



Spring 2018 State Testing Results

POTC





Changes for 2018

- ❖ Most changes relate to shortening the tests.
- ❖ Science is a **FIELD TEST**



Spring 2018 Estimated Test Session Timings Grades 3–8

Subject	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
ELA Computer Adaptive	2:00	2:00	2:00	2:00	2:00	2:00
Math Computer Adaptive	1:30	1:30	1:30	2:00	2:00	2:00
Science Field Test	NA	NA	0:45	NA	NA	0:45
Social Studies Part 1	NA	NA	0:30	NA	NA	0:30
Social Studies Part 2	NA	NA	0:30	NA	NA	0:30
Estimated Total Hours for Spring 2018	3:30	3:30	5:15	4:00	4:00	5:45

Times have been reduced from last year's estimated total hours:

Estimated Total Hours for Spring 2017	4:00	5:40	7:40	4:30	6:30	8:30
---------------------------------------	------	------	------	------	------	------

NOTE: Times are in **hours:minutes**. Example, 1:30 equals 1 hour 30 minutes.

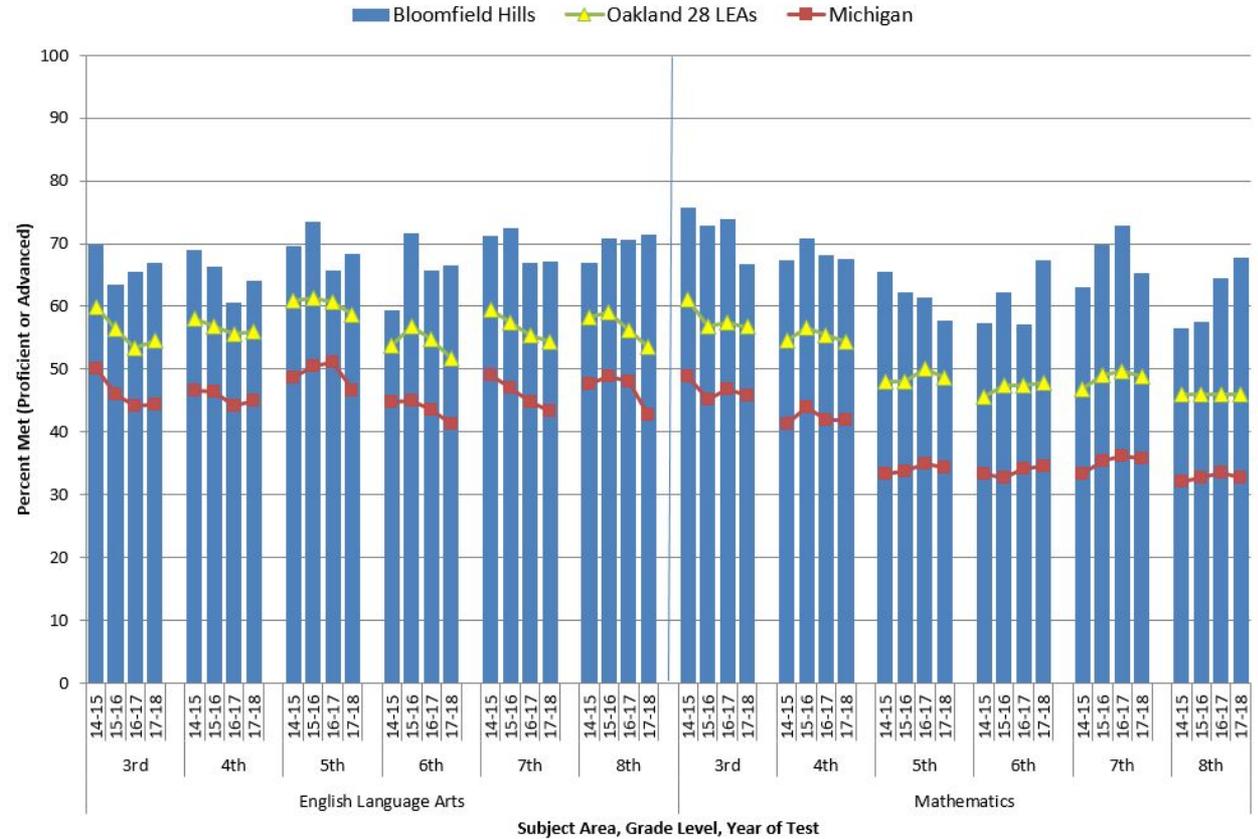
An FYI for 2019...

