

2024-25 State Assessment Briefing Book



**Walter Cook, Troy School District Parent
November 26, 2025**

Note: All data in this report come from public use data files downloaded from MISchoolData. I speak only for myself, not my employer.

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Executive Summary

Overview Troy School District continues to perform well above state averages, but a longitudinal analysis from the 2018-19 school year to the present (2024-25) reveals concerning trends. While there are signs of stabilization in the most recent year, overall proficiency rates in key metrics have not fully recovered to pre-pandemic levels.

Key Findings

- **Systemic Decline:** Proficiency rates in 3rd Grade ELA, 8th Grade Math, and 11th Grade College Readiness are all lower in 2024-25 than they were in 2018-19. These are the three key performance metrics that the Michigan Department of Education uses to measure the progress of at-risk students (see Section 31a of the Revised School Code).
- **Widening Gaps:** Achievement gaps for vulnerable subgroups—specifically Students with Disabilities (SWD) and Economically Disadvantaged (ED) students—have largely widened over the last six years.
- **Disproportionate Impact:** In several metrics, TSD's achievement gaps are now larger than those of peer districts and Oakland County averages.
- **Race/Ethnicity:** A persistent disparity exists, with Asian and White students consistently outperforming Black and Hispanic peers by significant and growing margins.

3rd Grade English Language Arts (ELA)

Metric: M-STEP Proficiency (Advanced + Proficient)

Overall Trend

Performance in early literacy has fluctuated but remains below the 2018-19 baseline. After a significant drop following the pandemic, scores have shown a partial recovery in the most recent year.

School Year	Proficiency Rate	Trend
2018-19	74.1%	Baseline
2021-22	69.1%	Decline
2022-23	65.9%	Continued Decline
2023-24	63.2%	Low Point
2024-25	68.0%	Partial Rebound (+4.8%)

Subgroup Analysis

Despite the recent overall rebound, vulnerable subgroups face significant achievement gaps.

- **Economically Disadvantaged (ED):** While this achievement gap has narrowed, it remains substantial: in 2018-19, the gap was **-33.6%** compared to **-29.6%** in 2024-25.

- **Students with Disabilities (SWD):** This gap has widened significantly.
 - **TSD Achievement Gap (2024-25):** -45.4 percentage points (pp)
 - **Peer District Achievement Gap (2024-25):** -40.0 pp
 - **Oakland County Achievement Gap (2024-25):** -33.0 pp
 - *Observation:* TSD's achievement gap for students with disabilities is larger than that of its peer districts and substantially larger than the Oakland County average.

Race/Ethnicity Trends

- **Asian:** while lower than pre-pandemic, consistently high performance, maintaining rates above 70%
- **White:** proficiency rates have softened slightly from 73% (2018-19) to 70% (2024-25).
- **Black & Hispanic:** These groups continue to track significantly lower than their Asian and White peers, with Black proficiency rates below 40% and Hispanic rates below 60%.

8th Grade Mathematics

Metric: PSAT 8/9 Proficiency (Advanced + Proficient)

Overall Trend

8th Grade Math shows a clear downward trend from the 2018-19 baseline. Unlike G3 ELA, there was no significant rebound in 2024-25; performance has plateaued at a lower level.

School Year	Proficiency Rate	Trend
2018-19	75.1%	Baseline
2021-22	67.5%	Sharp Decline
2022-23	69.1%	Slight Bump
2023-24	64.3%	Decline
2024-25	64.4%	Plateau

Subgroup Analysis

The data for 8th Grade Math reveals the most alarming trends regarding equity.

- **Students with Disabilities (SWD):** The gap has exploded in size.
 - **2018-19 TSD Achievement Gap:** -43.8 pp (vs -44.0 pp for Oakland County)
 - **2024-25 TSD Achievement Gap:** -54.1 pp (vs -36.8 pp for Oakland County)
 - *Observation:* While peer districts also have large gaps (-53.5%), TSD started with a smaller gap than peers in 2019 and has since regressed to match them while Oakland County's achievement gap has narrowed over the same time period.
- **Economically Disadvantaged (ED):**
 - **2018-19 TSD Achievement Gap:** -33.0 pp (vs -40.8 pp for Oakland County)

- **2024-25 TSD Achievement Gap:** -41.4 pp (vs -37.4 pp for Oakland County)
- *Observation:* The gap has widened by over 8 percentage points, which is a similar trend to peer districts but counter to Oakland County, whose achievement has slightly narrowed.

11th Grade College Readiness

Metric: SAT College Ready on Both Evidence-Based Reading & Writing (EBRW) and Math

Overall Trend

High school readiness metrics have dropped by over 10 percentage points since 2019.

School Year	College Ready %	Trend
2018-19	69.8%	Baseline
2021-22	59.7%	Decline
2023-24	57.0%	Low Point
2024-25	59.3%	Slight Recovery, But Still Well Below Baseline

Subgroup Analysis

- **Students with Disabilities:** The gap remains stubbornly high at -53.4% (2024-25), worsening from -50.2% in 2018-19.
- **English Language Learners (ELL):** This is one of the few areas showing slight improvement in gap size, narrowing from -42% (2019) to -39.2% (2024-25), though the absolute gap remains very large.

Race/Ethnicity Trends

- **Asian:** 85.7% College Ready (2025). Performance remains elite.
- **White:** ~60-70% range.
- **Black:** 15-20% range.
- *Observation:* The disparity here is stark. In 2024-25, Asian students were **4x more likely** to be deemed "College Ready" than Black students (85.7% vs ~20%).

Summary of Comparative Trends

Metric	Subgroup	TSD Gap (24-25)	Peer Gap (24-25)	County Gap (24-25)	Comparison
3rd Grade ELA	Students with Disabilities	-45.4%	-40.0%	-33.0%	Worse than Peers & County
3rd Grade ELA	Economically Disadvantaged	-25.0%	-27.8%	-28.1%	Better than Peers & County
8th Grade Math	Students with Disabilities	-54.1%	-53.5%	-36.8%	Worse than County; Tied with Peers
8th Grade Math	Economically Disadvantaged	-41.4%	-42.8%	-28.9%	Better than Peers; Worse than County
11th Grade Readiness	Students with Disabilities	-53.4%	-52.7%	-35.2%	Worse than Peers & County
11th Grade Readiness	Economically Disadvantaged	-38.5%	-39.1%	-30.0%	Comparable to Peers; Worse than County

Conclusion

While Troy School District maintains its reputation for high achievement compared to other districts in the state, the data suggest that this excellence is not equitably distributed. The district has experienced a general erosion of proficiency since 2018-19 and the burden of this decline has fallen disproportionately on economically disadvantaged students and students with disabilities, whose performance gaps have widened significantly.

The district is unlikely to restore its academic achievement to pre-COVID levels of excellence without deliberate investment in support to raise the academic achievement of those subgroups. The remainder of this brief reviews these data in great detail to identify the most troubling trends in achievement gaps, both compared to TSD before the pandemic as well as the performance by peer districts and all public schools in Oakland County. The brief ends with a policy recommendation for investment in a more robust local benchmark assessment system, such as broad adoption of NWEA MAP.

Choice of Measures

The choice of 3rd Grade ELA, 8th Grade Math, and 11th Grade College Readiness as the focal points of this briefing is intentional and strategic. These three metrics serve as the primary longitudinal benchmarks used by the **Michigan Department of Education (MDE)** to measure district health and specifically to monitor the progress of students eligible for **Section 31a "At-Risk" funding**.

- **3rd Grade ELA (M-STEP):** This is the critical threshold where instruction shifts from "learning to read" to "reading to learn." MDE identifies literacy proficiency at this stage as the strongest predictor of future high school graduation and career success.
- **8th Grade Math (PSAT8):** Proficiency at this level acts as the gateway to Algebra I and advanced high school STEM coursework. It is a key accountability metric for ensuring at-risk students are not tracked into remedial pathways entering high school.
- **11th Grade College Readiness (SAT11):** This serves as the capstone accountability measure for the K-12 experience. It assesses whether the district has successfully closed achievement gaps before students transition to post-secondary education or the workforce. Note the College Readiness is defined as scoring at or above the college ready threshold on both subjects of the SAT11 (Evidence-Based Reading and Writing [EBRW] and Mathematics).

Definition of “Peer District” and “Oakland County”

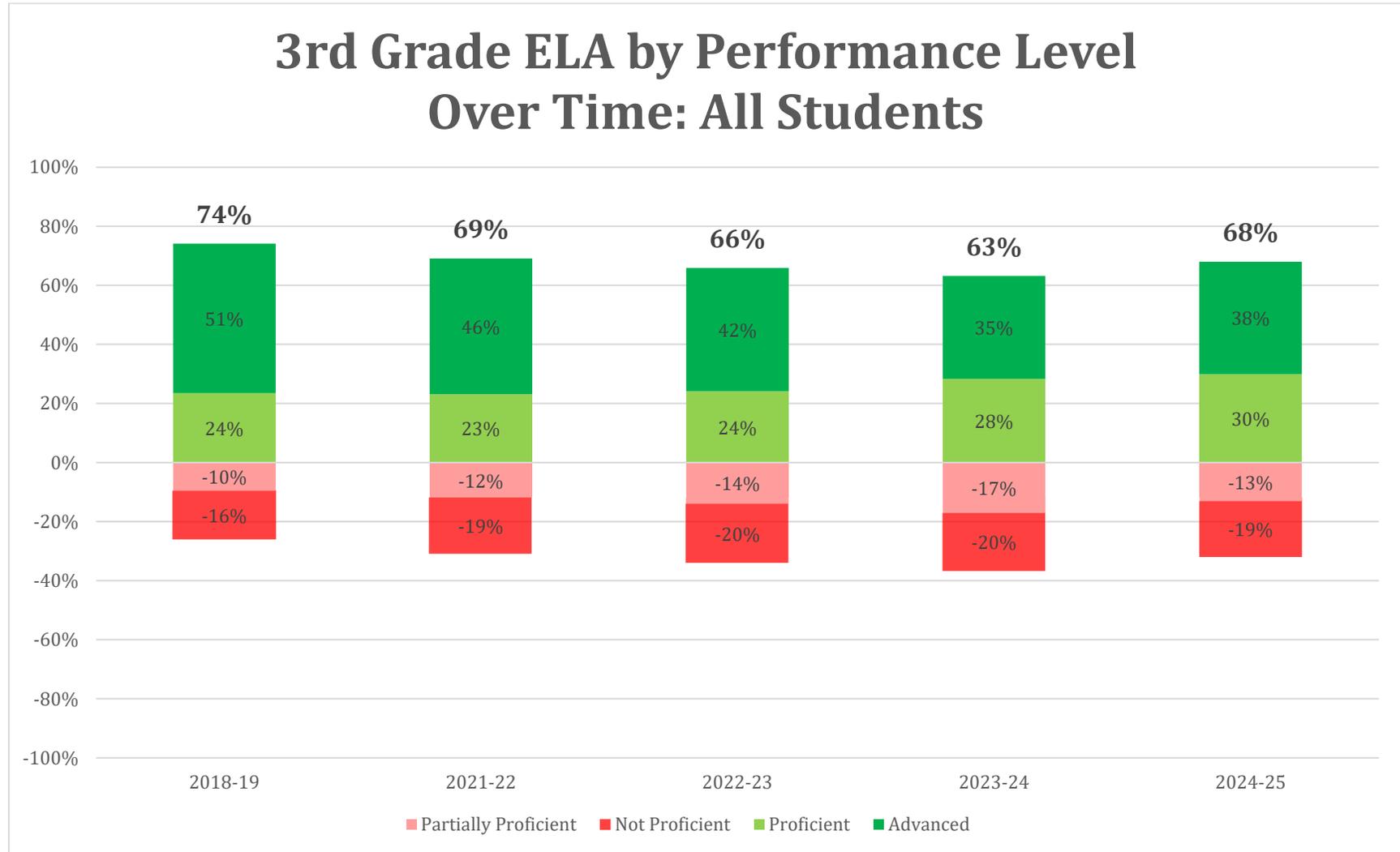
The term “peer district” used in the comparison sections refer to:

- Birmingham Public Schools
- Bloomfield Hills Schools
- Novi Community School District
- Rochester Community School District

The term “Oakland County” refers to any public school contained within the Oakland Schools intermediate school district.

3rd Grade ELA: Trends, Subgroup Analyses, and External Comparisons

3rd Grade ELA has not recovered from the pandemic.



The composition of assessed students on 3rd grade ELA has changed over time.

