



# Assessing Student Learning

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# Introductions & Welcome!



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# 2022 ANNUAL CONFERENCE

**Engaging Minds,  
Cultivating Success**

**AUGUST 23 / NOVI, MI**



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# Resources



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**ABOUT**

**SCHOOLS**

**RESOURCE CENTER**

**EVENTS**

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## RESEARCH AND ANALYSIS

In pursuit of our mission to transform public education, our team's Research, Evaluation and Data Analytics efforts are intended to inform policy and practice.



## RESEARCH AND ANALYSIS

Our team's research efforts center on the use of a range of quantitative methods in analyzing student assessment data, including sophisticated disaggregation in order to examine the impact of the CMU portfolio of charter public schools on student learning. While our team regularly produces analysis and reports regarding the performance of individual schools we partner with, and has been recognized as a national leader in this regard, we also share our findings regarding trends across the CMU portfolio, extent to which there are disparities in the performance of student subgroups and school models, and most recently the impact of the COVID-19 pandemic on student learning.

## EXAMINING THE IMPACTS, CHANGES AND INNOVATIONS SCHOOLS HAVE EXPERIENCED DURING THE COVID-19 PANDEMIC

Our office engaged The Learning Collective and Venn Education to examine the impacts, changes and innovations that schools have experienced during the COVID-19 pandemic. We would like to thank all of the individuals from CMU partner schools that participated in this project through surveys and focus group discussions. Their insights were critically valuable as researchers Adam Aberman and David Hartman investigated this very important topic and authored the final report and recommendations.

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# Objectives

1. Discuss broad trends across the CMU portfolio in 2021-2022 assessment data
2. Discuss the public report release process



# Report Release

- The Center will release *\*public\** reports with assessment results from *this* year only
- The Center will send a more detailed report for *internal* purposes to school stakeholders.
  - This report will not be made public





# Context

- Fall 2020 results
  - Math declined; Reading remained stable
  - Growth declined in both subjects
- Spring 2021 results
  - Math declined; Reading also declined
  - Growth continued to slow
- Fall 2021 results
  - Declines in both subjects
  - Growth began to stabilize



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# Important Notes

1

NWEA updated national norms for 2020.

- Graphs and tables utilize 2020 national norms.
- 2020 updated norms applied to prior academic year (PAY) data.

2

Report focuses on...

- spring achievement results.
- fall-to-spring growth
- MSTEP Projections
- Change in student achievement

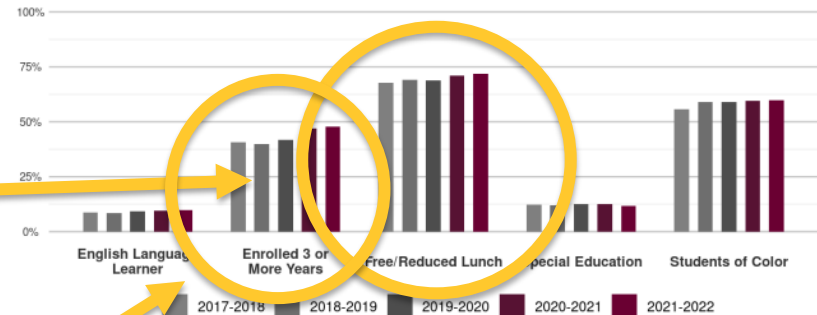


# School Demographics

## Big Takeaways

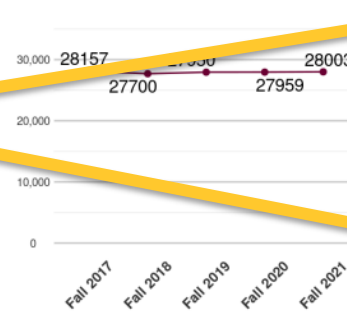
- Free & Reduced Priced Lunch continues to increase.
- Significant proportion of students enrolled for 3+ years.
- Students come from Detroit and many other districts.

### Overview



	2017-18	2018-19	2019-20	2020-21	2021-22
English Language Learner	8.7%	8.5%	9.4%	9.6%	9.8%
Special Education	12.3%	11.9%	12.5%	12.5%	11.7%
Free/Reduced Lunch	67.6%	69.0%	68.9%	70.9%	71.8%
Students of Color	55.8%	58.9%	59.1%	59.8%	59.9%
Enrolled 3 or More Years	40.8%	39.9%	41.7%	47.1%	47.7%

### Enrollment



### Where Students Come From

Assigned District	Students
Detroit Public Schools Community District	6934
Flint, School District of the City of	2008
Taylor School District	1195
Grand Rapids Public Schools	833
Lansing Public School District	800
Benton Harbor Area Schools	766
Romulus Community Schools	703
Plymouth-Canton Community Schools	686
Coldwater Community Schools	686
Other	13790