- ❖ **8th Grade M-STEP ELA and Math will be replaced with PSAT 8/9 (Paper/Pencil). M-STEP Science and Social Studies will continue.**

District, County, State Trends for 4 Years by Grade

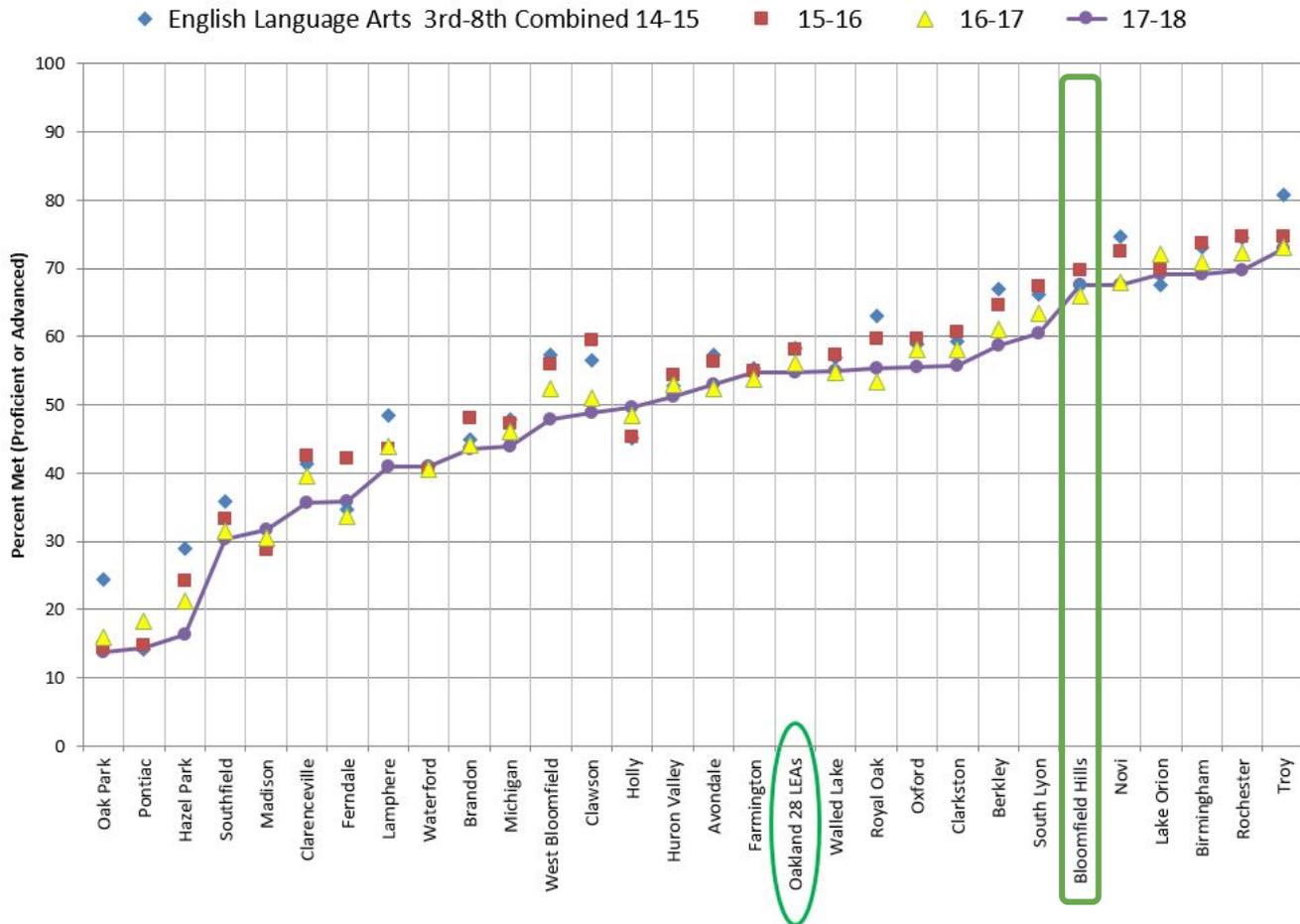


2014-15 to 2017-18 M-STEP Results



District Rankings for ELA

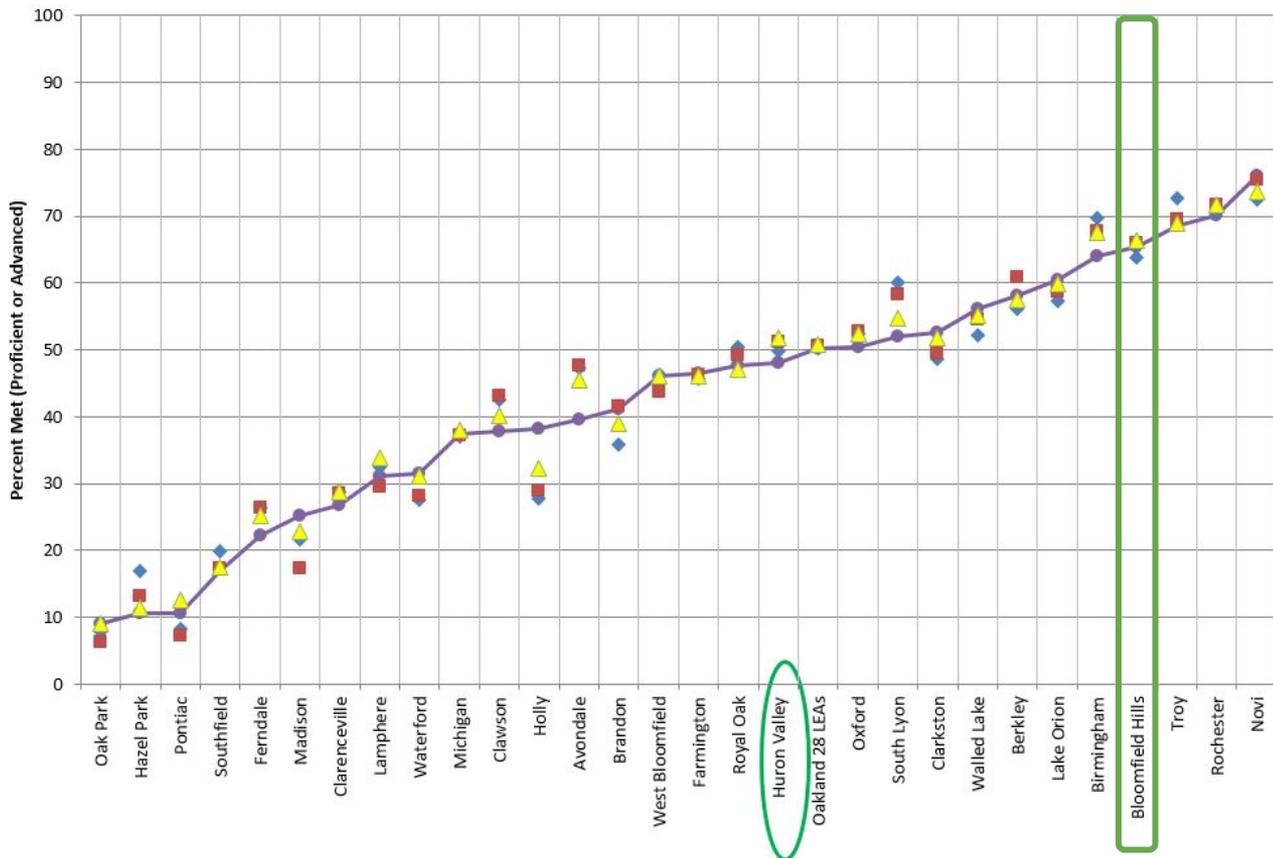
Oakland 28 LEAs Ranked on 2017-18 M-STEP Percent Met