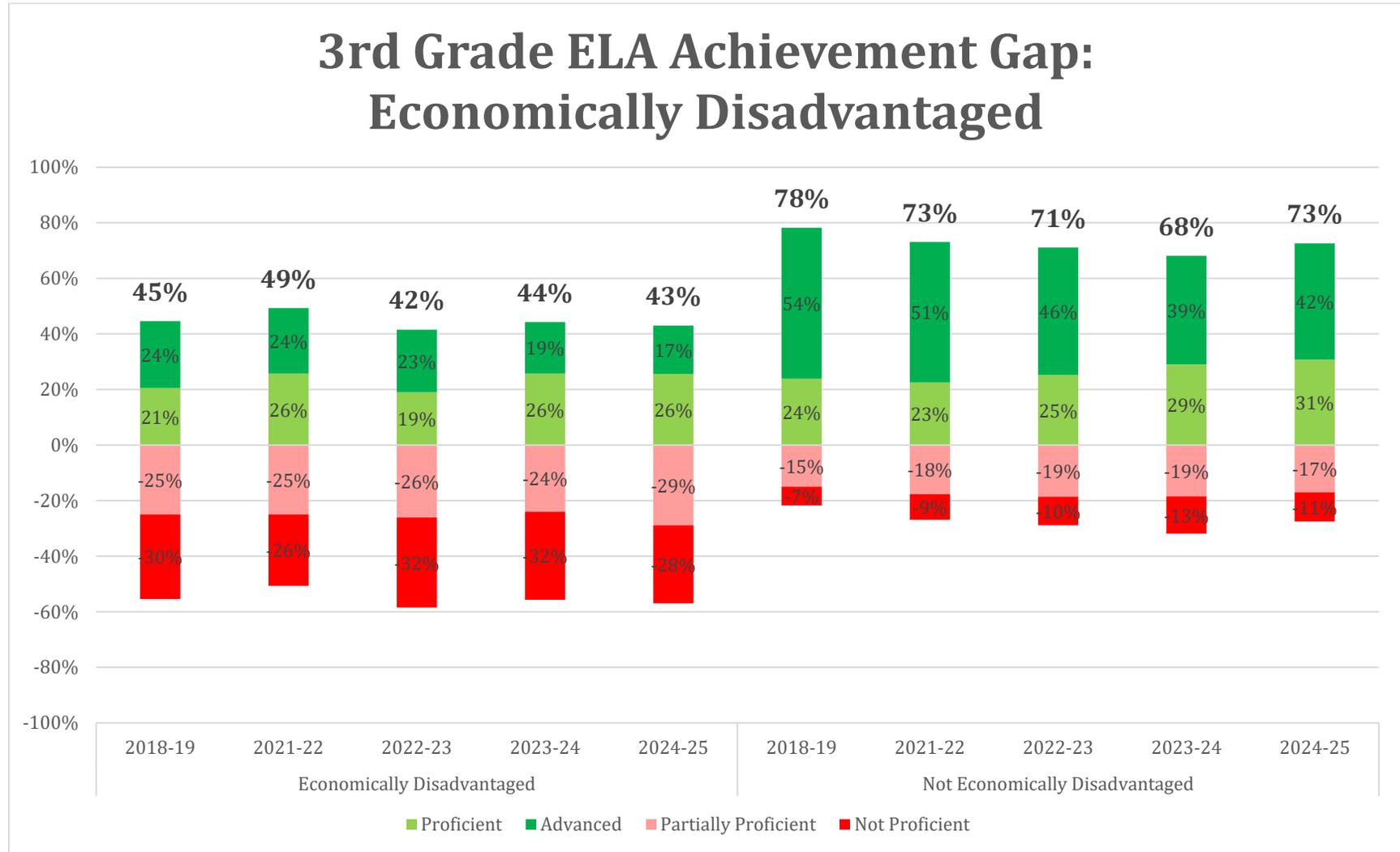
Number of Assessed 3rd Graders (ELA): Counts

Subgroup	2018-19	2021-22	2022-23	2023-24	2024-25
All Students	904	824	813	816	780
Economically Disadvantaged	112	140	142	167	121
English Language Learners	231	216	217	221	188
Students with Disabilities	71	60	65	82	87
Asian	360	353	286	312	280
Black	35	32	38	44	48
Hispanic	35	39	48	46	44
White	447	371	376	368	368

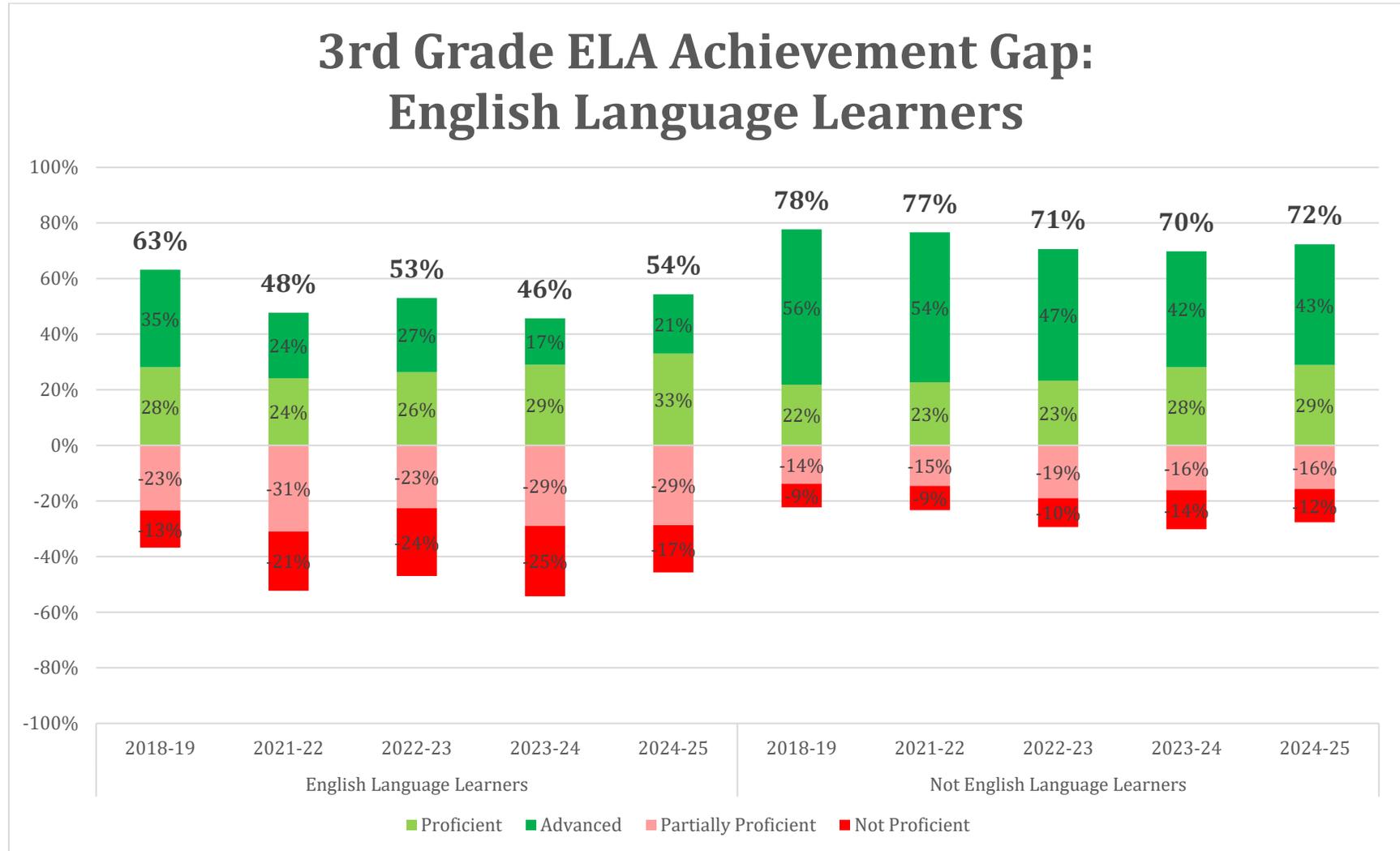
Number of Assessed 3rd Graders (ELA): Percentages

Subgroup	2018-19	2021-22	2022-23	2023-24	2024-25
All Students	100%	100%	100%	100%	100%
Economically Disadvantaged	12%	17%	17%	20%	16%
English Language Learners	26%	26%	27%	27%	24%
Students with Disabilities	8%	7%	8%	10%	11%
Asian	40%	43%	35%	38%	36%
Black	4%	4%	5%	5%	6%
Hispanic	4%	5%	6%	6%	6%
White	49%	45%	46%	45%	47%

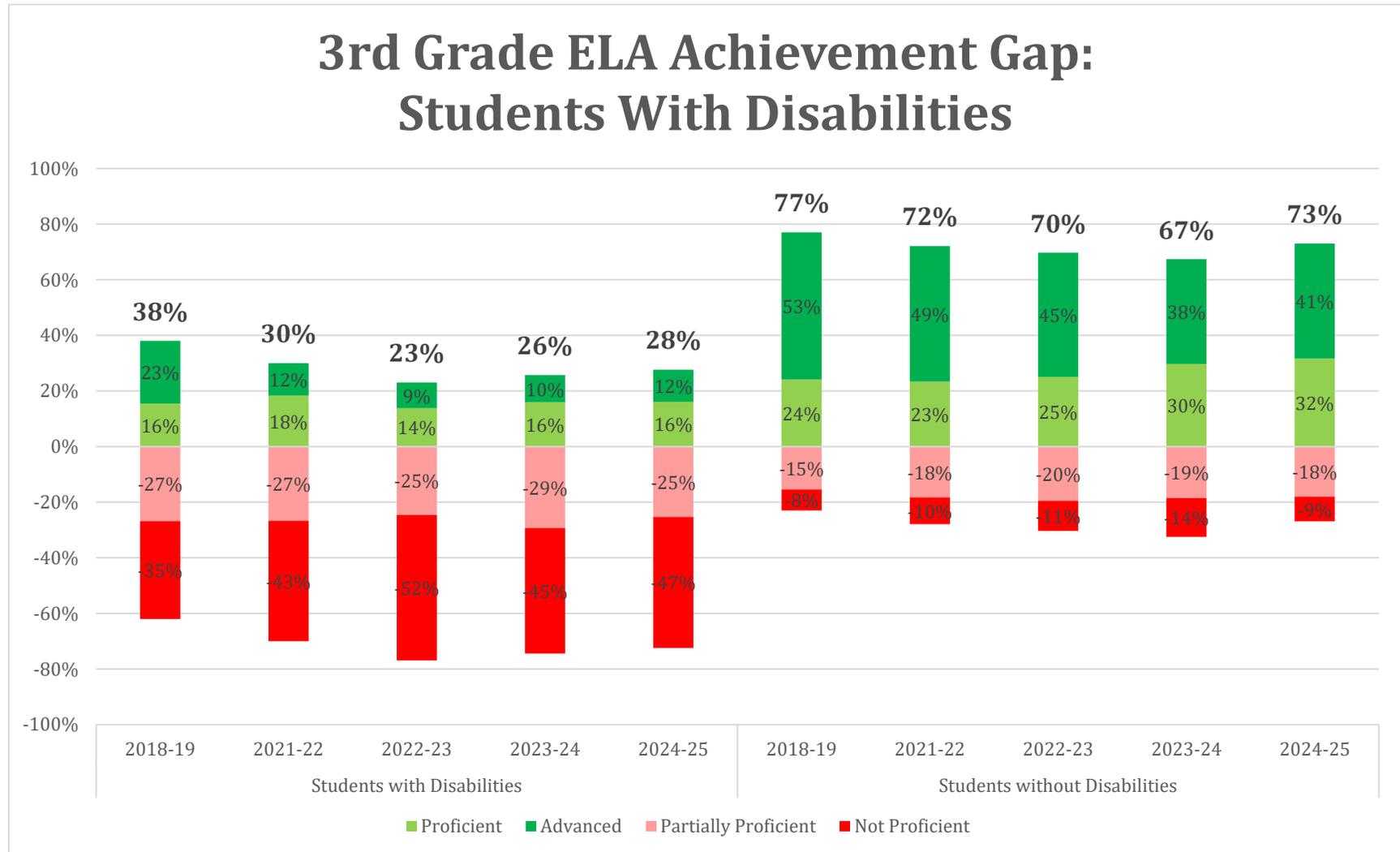
Economically disadvantaged 3rd graders underperform their better-resourced peers.



