Fowlerville Community Schools

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Date: 1/28/2022

To: Fowlerville Board of Education

From: Tim Dowker, Assistant Superintendent

Cc: Wayne Roedel, Superintendent

RE: Benchmark Assessment Report, February 2022

The information below is provided in compliance with the amended section 98b of the State School Aid Act of 1979 (MCL.388.1698b). The legislation requires that the district present student growth goals and (as available at the reporting intervals) student achievement data disaggregated by grade and by specific subpopulations. The statute requires the report to occur by the first board meeting in February and by the end of the school year, and also requires that the results be posted on the district website in the transparency reporting link.

The data below are helpful for establishing a baseline and getting a general sense of academic progress across grade-levels and subgroups. However, the following facts should be taken into account regarding the data's relative accuracy and the use of this data for instructional programming or modification.

1) The MAP and MPG tests from NWEA are our primary screening assessments. They are normed assessment, not criterion-based. They provide data relative to grade level norms – how other children at the same grade and similar achievement level grew over a set period of time in reading and math.
2) NWEA updates their norms periodically. The last updates were 2015 and 2020. Thus, there is an additional variable to be considered in comparing scores prior to spring of 2020 (when we didn't test because we were closed for the Covid pandemic) and after.
3) We have a limited number of students in some of the required subgroups. In many cases, there are only 3-4 students in a subgroup at a grade level and – in multiple cases – there is only one student or none at all. Because of these low numbers, the data fluctuate more rapidly than the scores for larger groups. Many of these scores would not be helpful for assessing instructional efficacy without contextual information.
4) There have been notable variances in instruction over the past two years, which is the impetus of the funding provided in conjunction with the section 98b requirements. Knowing these variables helps to put the data into perspective.
    a. Spring and fall of 2019 were our last "truly normal" testing situations prior to Covid, with what we would consider routine attendance, prior instruction, etc.
    b. There was no testing in spring of 2020 because all Michigan districts were closed in March for the Covid-19 pandemic.
    c. Fall of 2020 began a week later than usual with 30% of district students online and the remainder attending four days of school in-person and one day (Friday) remotely. A date was set for online students to come in to test with limited participation.
    d. Spring of 2021 saw only about 18.5% of our students online, but testing participation was still lower than usual because of both online students not testing and because of quarantines.

e. Fall of 2021 was the closest to a normal testing situation we have seen since fall of 2019. Although we still had to work around student and staff quarantines, all students were engaged in face-to-face instruction and the testing timeline was consistent with those prior to the pandemic.

The specified data is presented in the following appendices to meet the requirements in section 98b. Some of the subgroup data will not be publicly available because it could be personally identifying due to the low number of students in a subgroup at a given grade level. In several instances, that is three or fewer students, often only one. Our FERPA obligations disallow the sharing of those data that could make a personal educational record public.

The appendices are organized as follows:

- ✓ Appendix A: K-7 NWEA scores disaggregated by grade level and by top third, middle third, and lower third
- ✓ Appendix B: K-7 NWEA scores by subgroup
- ✓ Appendix C: Dibels scores by grade (not available by subgroup)
- ✓ Appendix D: Bridges math data by grade (not available by subgroup)
- ✓ Appendix E: Junior High semester pass/fail by subgroup
- ✓ Appendix F: High School semester pass/fail by subgroup
- ✓ Appendix G: Additional summer and after-school intervention considerations

Please feel free to contact me with questions about these data or intervention planning considerations.