District Rankings for Math

Oakland 28 LEAs Ranked on 2017-18 M-STEP Percent Met

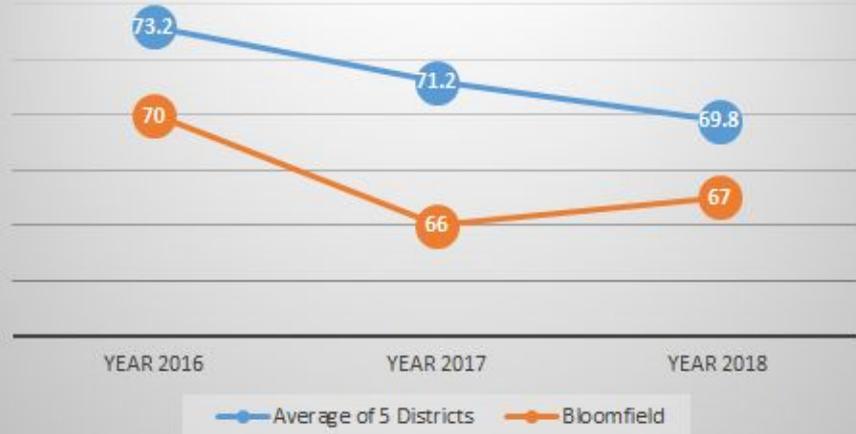
◆ Mathematics 3rd-8th Combined 14-15
 ■ 15-16
 ▲ 16-17
 ● 17-18



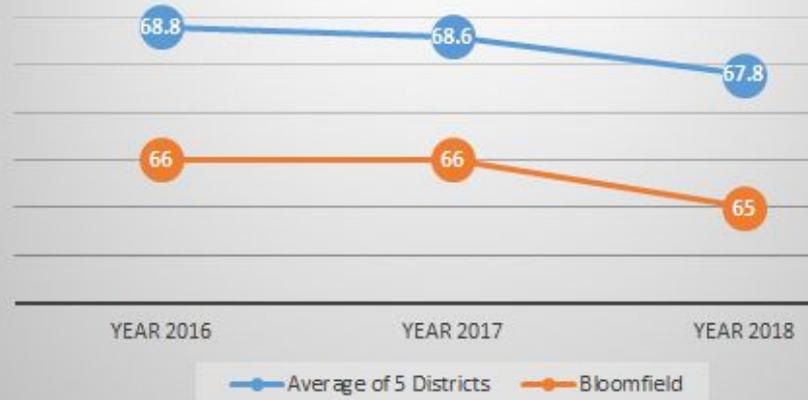
Comparison Data Trends

(Using 5 top Schools)