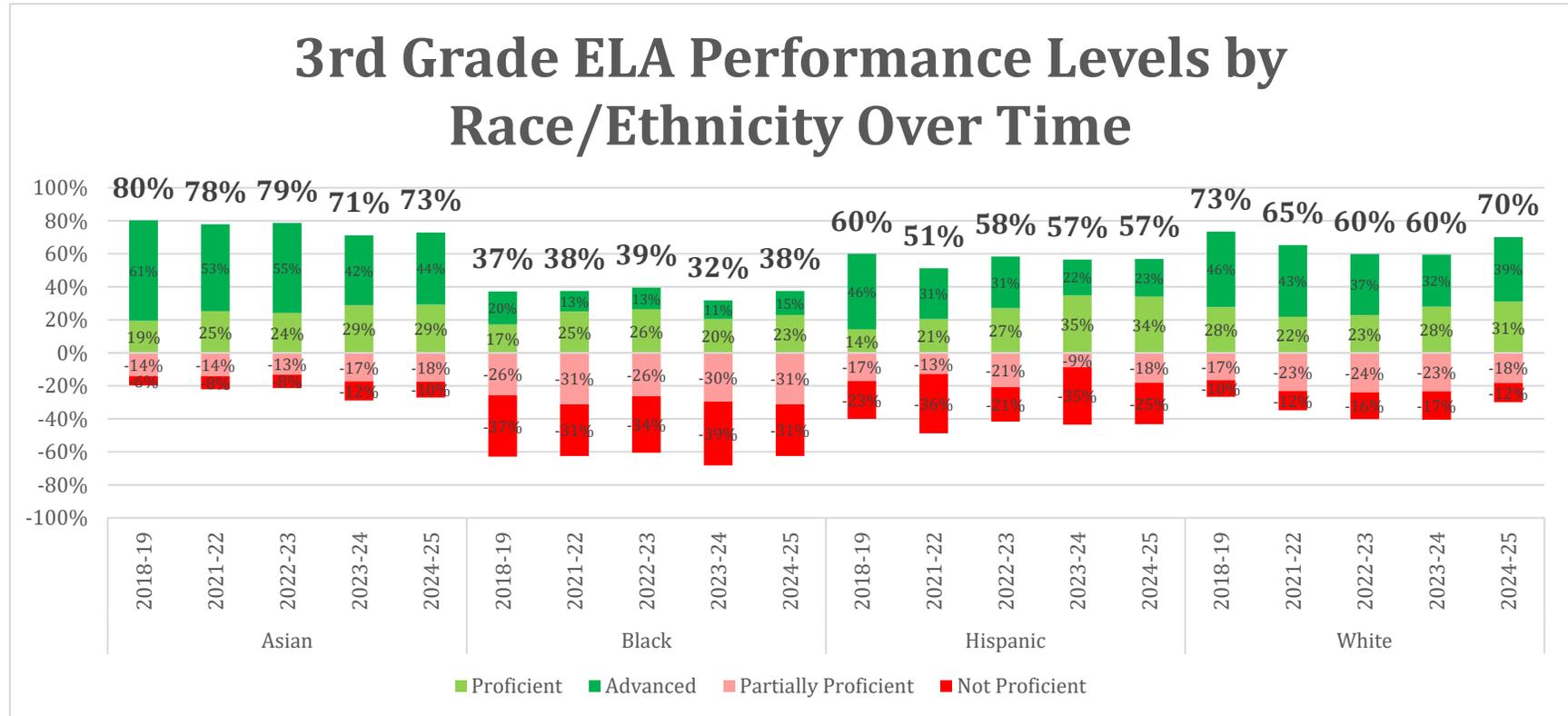
ELL 3rd graders have struggled to recover from the pandemic to a greater extent than non-ELL students.



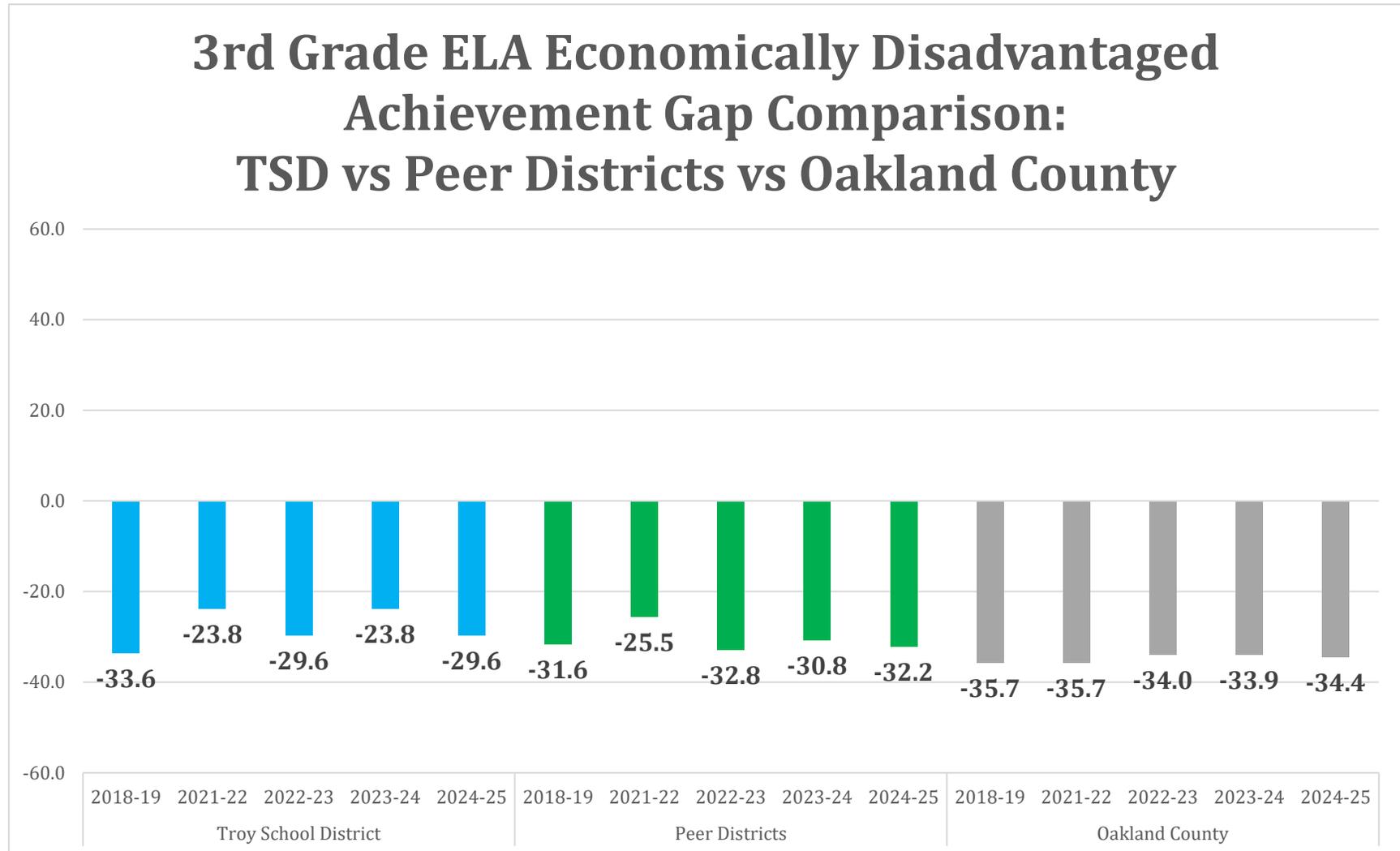
Special Education 3rd graders' achievement gap has grown since the pandemic.



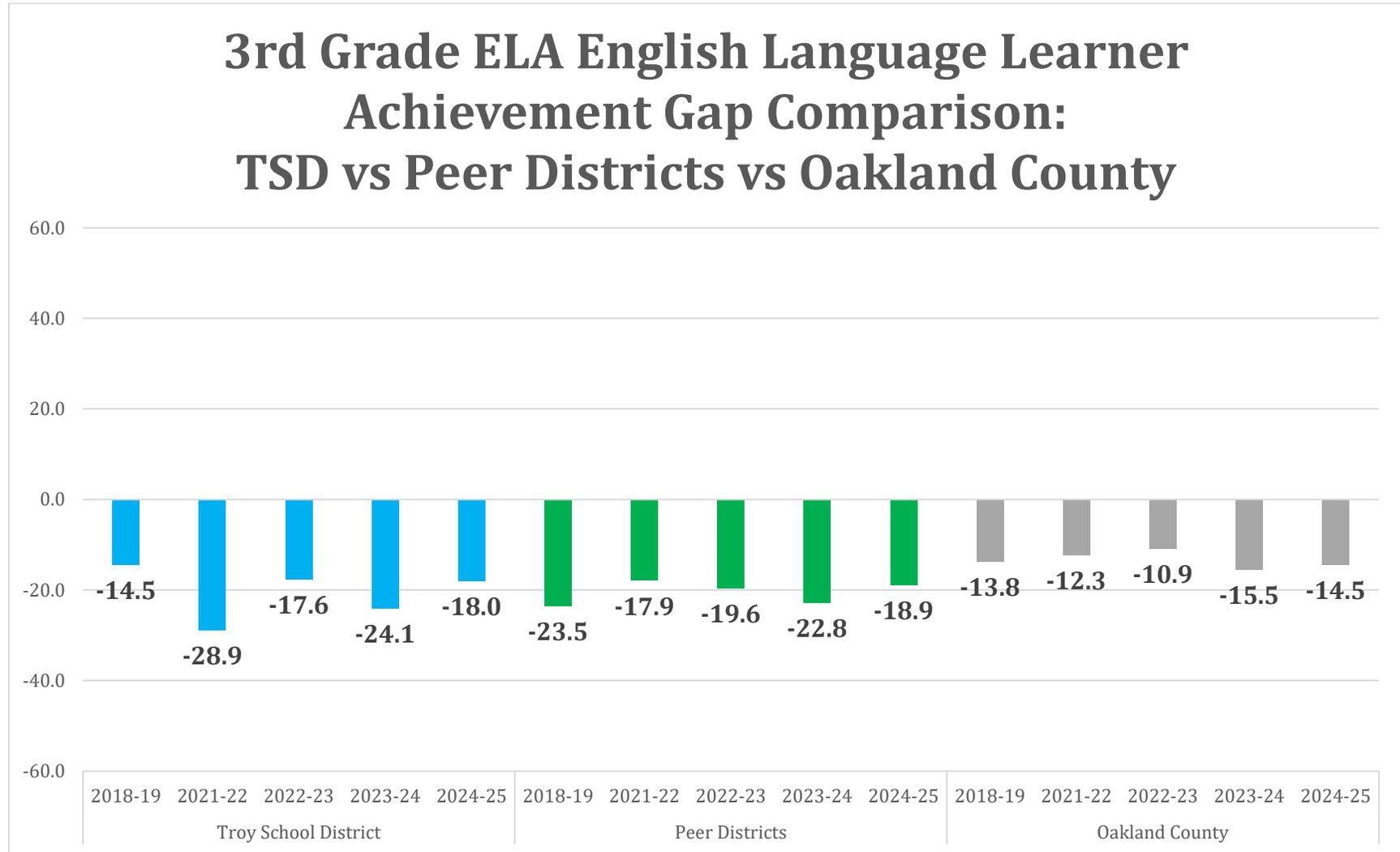
3rd grade racial/ethnic achievement gaps persist, as Asian performance declines the most out of all subgroups.



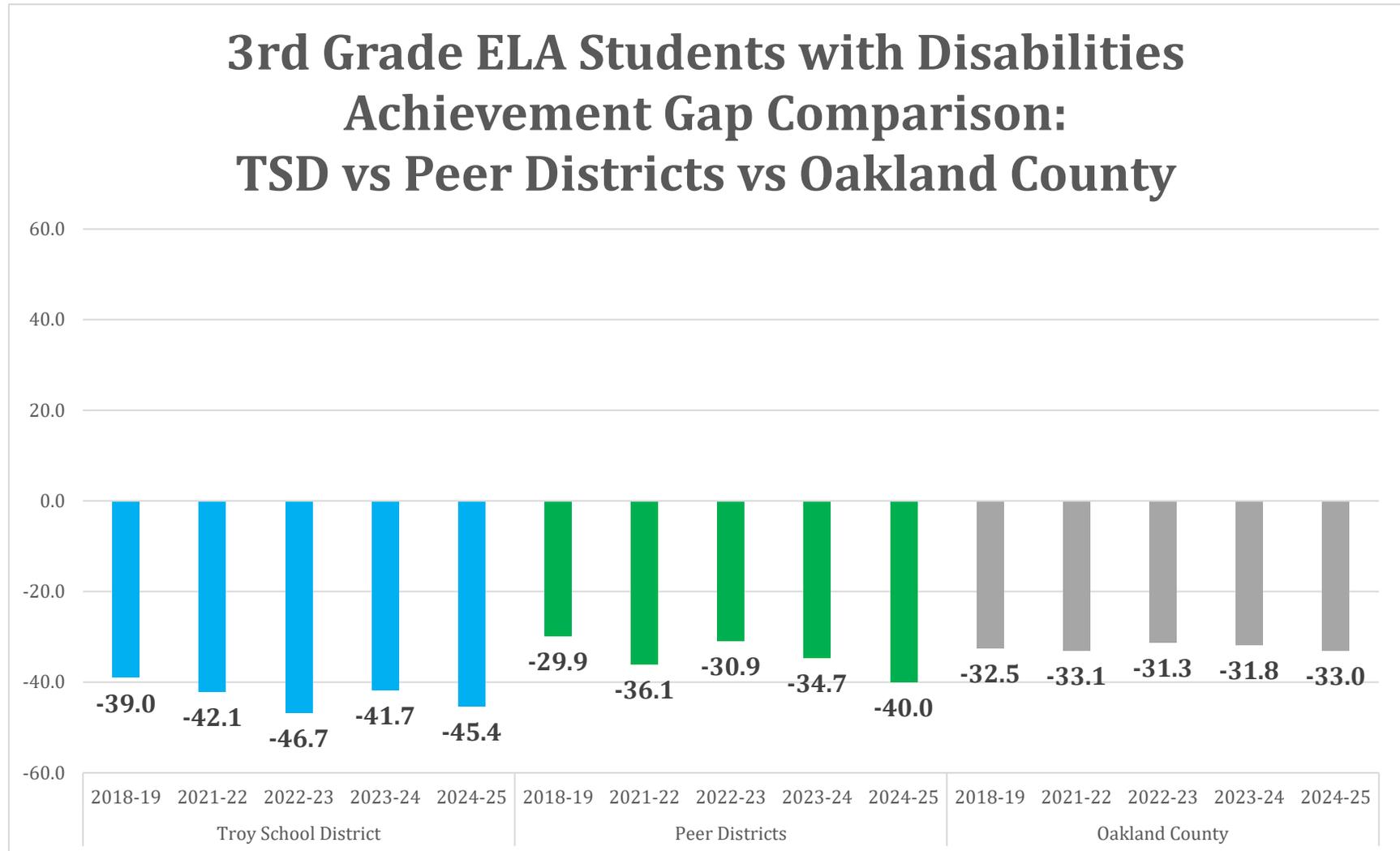
3rd grade ELA economically disadvantaged achievement gap narrows compared to peer districts and Oakland County.