# A Reminder...

## 1. Achievement

- What a student knows (Spring 2022)

## 2. Growth

- What a student learned (Fall 2021 to Spring 2022)



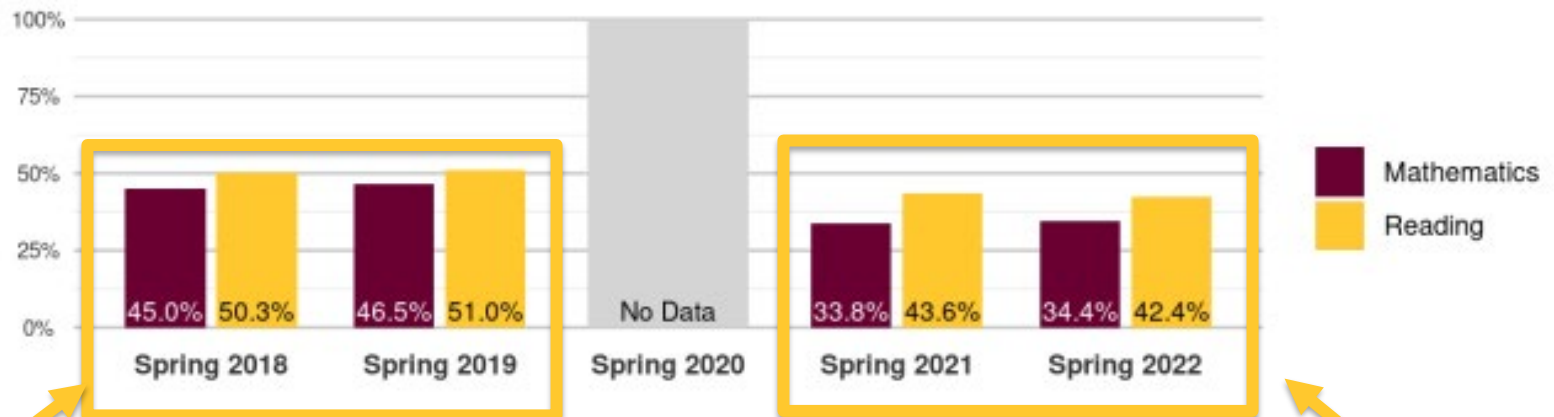


# Achievement for all CMU Partner Schools

## Percent Meeting NWEA MAP Spring Achievement National Norms

All Students Grades 3 - 8 Enrolled for 1 or More Years

### School-Wide by Year



Consistent achievement before pandemic

Consistent achievement *emerging* from pandemic



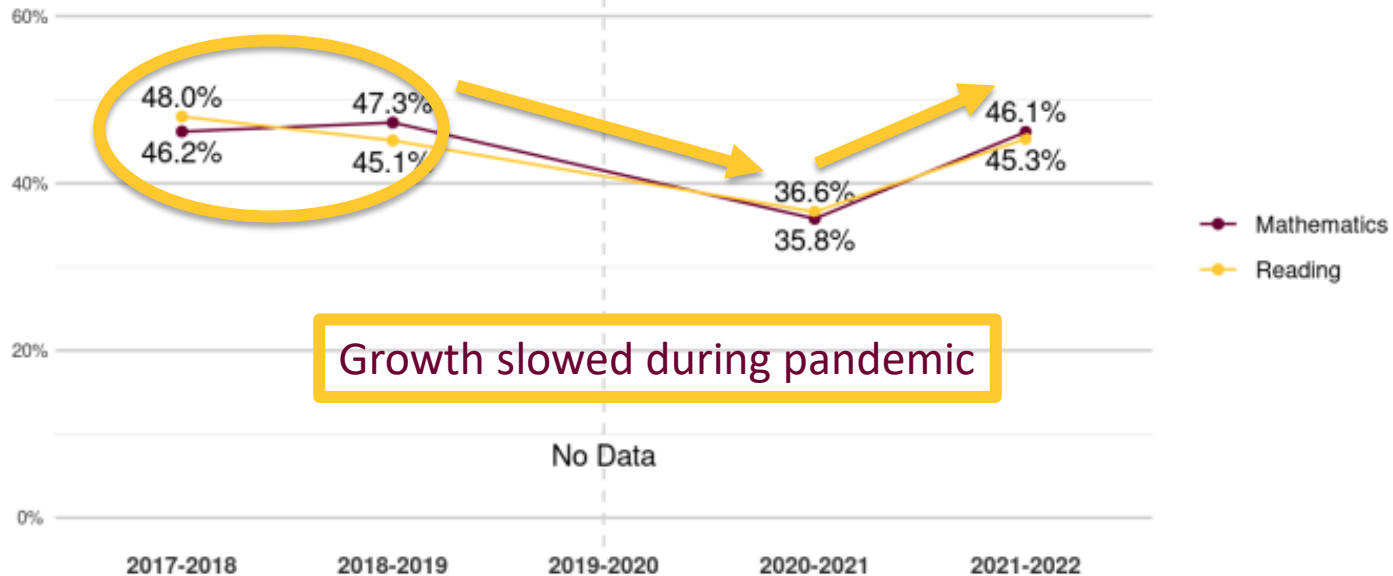
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# Growth