APPENDIX A – NWEA SCORES LONGITUDINALLY BY GRADE LEVEL AND THIRDS

MATH

Grade	Third	Fall 17	Fall 18	Fall 19	Fall 2020	Fall 2021	Change F20-F21	Spring 18	Change F17-S18	Spring 19	Change F18-S19	Spring 21	Change F20-S21
K	Low	127.6	128.1	130.7	135.3	129.2	-6.1	149.2	21.6	152	23.9	151.1	15.8
K	Mid	138.3	138.1	139.4	142	135.9	-6.1	161.7	23.4	161.8	23.7	158.6	16.6
K	High	150.2	148.5	150.2	152	142.9	-9.1	168.3	18.1	169.3	20.8	164.5	12.5
1	Low	142.8	146.4	147.8	149.7	145.8	-3.9	167.3	24.5	167.4	21.0	167.5	17.8
1	Mid	160.2	161.6	163.3	160.3	159.6	-0.7	179.8	19.6	181.7	20.1	175.1	14.8
1	High	174	171.8	174.1	170.1	168.9	-1.2	190	16.0	191.9	20.1	181.5	11.4
2	Low	165.3	163.1	164.4	161.4	163.6	2.2	181.2	15.9	183	19.9	175	13.6
2	Mid	180.7	179.1	180	174	175.0	1.0	200.2	19.5	199.1	20.0	188.6	14.6
2	High	192.4	192.3	191.6	184	186.7	2.7	209.8	17.4	211.4	19.1	196.9	12.9
3	Low	175.1	171	171.2	167.9	172.3	4.4	194.6	19.5	194	23.0	189.3	21.4
3	Mid	188.9	187.5	185.8	180	184.9	4.9	208.1	19.2	205.9	18.4	200.3	20.3
3	High	200.2	196.8	196.2	190.7	195.4	4.7	214.8	14.6	215.1	18.3	211.3	20.6
4	Low	189.3	188.2	189.1	180.3	185.6	5.3	204.8	15.5	202.3	14.1	194.4	14.1
4	Mid	205.9	202.6	204.8	195	197.1	2.1	215.2	9.3	217.4	14.8	209.8	14.8
4	High	214.9	214.1	214.5	206	209.1	3.1	227.6	12.7	224.7	10.6	217.7	11.7
5	Low	195.6	198.2	194.6	193.6	189.1	-4.5	210.2	14.6	208.4	10.2	206.5	12.9
5	Mid	210.7	214.2	211.3	209.3	205.4	-3.9	225.6	14.9	218.9	4.7	220.5	11.2
5	High	225.6	225.7	224.6	220.2	218.7	-1.5	234.5	8.9	234.5	8.8	231.5	11.3
6	Low	202	200.2	200.6	197	198.1	1.1	210.8	8.8	210.8	10.6	207.4	10.4
6	Mid	218.7	214.4	217.9	210.7	213.1	2.4	221.9	3.2	227.3	12.9	221.1	10.4
6	High	231.8	227.3	228.4	222.8	225.1	2.3	232	0.2	238.8	11.5	231.1	8.3
7	Low	204.1	205.2	204.2	202.4	202.3	-0.1	212.9	8.8	213.7	8.5	209.1	6.7
7	Mid	219.6	221.5	219.7	220.4	218.7	-1.7	227.7	8.1	226.7	5.2	224.9	4.5
7	High	234.7	234.9	232.5	231.1	232.9	1.8	239.7	5.0	240.1	5.2	235.2	4.1
8	Low	210.5	209.2	203.1	206.9	202.1	-4.8	215.4	4.9	216.9	7.7	8th Transitioned to PSAT8 test	
8	Mid	227	224.5	224.4	221.6	220.7	-0.9	228.5	1.5	233.6	9.1		
8	High	241.7	240.4	240.2	235.5	234.1	-1.4	241.2	-0.5	244.9	4.5		
AVERAGES		193.62	192.77	192.76	189.64	189.35	-0.29	206.41	12.79	207.10	14.32	198.70	13.03

