and Fall NWEA assessment (Fall/Spring District gain report). NWEA Spring 2022 and 2019 District Summary with National Average is included for a comparison of district scores prior to the pandemic.

The district is required to provide a report that shows if the District achieved its goals or its progress toward its goals in the 2021-22 school year. Our established goal is that students achieve a year's growth in a year's time. We are following the state's method of comparing the Fall 2022 NWEA scores (Pre-test) to the Spring 2022 NWEA scores (Post-Test) to determine growth.

[NWEA Math and Reading Data - February 2022](#)

[NWEA Math and Reading Data - June 2022](#)

[NWEA Spring 2022 District Summary with National Average](#)

[NWEA Spring 2019 District Summary with National Average](#) (prior to pandemic)

Takeaways from the data:

- Students made consistent improvement from Fall 2021 to Spring 2022
- Improvement ranges (100 = full years growth)
 - Math 93-104
 - Reading 94-98
- The data story across the district represents that black students, economically disadvantaged students, and students receiving Special Education services are consistently underrepresented in NWEA proficiency indicators.
- Math and Reading RIT scores are lower in 2022 vs 2019 (NWEA scores prior to the pandemic). This is consistent with the National average.
- GPPSS continues to outperform the National average in all grade levels.
- Action: Administration will disaggregate data per building and classroom to develop goals and interventions for improvement.
- Action: District Improvement Goal - Educational equity - providing access to Literacy

As we continue to analyze data we are simultaneously implementing the Board approved strategic plan that recognizes areas for improvement that are heavily focused on curriculum and instruction to meet the needs of our students. The data story provided will be included in our district's Michigan Integrated Continuous Improvement Process (MICIP) to improve student outcomes by assessing whole child needs.

The district continues to use a triangulation of formative and summative assessments to provide descriptive feedback to students and inform instructional practices. In addition to NWEA described here, we use PSAT/SAT, MSTEP, Grosse Pointe Writing, Fountas & Pinnell, classroom assessments and more to target instruction that challenges individual students to reach their personal goals. Building and district staff remain committed to providing interventions for students both during the school day and after school as we meet their educational, emotional and social learning needs.

Information only at this time.