3rd grade ELA ELL achievement gap widens slightly, counter to peer districts' trend.

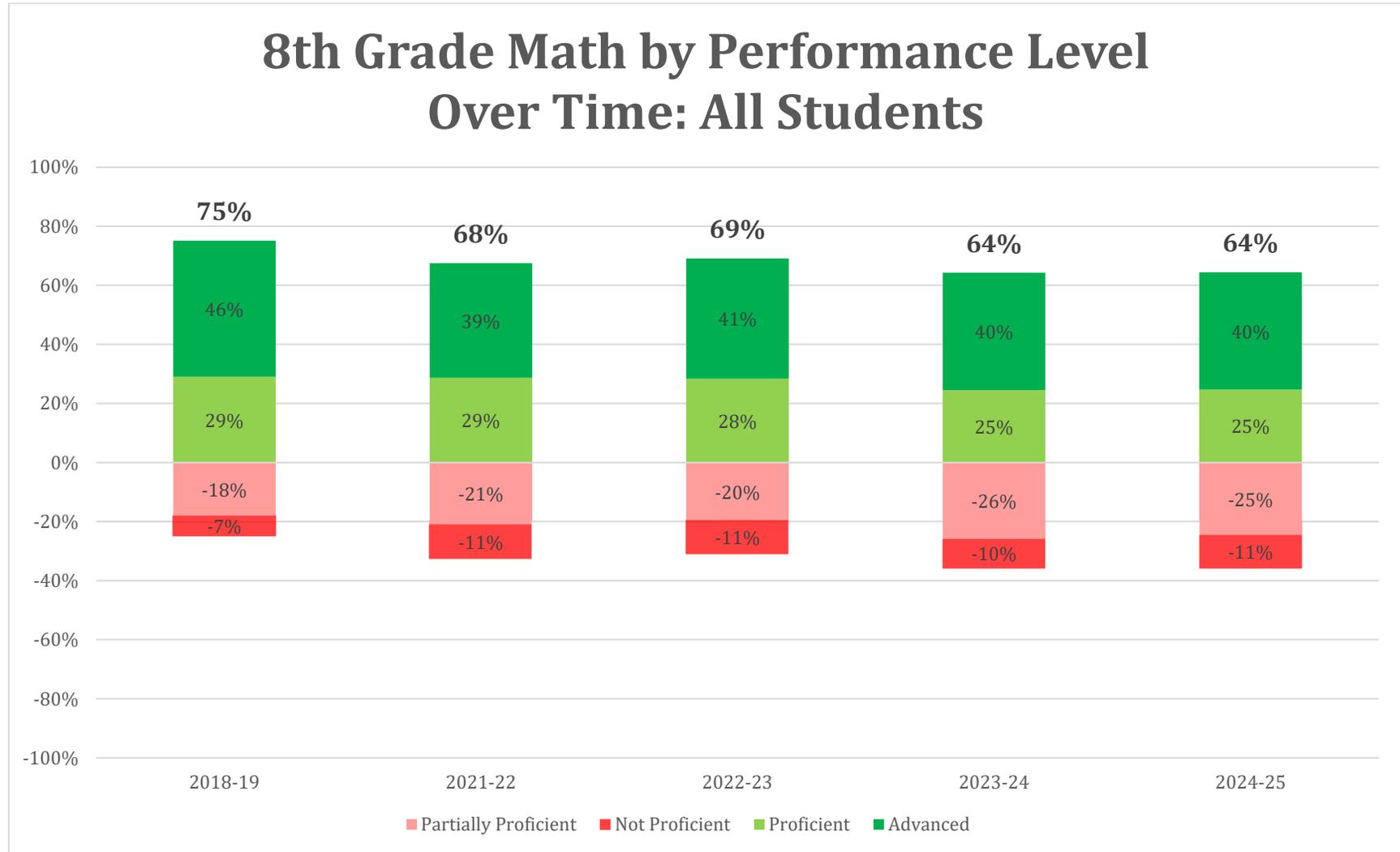


3rd grade ELA students with disabilities' achievement gap widens, consistent with peer districts' trend but counter to Oakland County's.



8th Grade Math: Trends, Subgroup Analyses, and External Comparisons

8th grade Math has declined since the pandemic.



The composition of assessed students on 8th grade Math has changed over time.

Number of Assessed 8th Graders (Math):

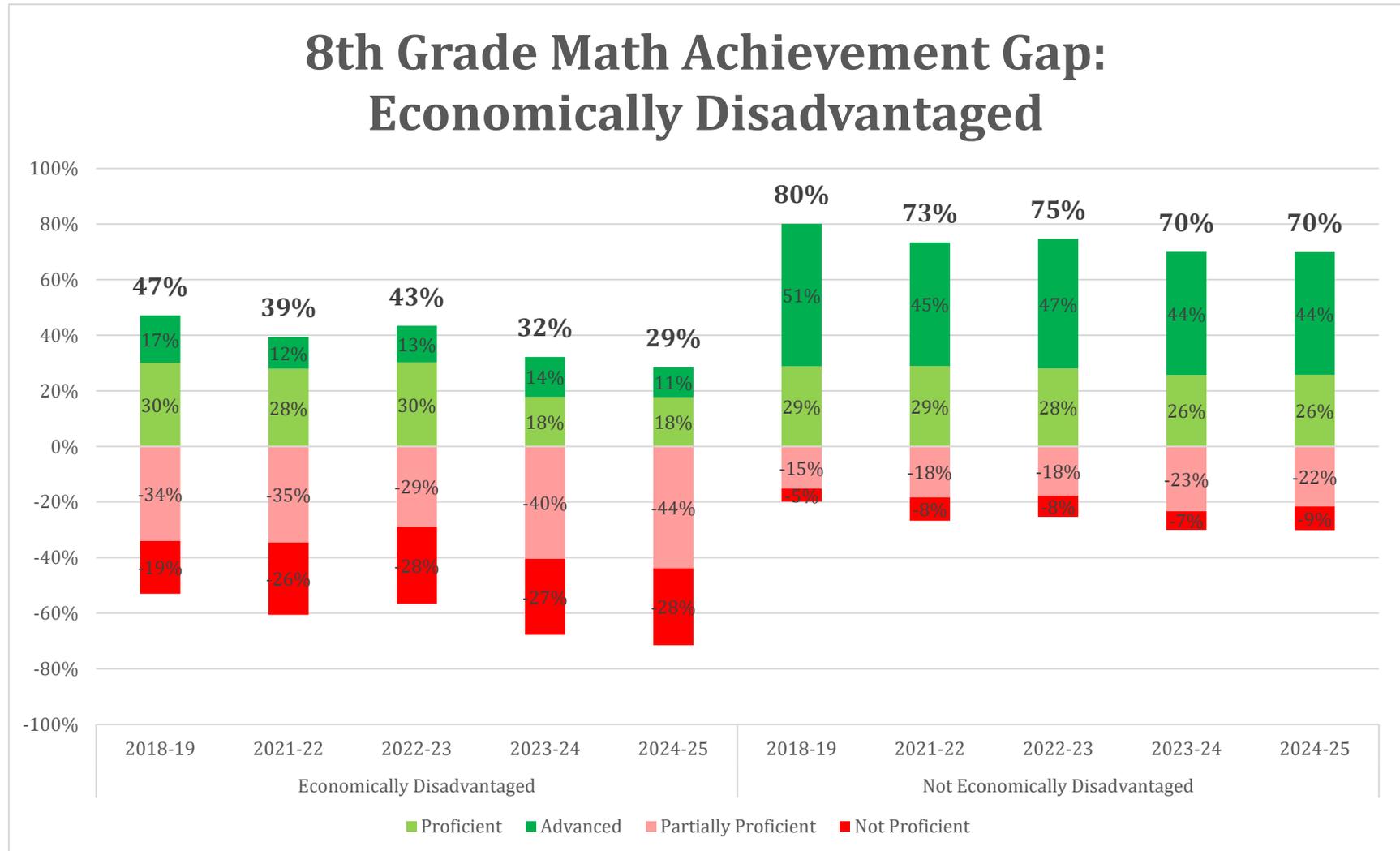
Counts

Subgroup	2018-19	2021-22	2022-23	2023-24	2024-25
All Students	1,017	954	892	958	976
Economically Disadvantaged	153	165	159	146	130
English Language Learners	90	81	79	104	102
Students with Disabilities	83	68	48	64	53
Asian	375	386	363	380	381
Black	51	54	45	45	60
Hispanic	33	41	24	57	53
White	518	438	419	426	433

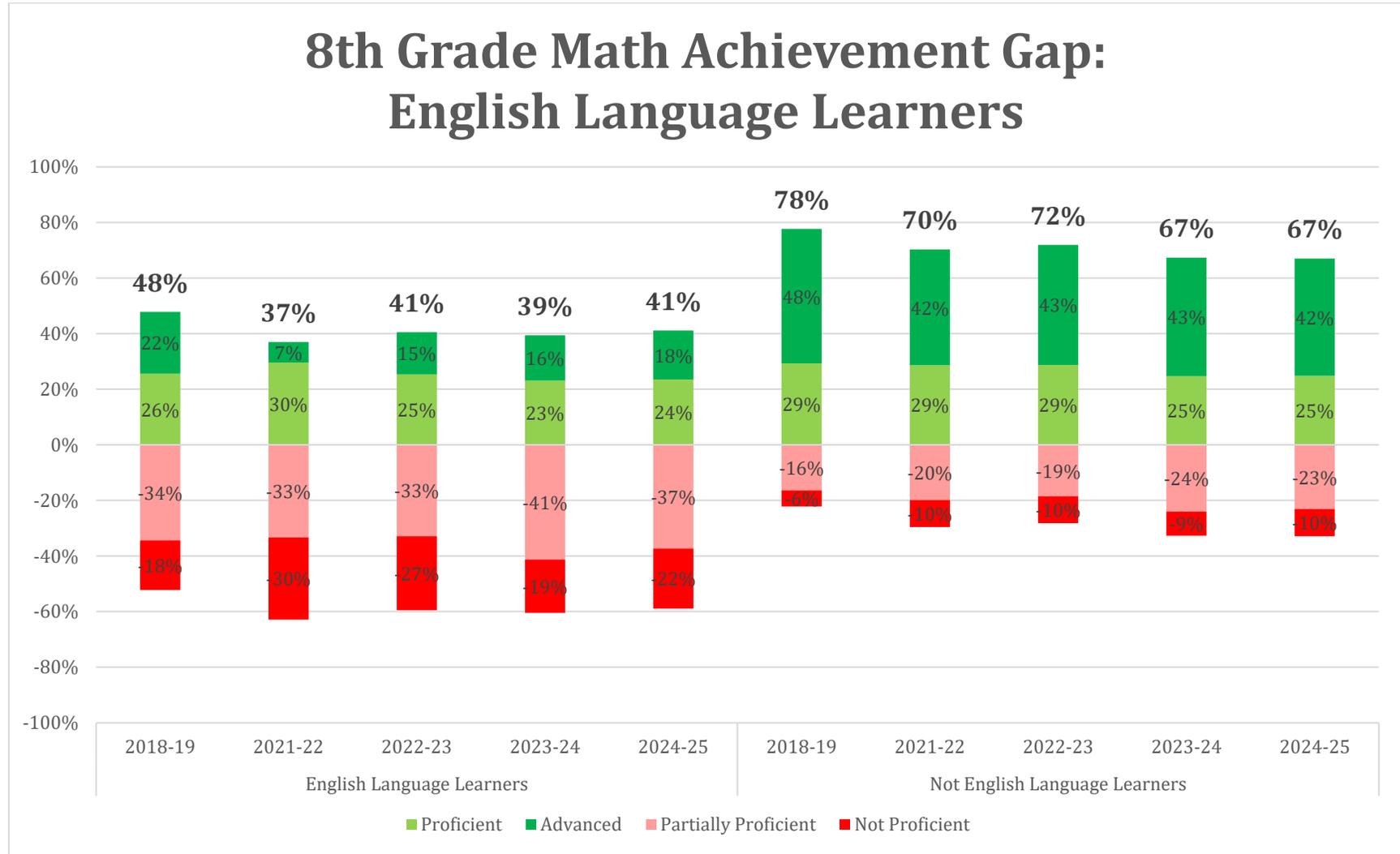
Number of Assessed 8th Graders (Math): Percentages

Subgroup	2018-19	2021-22	2022-23	2023-24	2024-25
All Students	100%	100%	100%	100%	100%
Economically Disadvantaged	15%	17%	18%	15%	13%
English Language Learners	9%	8%	9%	11%	10%
Students with Disabilities	8%	7%	5%	7%	5%
Asian	37%	40%	41%	40%	39%
Black	5%	6%	5%	5%	6%
Hispanic	3%	4%	3%	6%	5%
White	51%	46%	47%	44%	44%