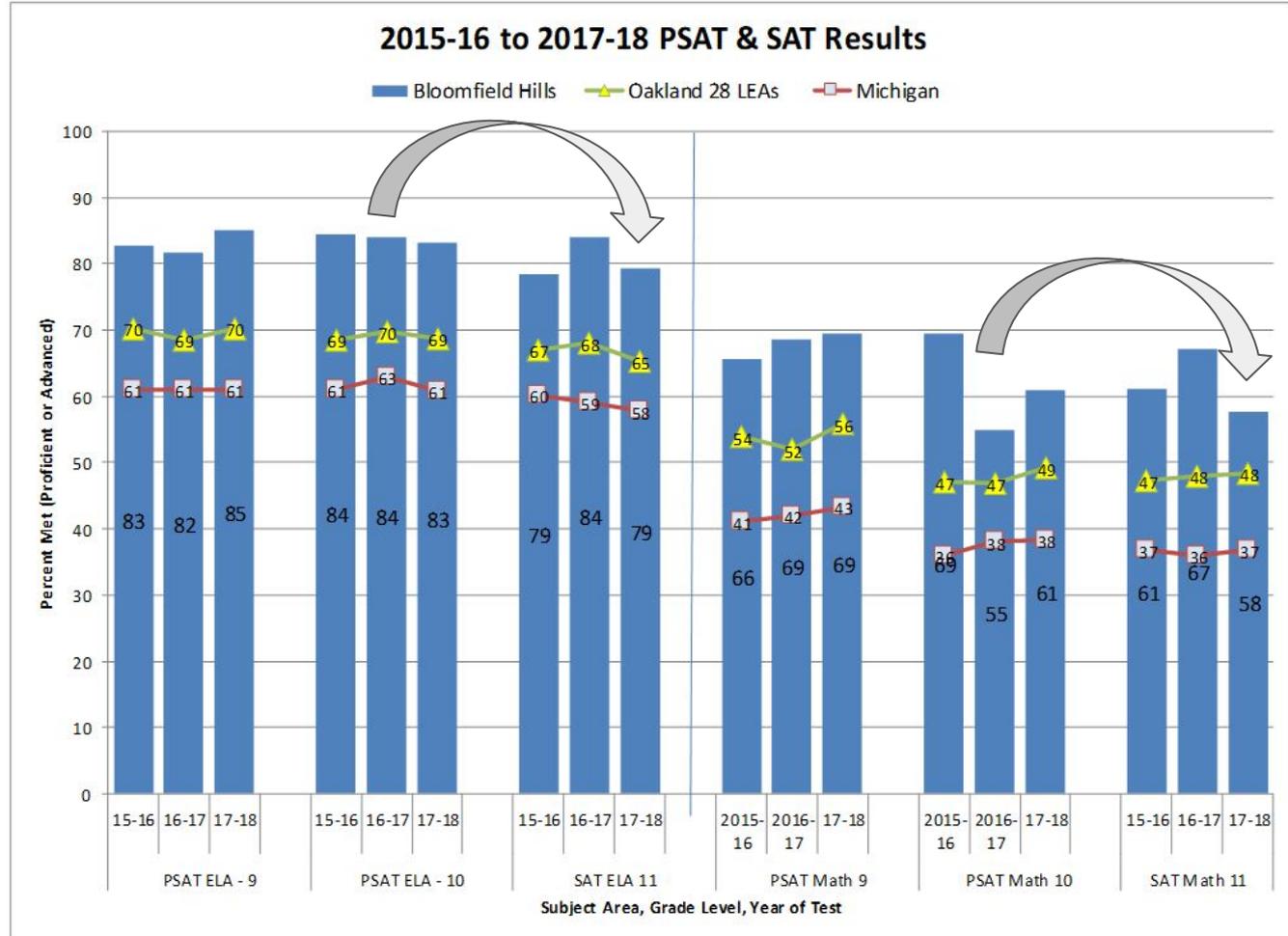
M-STEP ELA



M-STEP Math

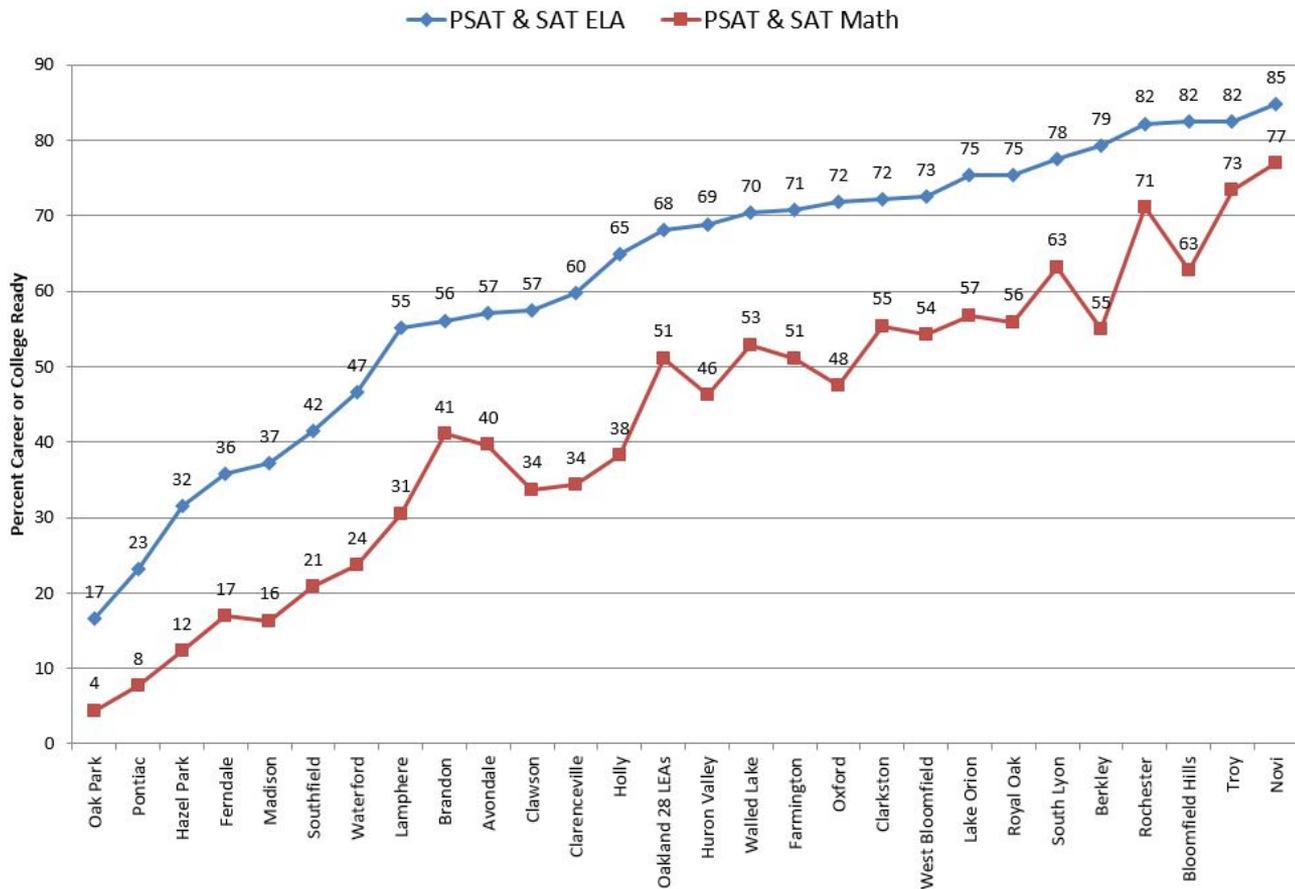


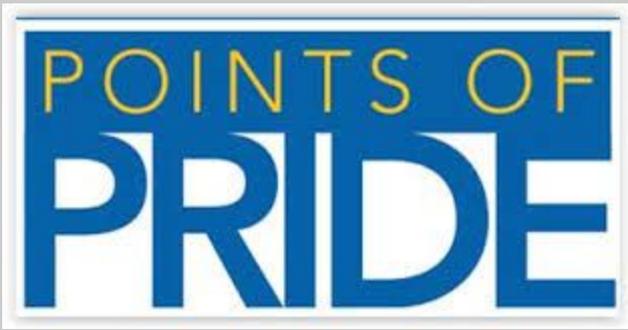
District, County, State Grade Level Proficiency Trends



County Rankings for College Ready for PSAT & SAT Combined

2018 PSAT 9 & 10 & SAT 11 Combined - Relationships of Interest





(Based on Spring Data)

- ★ In 2017, the English Learners student group was our only group that had a proficiency level below the county average in English Language Arts. This year all student groups are above county averages in ELA with the English Learner group jumping from 29% proficiency in 2017 to 43% proficiency in 2018.
- ★ Bloomfield Hills Schools is tied in 2nd in the county for PSAT & SAT combined for English Language Arts.
- ★ Based on M-STEP, Bloomfield Hills Schools showed gains in English Language Arts from 2017 to 2018 for every grade tested, despite the state and county trends showing declines for the majority of grades.
- ★ Bloomfield Hills Schools was ranked first in the county in M-STEP Percent Proficiency in 8th Grade English Language Arts.



Bloomfield Hills School uses NWEA (Northwest Educational Progress Assessment) to assess students in grades Kindergarten through 9th grade. These tests determine a student's learning readiness and academic growth throughout the school year in the areas of Reading, Math, and Language Usage (Only Grades 2-9).

NWEA tests are online and adaptive. This means that the test changes based on the students answers.

MAP test results are reported in RIT Scores. RIT stands for Rasch UnIT. It is used to compare the score to national norms.