READING

Grade	Third	Fall 17	Fall 18	Fall 19	Fall 2020	Fall 2021	Change F20-F21	Spring 18	Change F17-S18	Spring 19	Change F18-S19	Spring 21	Change F20-S21
K	Low	133.6	131.9	133.8	132.5	131.2	-1.3	154.7	21.1	150	18.1	147.5	15.0
K	Mid	140.9	138.9	140.6	138.9	141.6	2.7	161.2	20.3	157.7	18.8	154.6	15.7
K	High	150.7	148.9	148.5	146.1	151.5	5.4	167.2	16.5	165.2	16.3	160.5	14.4
1	Low	148.1	148.4	147	144.1	141.7	-2.4	165.2	17.1	166.7	18.3	162.6	18.5
1	Mid	160.6	160	162	156.1	154.4	-1.7	178	17.4	175.8	15.8	171	14.9
1	High	173.4	172.7	174.4	166.6	166.2	-0.4	188.6	15.2	185	12.3	179.2	12.6
2	Low	162.9	163.3	163.7	156	158.5	2.5	178.3	15.4	176	12.7	168.5	12.5
2	Mid	175.7	177.8	176.8	169.6	171.2	1.6	188.5	12.8	187.9	10.1	179.8	10.2
2	High	189.7	191.7	189.1	184.6	183.1	-1.5	200.5	10.8	200.9	9.2	191.3	6.7
3	Low	169.2	166.5	163.8	164	167.7	3.7	185.9	16.7	185.1	18.6	184	20.0
3	Mid	189.8	187.2	183.8	183.1	185.4	2.3	202	12.2	201.6	14.4	196.9	13.8
3	High	204.3	202.8	199.9	199.1	202.8	3.7	212.4	8.1	209.6	6.8	206.5	7.4
4	Low	183.6	185	183.2	178.2	175.4	-2.8	195.6	12.0	197.4	12.4	190.3	12.1
4	Mid	201.3	201	200.8	196.4	194.6	-1.8	210.6	9.3	209.2	8.2	204.7	8.3
4	High	213.8	213.9	212.7	209.8	206.8	-3.0	218.1	4.3	223.3	9.4	213.6	3.8
5	Low	186.5	192.4	191.8	188.8	183	-5.8	200.8	14.3	200.5	8.1	199.9	11.1
5	Mid	205	209.7	207.8	205.8	202.2	-3.6	213.9	8.9	215.8	6.1	210	4.2
5	High	220.1	221.6	220.7	217.5	215.5	-2.0	223.8	3.7	224.1	2.5	221.6	4.1
6	Low	195.3	193.8	196.5	196.1	196.7	0.6	205.3	10.0	205.4	11.6	207.2	11.1
6	Mid	212.7	210.9	212.3	211.7	212.2	0.5	218.9	6.2	217.4	6.5	216.9	5.2
6	High	225.6	223.8	223.9	224.7	222.7	-2.0	229.6	4.0	227.3	3.5	227	2.3
7	Low	197.8	198.3	196.7	202.6	200.3	-2.3	210	12.2	208.9	10.6	208.2	5.6
7	Mid	216.4	216.1	214.6	218.3	215.5	-2.8	222.3	5.9	221.4	5.3	219.4	1.1
7	High	230.5	227.9	227.8	230.1	229.6	-0.5	232.4	1.9	231.7	3.8	228.1	-2.0
8	Low	205.4	202.6	198.2	204.1	200.8	-3.3	213.3	7.9	212.8	10.2	8th Transitioned to PSAT8 test	
8	Mid	220.3	218.8	216.5	220.3	217.3	-3.0	224.5	4.2	223.9	5.1		
8	High	231.9	233.7	232.5	232.2	228.2	-4.0	235.5	3.6	237.2	3.5		
AVERAGES		190.56	190.36	189.61	188.05	187.27	-0.78	201.37	10.81	200.66	10.30	193.72	9.53

MATH

KINDERGARTEN

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All Stdnts	159.3	161.1	159.6	157.3	141.5	
At-Risk	150.9	161.6	159.2	155.9		
Econ Dis			151.3	153.9	147	
McK-V 504 EL	Redacted for FERPA compliance					
SWD	149.9	148.4	147.4	150.6	140	

1st Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All Stdnts	180.9	180.3	179.1	174.4	158.1	
At-Risk	176.8	176.9	178.1	173.3		
Econ Dis			173.6	174.8	153.8	
McK-V 504 EL	Redacted for FERPA compliance					
SWD	171.8	164.1	162.5	169.7	150.2	

2nd Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All Stdnts	199.2	198.6	197.1	186.5	175.1	
At-Risk	193.3	195.5	192.8	185.3		
Econ Dis			191	185.4	168.4	
McK-V 504 EL	Redacted for FERPA compliance					
SWD	187.7	182.9	186.2	173	170.3	

READING

KINDERGARTEN

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All Stdnts	159.6	160.8	157.5	153.4	136	
At-Risk	152.5	160.2	156.1	152.3		
Econ Dis			150.6	149.4	138	
McK-V 504 EL	Redacted for FERPA compliance					
SWD	154.1	150.6	145.6	150.8	130.7	

1st Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All Stdnts	177	177.4	175.7	170.6	154.1	
At-Risk	172.1	173.7	173.7	169.5		
Econ Dis			167.7	170.3	147.2	
McK-V 504 EL	Redacted for FERPA compliance					
SWD	163.7	164.6	161.8	164.8	147.5	

2nd Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All Stdnts	189.5	189.6	188.3	180	170.9	
At-Risk	184.2	186.5	186.1	178.5		
Econ Dis			182.8	178.7	164.9	
McK-V 504 EL	Redacted for FERPA compliance					
SWD	183.1	172.4	175.3	164.9	161	

MATH

3rd Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All Stdnts	205.3	205	206.3	200.2	184.2	
At-Risk	201.3	201.2	202.2	200		
Econ Dis			199.1	197.5	177.4	
McK-V	Redacted for FERPA compliance					
504		208.2	205	195.8	176.5	
EL	Redacted for FERPA compliance					
SWD	194	192.7	193.9	191.5	172.7	