Percent of Students with a Fall-to-Spring Growth Percentile of 50 or Greater  
All Students Grades 3 - 8

Predictable growth before pandemic

Growth rebounded this year

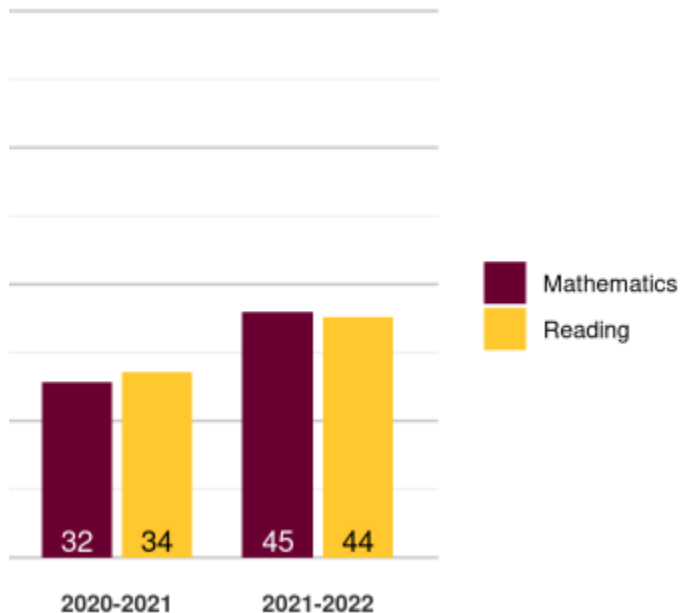


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# Digging Deeper - Growth

## Fall-to-Spring Median Growth Percentile

All Students Grades 3 - 8



- MGPs in 2021-2022 are consistent with results from before the pandemic
- Students grew about as much in 2021-2022 as they did in years before the pandemic
- On average, students did not *lose* any more ground this year
- The achievement gap will remain for as long as students experience average growth





# Key Takeaways

- Achievement declined during the pandemic
- Growth is nearly back to pre-pandemic levels

*In order to close the gaps created by the pandemic students must grow at a faster pace than they did before the pandemic.*



# Broad Recommendations

- Focus on student growth.
- To catch up, students must grow faster than expected before the pandemic.
  - Student growth percentile > 50



# Report Release

- 1 report for public consumption
  - Posted on the Center's website
- Separate, more detailed report for internal discussion
  - Will NOT be posted on the Center's website

Both reports will be sent to schools by 7/11





# Public Report Preview

## Achievement

The 2020 NWEA national norms in mathematics and reading provide us with a benchmark for how students typically perform within grade level. The percent of students meeting national norms informs us of the proportion of students achieving at or above the 50th percentile (typical achievement).

### Percent of Students Meeting Spring National Achievement Norms

Mathematics  
34%

Reading  
42%

## Growth

A Conditional Growth Percentile (CGP), or simply Growth Percentile, is a student's percentile rank for growth among their academic peer group. An academic peer group is a selection of students with similar test scores in the previous test period. A CGP of 50 means a student's growth is higher than 50 percent of their academic peer group. Generally, a student below the achievement benchmark will need a CGP of greater than 50 to 'catch up.' At the school level, we aggregate CGPs in two ways. First is the percentage of students with a CGP of 50 or greater. Second is the median of all students' CGPs in the school. The second measure (Median Growth Percentile, MGP) displays the midpoint of the CGPs for all tested students in the school.

### Fall-to-Spring Median Growth Percentile

Mathematics  
45th

Reading  
44th

### Percent of Students with Fall-to-Spring Median Growth Percentile of 50 or Greater

Mathematics  
46%

Reading  
45%



# New Process

- The public report will be embargoed until after 7/22 to field questions and address concerns.
  - New form on website (A10)
  - Provides schools the ability to raise questions or issues with the report
- Reports will be posted on the public website after issues have been resolved.



# Next Steps

- Schools will receive the reports via email by Monday (7/11) from Joe Marr or Davie Store
  - The email will include three PDF attachments:
    1. The internal report specific to your school
    2. The external report specific to your school
    3. A guidance document
- The email will also include a link to the new form on the Center's website





# Questions?



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# Thank you!

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