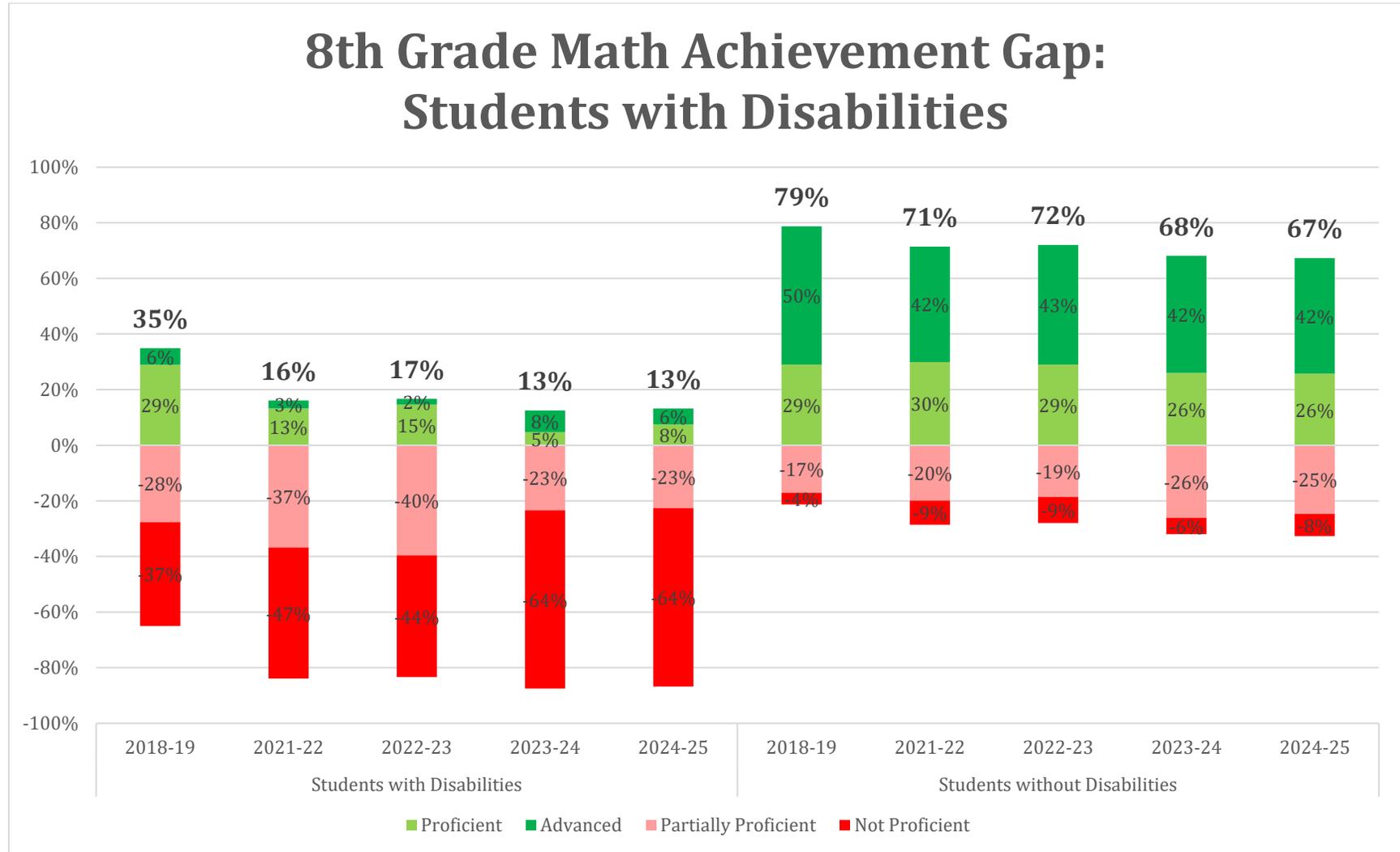
Learning loss by economically disadvantaged 8th graders on Math has been considerably greater than their better-resourced peers.



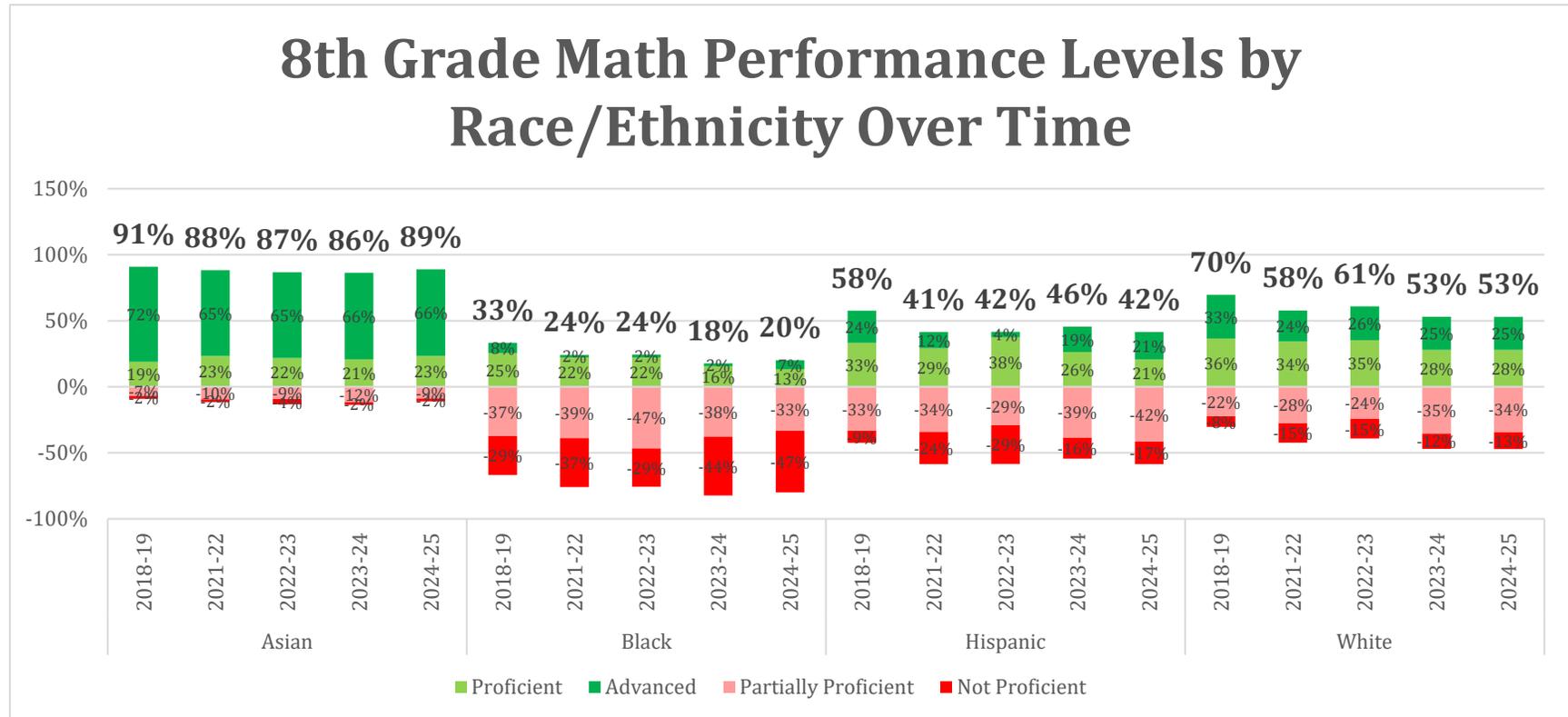
There is a persistent achievement gap on 8th grade Math between ELL and non-ELL students.



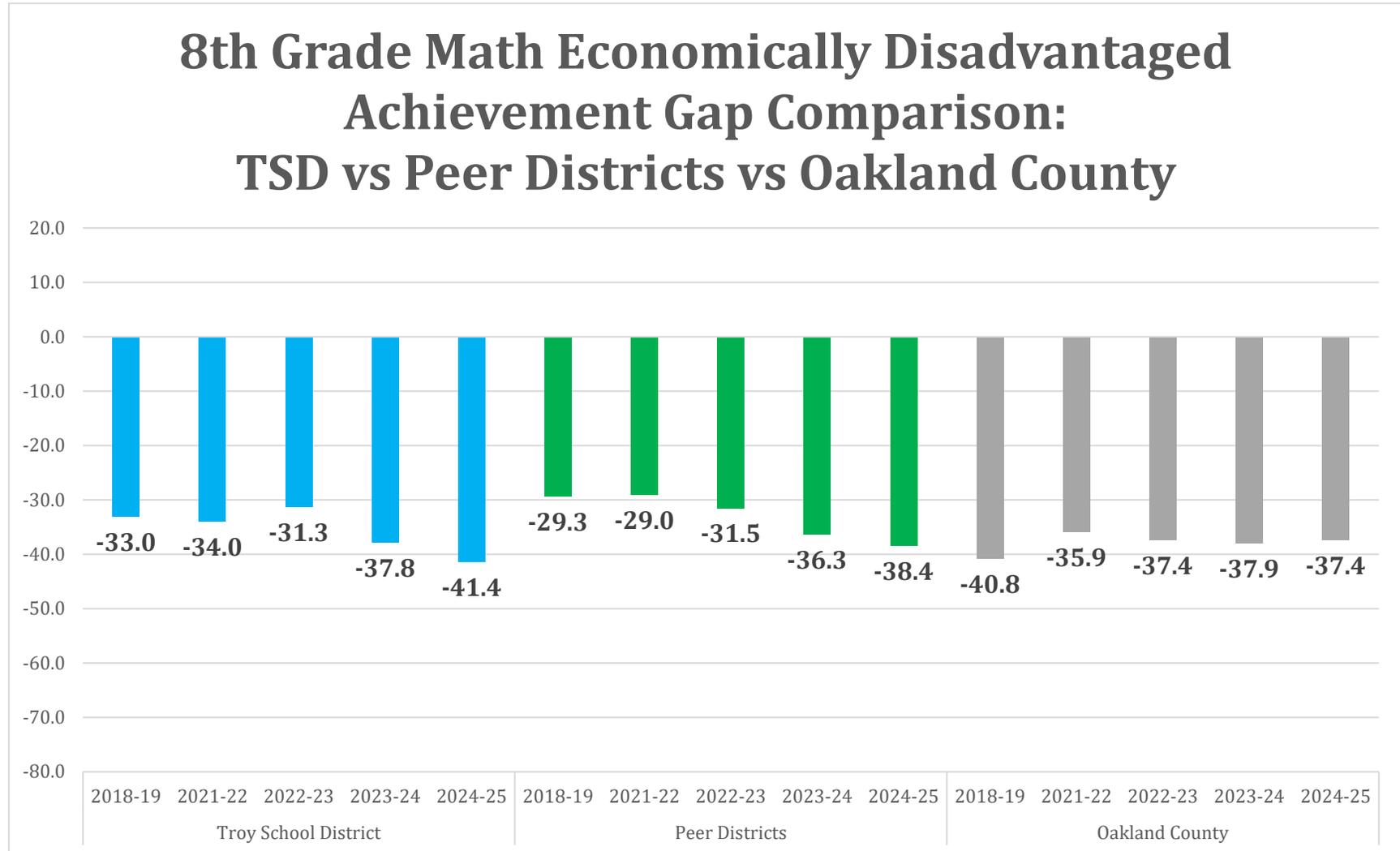
The achievement gap on 8th grade Math between students with and without disabilities has also widened considerably since 2018-19.



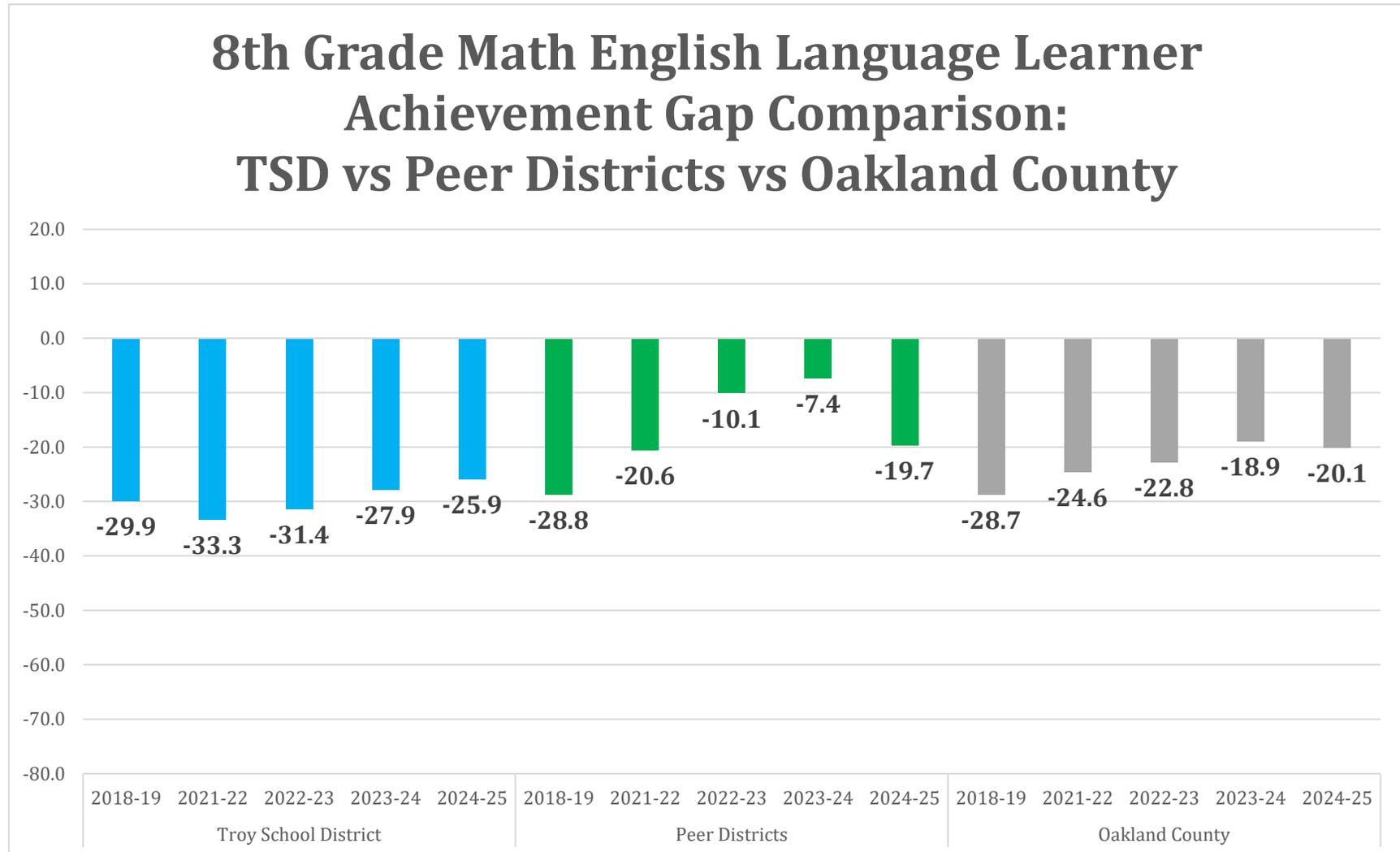
8th grade math racial achievement gaps have widened over time as Asian students stay steady while other racial/ethnic groups declined.