4th Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All Stdnts	213.9	214.4	215.9	207	197.3	
At-Risk	209.5	212.2	211.3	205.6		
Econ Dis			211.3	204	191.2	
McK-V	Redacted for FERPA compliance					
504	208.8		214	204.2	194.5	
EL	Redacted for FERPA compliance					
SWD	207.5	195.2	209	193.8	186.2	

5th Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All Stdnts	223.8	219.5	222.8	218.9	204.3	
At-Risk	216.6	219.1	219.4	216.6		
Econ Dis			215.3	215.3	198.7	
McK-V	Redacted for FERPA compliance					
504	226.3	207	229.3	220.2	196.7	
EL	Redacted for FERPA compliance					
SWD	209.3	207	209.5	201	190.4	

READING

3rd Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All Stdnts	200.7	200	199.7	195.3	185.2	
At-Risk	194.7	196.2	196.2	194.7		
Econ Dis			191.8	192.6	171.9	
McK-V	Redacted for FERPA compliance					
504		203.1	198.8	194	180.5	
EL	Redacted for FERPA compliance					
SWD	185	184.3	176.7	179.6	165.7	

4th Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All Stdnts	205.9	207.7	208.6	202.7	192.3	
At-Risk	201	204.7	204.2	201		
Econ Dis			204.5	201.2	182.1	
McK-V	Redacted for FERPA compliance					
504	199.3		209.6	202	193	
EL	Redacted for FERPA compliance					
SWD	192.9	187.3	197.4	186.4	173.7	

5th Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All Stdnts	213.7	212.1	213	210.6	200.2	
At-Risk	208	212.4	209.4	208.3		
Econ Dis			207.2	207.6	194.5	
McK-V	Redacted for FERPA compliance					
504	212.5	206.7	220.5	212.6	197.3	
EL	Redacted for FERPA compliance					
SWD	199.1	200.2	197.3	194.6	182.5	

MATH

6th Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All Stdnts	221.9	223.3	221.3	219.8	212	
At-Risk	216.9	221.7	220.2	217.8		
Econ Dis			218.9	217.9	202.2	
McK-V	Redacted for FERPA compliance					
504	194	219	223.3	215.7	210.4	
EL	Redacted for FERPA compliance					
SWD	201.3	199.4	203	205	194.9	

7th Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All Stdnts	226.5	226.5	226.6	222.2	217.9	
At-Risk	219.1	224.2	221.7	221.3		
Econ Dis			217.6	216.6	211.5	
McK-V	Redacted for FERPA compliance					
504	242	202	220.3	216.5	219.1	
EL	Redacted for FERPA compliance					
SWD	203.1	206.9	204.7	201.4	201.8	

READING

6th Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All Stdnts	217	216.1	216.5	217.3	210.3	
At-Risk	211.8	214.5	215.1	215.8		
Econ Dis			213.4	216.4	201.1	
McK-V	Redacted for FERPA compliance					
504	207	206.3	215.7	211.9	209.7	
EL	Redacted for FERPA compliance					
SWD	196.6	190.9	200	204	192	

7th Grade

GROUP	Spr 17	Spr 18	Spr 19	Spr 21	Fall 21	Spr 22
All Stdnts	221.4	221.5	220.8	218.3	215.1	
At-Risk	217.2	219.2	216	218		
Econ Dis			214	216.7	210.8	
McK-V	Redacted for FERPA compliance					
504	232.5	205	211.7	215	210.2	
EL	Redacted for FERPA compliance					
SWD	201.8	204	199	203.5	202.6	

COLOR KEY
Baseline (last spring and this fall)
2015 NWEA Norms
2020 NWEA Norms
Insufficient # students to publish

APPENDIX C: DIBELS COMPOSITE READING SCORES BY GRADE

Please note that only students who scored below grade level on the fall testing take the DIBELS mid-year assessment in grades 3-5.

GRADE	# Tested	Percent requiring intensive support	Percent requiring strategic support	Percent demonstrating core proficiency
K	162	36%	25%	39%
1st	189	40%	21%	39%
2nd	162	29%	20%	51%
3rd	58	86%	10%	4%
4th	38	76%	16%	8%
5th	38	87%	5%	8%

APPENDIX D: BRIDGES (MATH) SCORES BY GRADE

GRADE	STUDENTS PASSING TESTS WITH 70% OR HIGHER
K	85%
1st	83%
2nd	81%
3rd	93%
4th	80%
5th	80%