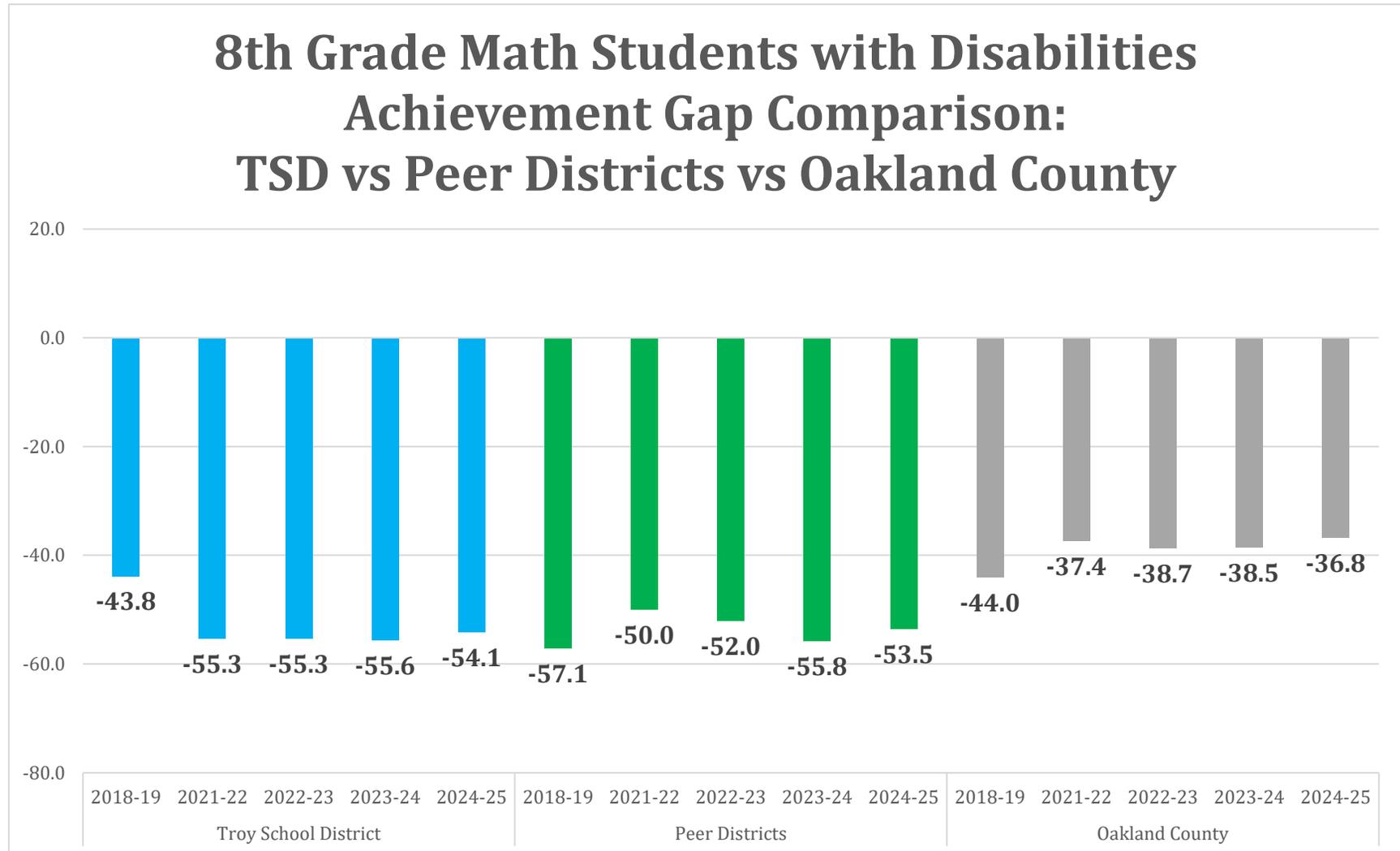
Troy’s 8th grade Math achievement gap between economically disadvantaged students and their better-resources peers has increased since the pandemic while it has slightly decreased across Oakland County.



Troy’s ELL students’ achievement gap on 8th grade Math has shrunk since 2018-19, but trails the rate of improvement seen in peer districts and Oakland County.

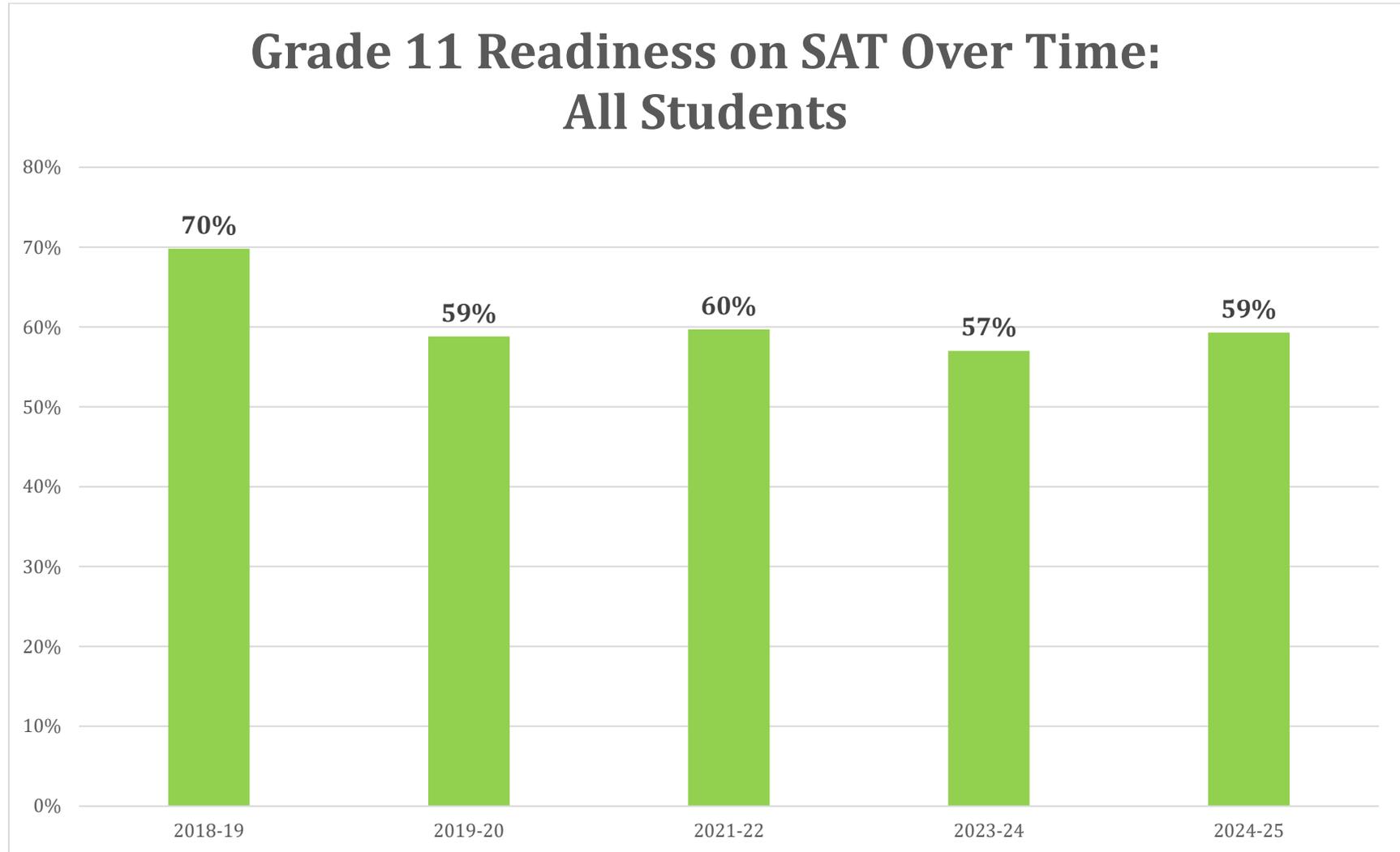


Troy’s 8th grade Math achievement gap for students with disabilities has increased while peer districts and Oakland County has seen improvements.



11th Grade College Readiness: Trends, Subgroup Analyses, and External Comparisons

11th grade College Readiness has decreased since the pandemic.



The composition of assessed students on 11th grade College Readiness has changed over time.

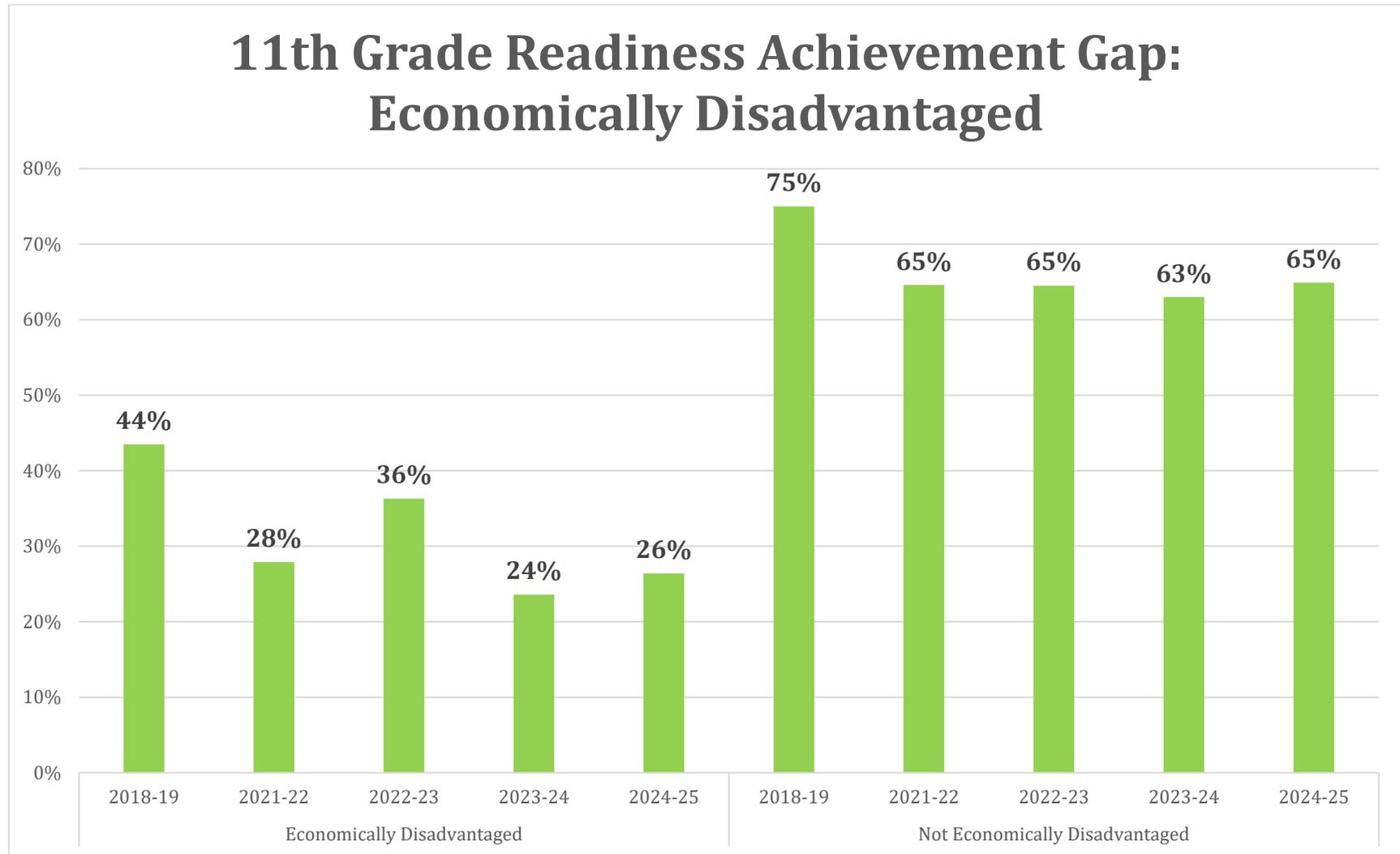
Number of Assessed 11th Graders (Readiness): Counts

Subgroup	2018-19	2021-22	2022-23	2023-24	2024-25
All Students	902	919	943	952	885
Economically Disadvantaged	147	147	160	144	129
English Language Learners	34	49	56	51	69
Students with Disabilities	53	73	77	45	69
Asian	283	320	287	327	322
Black	42	48	47	45	53
Hispanic	30	39	50	47	47
White	519	472	520	493	426

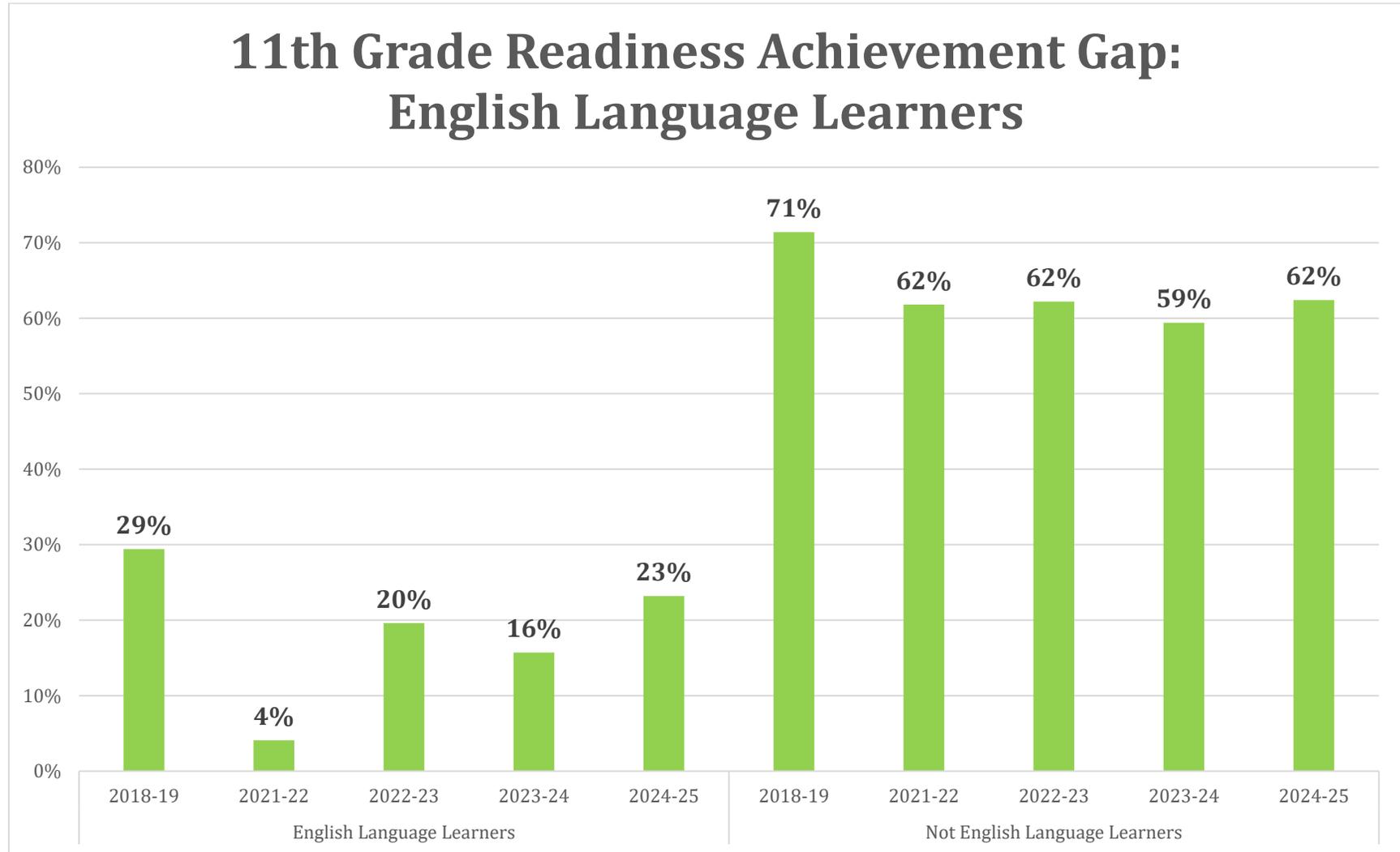
Number of Assessed 11th Graders (Readiness): Percentages

Subgroup	2018-19	2021-22	2022-23	2023-24	2024-25
All Students	100%	100%	100%	100%	100%
Economically Disadvantaged	16%	16%	17%	15%	15%
English Language Learners	4%	5%	6%	5%	8%
Students with Disabilities	6%	8%	8%	5%	8%
Asian	31%	35%	30%	34%	36%
Black	5%	5%	5%	5%	6%
Hispanic	3%	4%	5%	5%	5%
White	58%	51%	55%	52%	48%

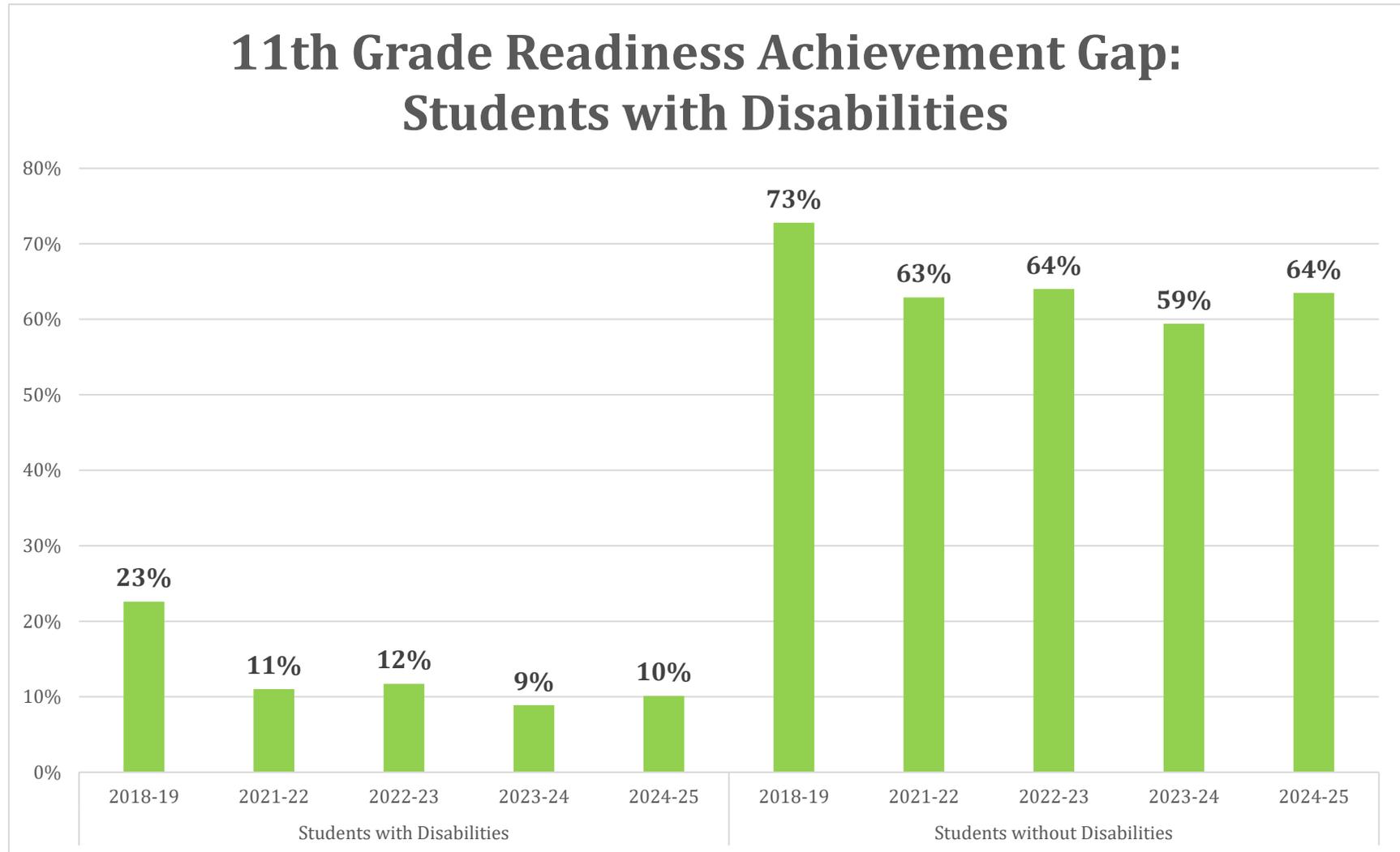
The decline in College Readiness since the pandemic has been greater for economically disadvantaged students than their better-resourced peers.



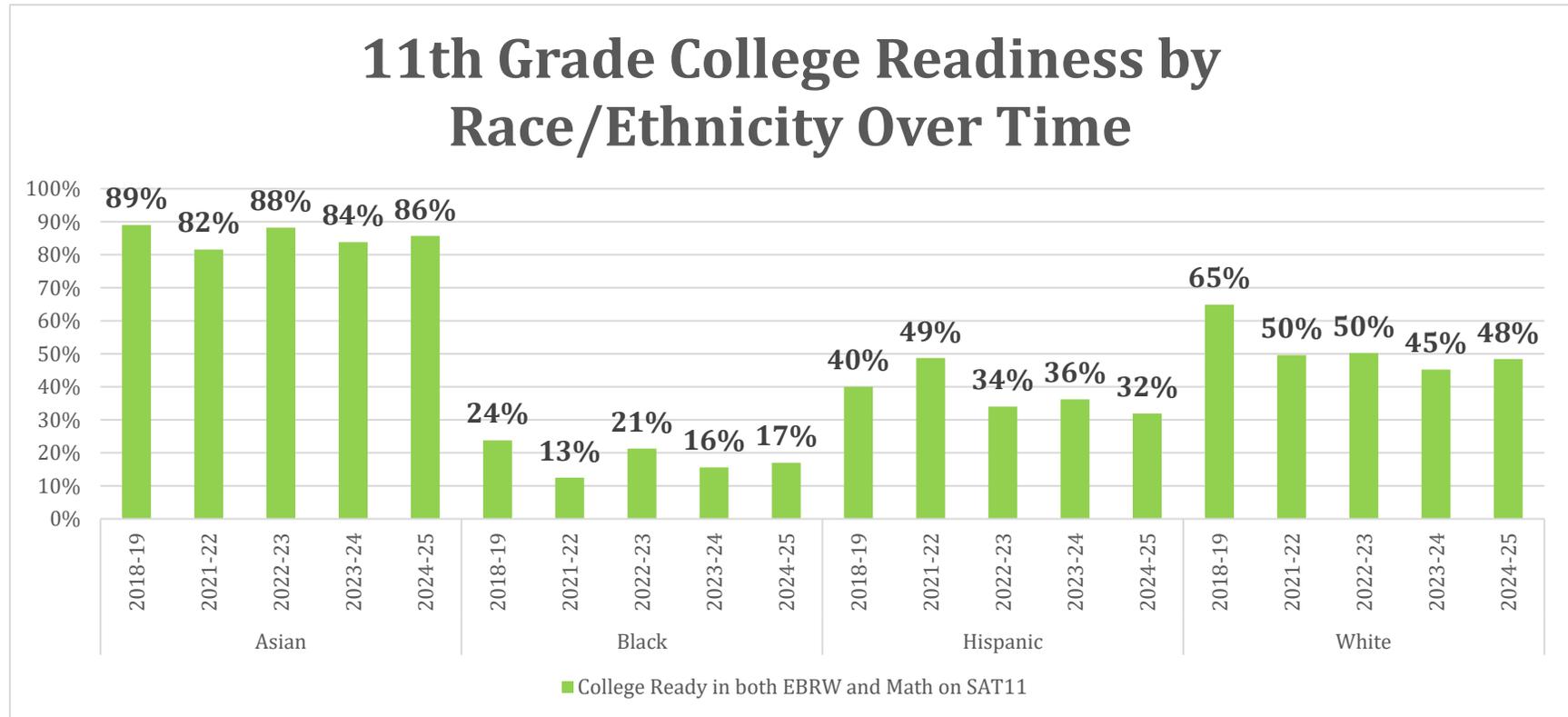
11th grade College Readiness is substantially lower for ELL students than non-ELL students.