APPENDIX E: JUNIOR HIGH PERCENTAGE OF STUDENTS EARNING SEMESTER CREDIT IN EACH SUBJECT BY SUBGROUP

GRADE	SUBJECT	ALL STUDENTS	AT-RISK	ECONOMICALLY DISADVANTAGED	McKINNEY-VENTO	ENGLISH LEARNERS	STUDENTS WITH A DISABILITY	STUDENTS WITH A 504 PLAN
6th Grade								
6th	Math	94%	94%	90%	Redacted for FERPA compliance		95%	91%
6th	English	95%	95%	90%			95%	82%
6th	Soc Stud	90%	90%	84%			75%	82%
6th	Science	94%	94%	90%			80%	82%
7th Grade								
7th	Math	94%	94%	92%	Redacted for FERPA compliance		82%	92%
7th	English	90%	89%	85%			73%	92%
7th	Soc Stud	96%	96%	95%			91%	100%
7th	Science	96%	96%	94%			95%	92%
8th Grade								
8th	Math	98%	97%	95%	Redacted for FERPA compliance		100%	100%
8th	English	94%	93%	89%			100%	75%
8th	Soc Stud	89%	88%	80%			84%	100%
8th	Science	97%	97%	96%			91%	100%

APPENDIX F: HIGH SCHOOL PERCENTAGE OF STUDENTS EARNING SEMESTER CREDIT IN EACH SUBJECT BY SUBGROUP

GRADE	SUBJECT	ALL STUDENTS	AT-RISK	ECONOMICALLY DISADVANTAGED	McKINNEY-VENTO	ENGLISH LEARNERS	STUDENTS WITH A DISABILITY	STUDENTS WITH A 504 PLAN
9th Grade								
9th	Math	72%	76%	71%	Redacted for FERPA compliance		70%	Redacted for FERPA compliance
9th	English	96%	93%	95%			100%	
9th	Soc Stud	93%	91%	89%			74%	
9th	Science	77%	75%	66%			39%	
10th Grade								
10th	Math	99.5%	99%	98%	Redacted for FERPA compliance		100%	Redacted for FERPA compliance
10th	English	93%	94%	92%			100%	
10th	Soc Stud	79%	75%	75%			15%	
10th	Science	94%	93%	90%			92%	
11th Grade								
11th	Math	100%	100%	100%	Redacted for FERPA compliance		100%	Redacted for FERPA compliance
11th	English	80%	83%	86%			90%	
11th	Soc Stud	98%	97%	98%			95%	
11th	Science	97%	96%	94%			95%	
12th Grade								
12th	Math	100%	100%	100%	Redacted for FERPA compliance		100%	Redacted for FERPA compliance
12th	English	83%	82%	80%			95%	
12th	Soc Stud	94%	93%	92%			68%	
12th	Science	95%	95%	88%			100%	

APPENDIX G: ADDITIONAL INTERVENTION CONSIDERATIONS

Current beliefs driving decision-making and program/intervention design are as follows:

- Skill and knowledge gaps between typically proficient or advanced students and struggling students have historically created challenges for teachers trying to provide instruction for the wide range of abilities.
- The school closure in spring of 2020, virtual learning limitations, quarantines, and other disruptions caused by the COVID-19 pandemic have resulted in fewer students proficient in grade-level skills, exacerbated skill and knowledge gaps at all grade levels, and an increase in course failure at the high school level. Teachers are struggling to plan and enact lessons that differentiate for students who are proficient, those who are somewhat behind, and those who are a year or more behind their peers.
- The number of students who are below grade level proficiency *and the extent to which* a significant number of those students are below grade level proficiency make it highly improbable that the necessary remediation can take place during the school day without a subsequent loss of core learning that would limit or negate the benefit. There are only so many hours in a school day. To provide meaningful periods of intervention would require removal from chunks of core instruction (simply shifting the gap) or from chunks of elective courses (which would likely feel punitive and could further demotivate struggling students).
- As such, the most effective way to address the gap is to provide targeted intervention to non-proficient students outside of the school day using best instructional practices and frequent, formative assessment.
- To be effective, intervention programs must be facilitated with fidelity by trained, effective educators in a positive and growth-minded environment. To that end, teachers and paraprofessional staff must be involved with program design and provided any necessary training to ensure that they are available and able to facilitate the programs.
- A majority of non-proficient students need to be enrolled in the intervention programs to accomplish the overall goal of reduce stress on teachers, struggling students, and the intervention systems during school hours and to improve the effectiveness of classroom instruction. To that end, we need to:
    - Be responsive to family input about when their child can be available and what services they prioritize.
    - Convince families that academic supports outside the school day or year can help their student achieve grade level proficiency and experience greater success at school so they will be willing to enroll their child(ren) in the programs.
    - Follow through by providing students and families data and other evidence of growth to demonstrate the efficacy of these programs.