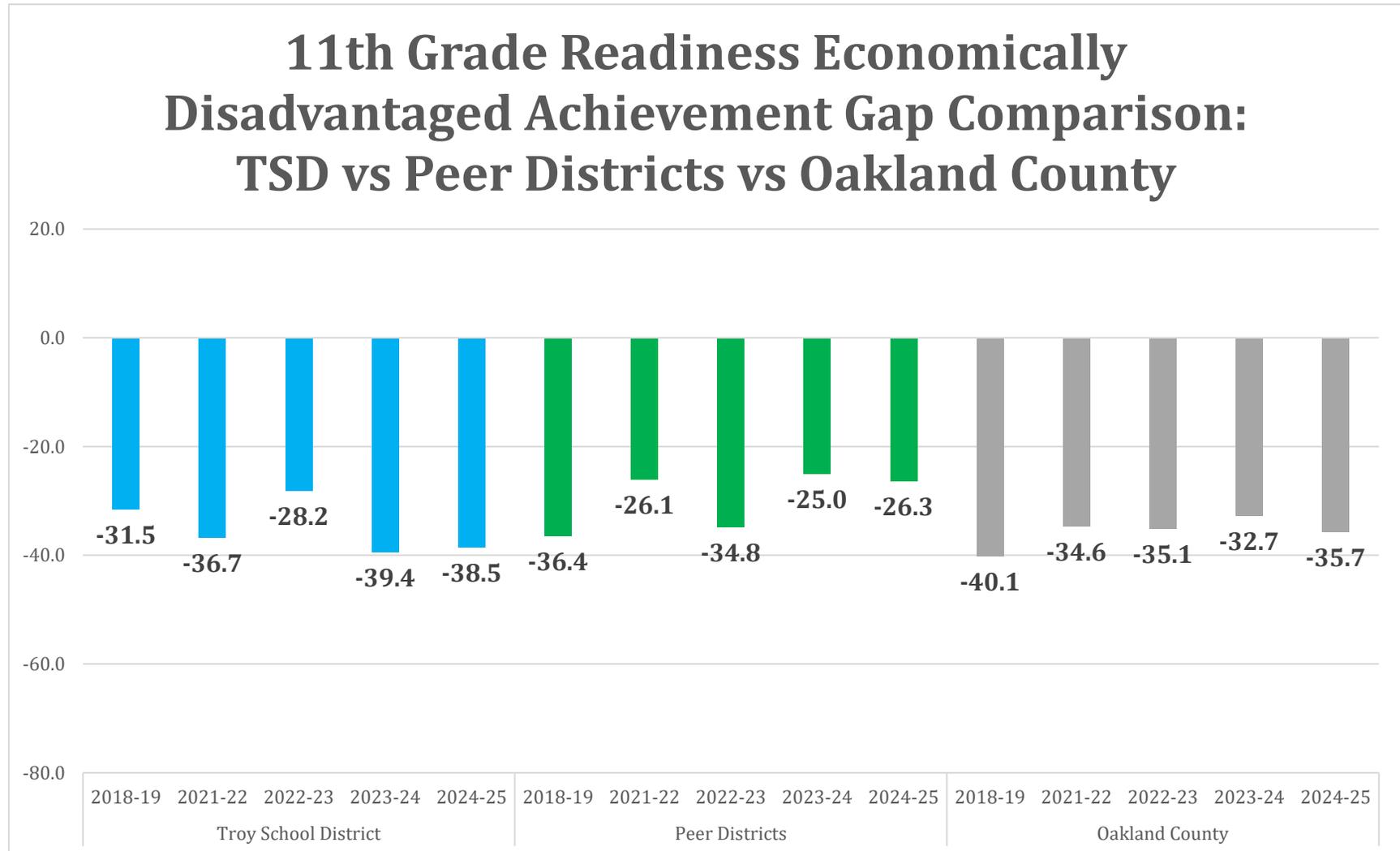
11th grade College Readiness has a huge, persistent achievement gap between students with and without disabilities.



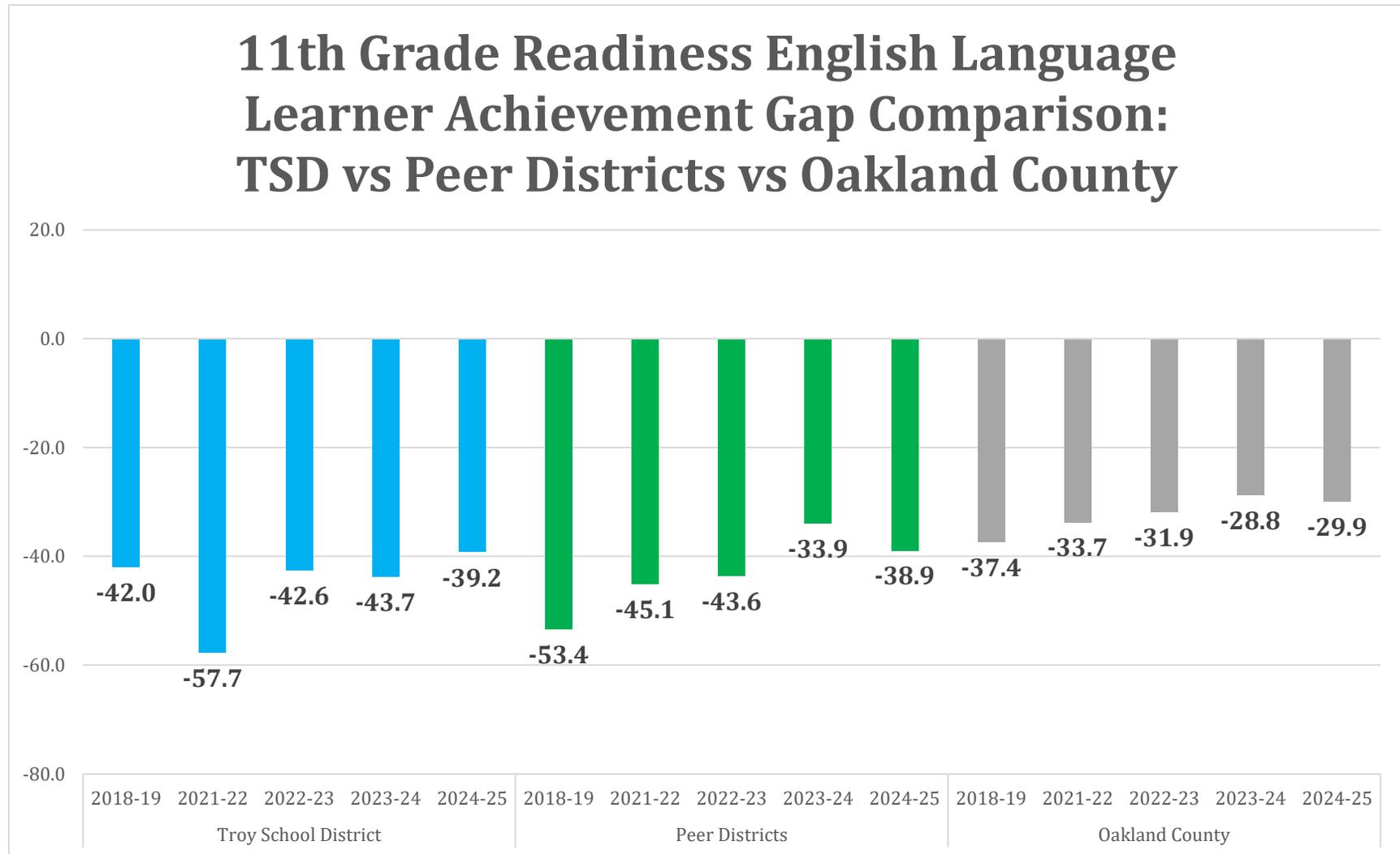
There has been a significant decrease in 11th grade College Readiness for all racial/ethnic groups except for Asian students, with the largest decline being experienced by White students



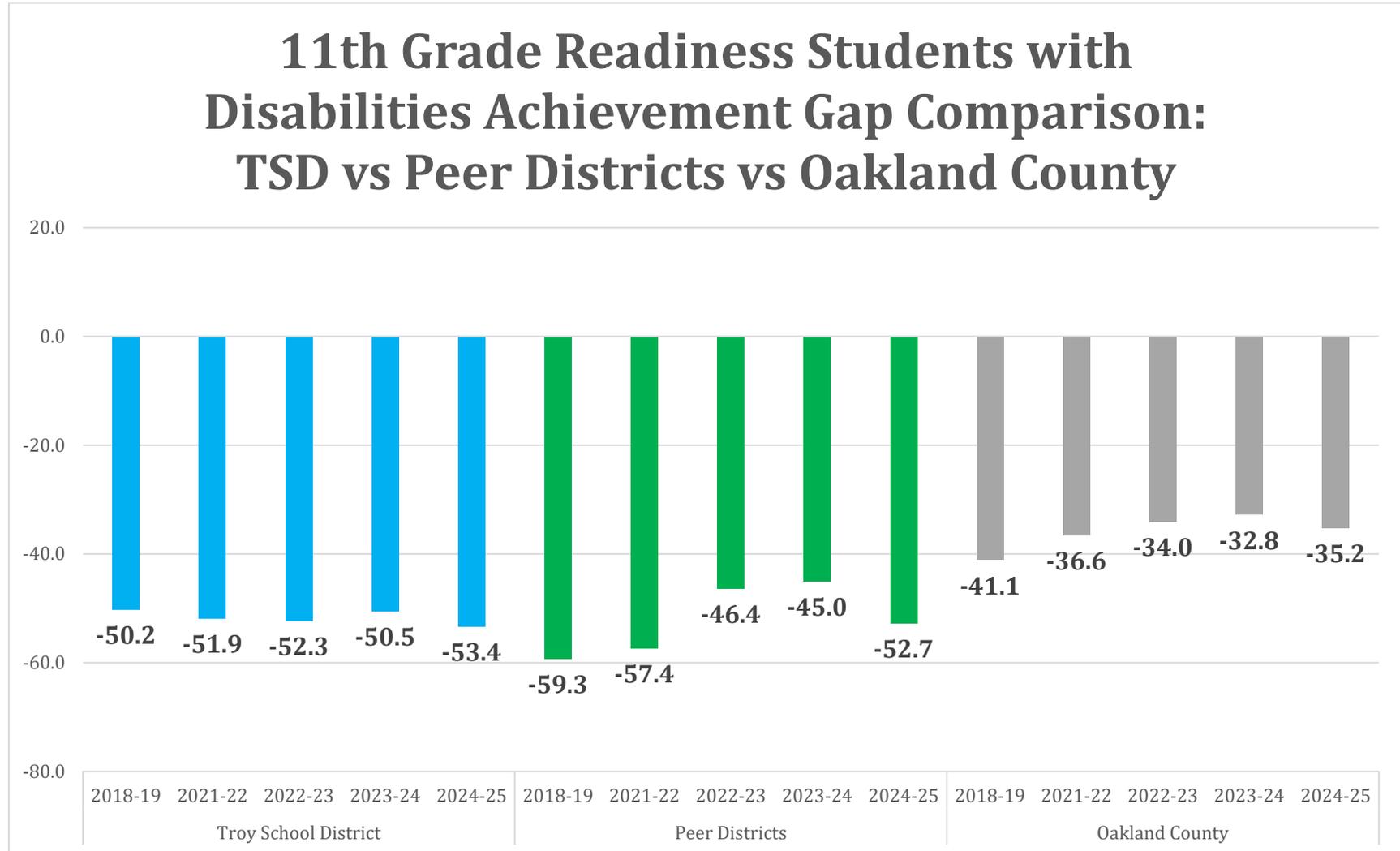
Troy’s 11th grade College Readiness achievement gap has increased since 2018-19, while both peer districts and Oakland County have experienced improvements.



While Troy’s 11th grade College Readiness achievement gap has improved slightly since 2018-19, the improvement lags that of peer districts and Oakland County.



Troy’s 11th grade College Readiness achievement gap among students with and without disabilities has increased since 2018-19, while those of peer districts and Oakland County have improved.



Summary and Policy Recommendations

Across three key strategic metrics identified by the Michigan Department of Education to critical to measuring the progress of “at-risk” students (see Section 31a of the Revised School Code), Troy is performing well compared to the state, but not as well as it was before the pandemic. Specifically:

In 2018-19, Troy School District ranked:

- 7th out of 389 traditional public school districts in Michigan on 3rd grade ELA (minimum of 50 assessed students)
- 4th out of 400 on 8th grade Math
- 5th out of 426 on 11th grade College Readiness

In 2024-25, Troy School District ranked:

- 13th out of 383 on 3rd grade ELA
- 11th out of 377 on 8th grade Math
- 9th out of 380 on 11th grade College Readiness

Across all of MDE’s metrics for at-risk students, the Troy School District is not performing at the levels it was before the pandemic. More importantly, key achievement gaps have grown across nearly all of them in Troy to a greater extent than in peer districts and Oakland County overall. While many districts throughout the state have returned to pre-COVID levels of academic achievement, the Troy School District has yet to reclaim its prior levels of excellence.

This brief is not intended as an indictment on the TSD board, administration, or staff. But these data cannot be ignored: student achievement—particularly among the most vulnerable subgroups—has declined and these students will suffer lifelong consequences because of it.

The November TSD board workshop and subsequent regular board meeting started a good conversation, but these data require more attention by parents and the community to push towards innovation and solutions by way of better, more strategic investments in supporting all students, especially the economically disadvantaged, English language learners, and students with disabilities.

State assessment results are simply a check engine light: something is not working for too many at-risk students. Therefore, TSD needs a more robust system of standardized benchmark assessments to better diagnose exactly how to better support struggling students. While the Troy School District has not historically claimed the Section 104h grant that it could be eligible for to nearly fully fund these benchmark assessments, the time has come to broadly adopt NWEA’s MAP assessments to provide the actionable insights staff need to identify growth areas and measure academic progress.