Fall 2017 Data

Percentile Range	Percentage	Students
 81 - 99	32%	1206
 61 - 80	27%	1023
 41 - 60	19%	737
 21 - 40	12%	456
 1 - 20	10%	377
Total Students Tested		3799

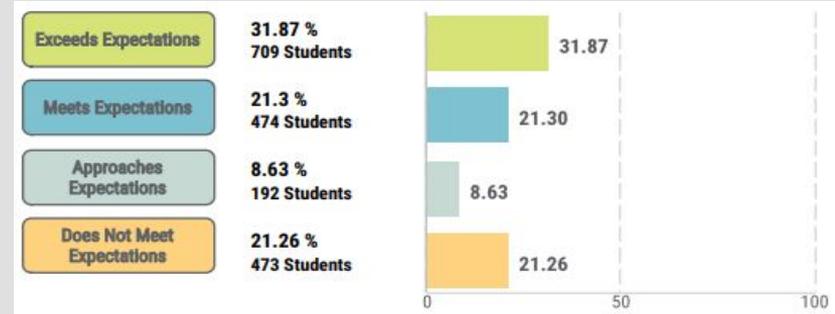
Spring 2018

Percentile Range	Percentage	Students
 81 - 99	34%	1299
 61 - 80	27%	1046
 41 - 60	18%	693
 21 - 40	12%	452
 1 - 20	9%	330
Total Students Tested		3820

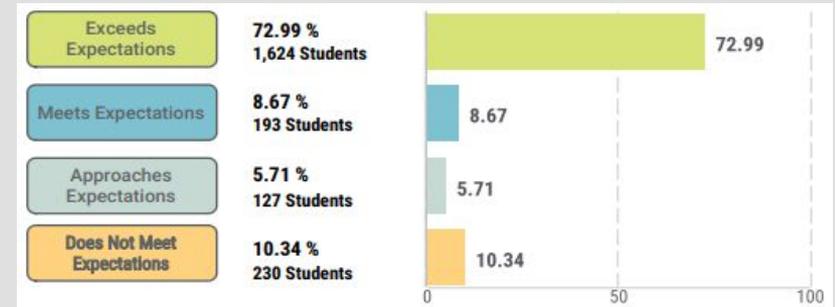


Fountas & Pinnell is an assessment system that helps teachers identify an individual child's instructional and independent reading level. Teachers are able to **observe student reading behaviors one-on-one**, engage in comprehension conversations, and make informed decisions that connect assessment to instruction.

Fall 2017 Data



Spring 2018



Those who are assessment literate know:

A balanced assessment system consists of both of the following:

- *Different users have different assessment purposes*
- *Different assessment purposes may require different assessment methods*

Some uses of our data?



Summative

- Identifying Core 1 Instructional Needs
- Trends in data for community, where to dig deeper for within district
- Comparisons



Interim

- Measure students learning and growth
- Make Tier 2, intervention decisions
- Grade level data dig discussions

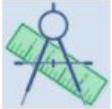


Formative

- Check student understanding
- Inform instruction
- Student self-assessment

Looking at our Balanced Assessment System

BHS participated in an Assessment System Design Toolkit through the Michigan Assessment Consortium, along with Novi and Dearborn. As a result, 4 Needed District Investments were identified for our Desired Assessment System. We are using these to guide our continued improvement plans.



District Assessment System Design Toolkit

Workshop 3 - **Bloomfield** – Design Report

Developed from Deliberations in Workshops 1 and 2

Needed District Investments to Successfully Implement the Desired System

- The district will need to invest in professional learning, coaching, and collaboration around student work obtained through formative assessment practices (assessment FOR learning), and through short-cycle assessment OF learning (minor- and major-unit-based assessments).
- The district will also need to invest in professional learning regarding developing high-quality minor-unit- and major-unit-based assessments OF learning that are not used for grading, but for making the feedback loop between teachers and students more effective.
- The district will need to catalog and prioritize the investments it will need to make in developing high-quality major-unit and marking-period assessments OF learning in coordination with classroom educators.
- The district will need to invest in professional development and/or review to ensure that district-developed or selected assessments are of high quality and send the intended signals about what types of knowledge and skills the district values.

We acknowledge that none of our 4 elementary schools were in the top 50 of the 2,343 schools.

Our data revealed Core One Instructional needs for Literacy.

Last year, we had a renewed focus on Literacy.

- Teachers participated in Professional Learning to implement Fountas & Pinnell diagnostic literacy assessments. This put immediate and actionable data in the hands of our teachers to guide their instruction.
- We designated time to look at data through the use of [protocols](#) to start to build collective efficacy, share practices, and guide instruction. As the year progressed, we spend more time on the “Now What” as opposed to simply looking at the data.
- We led a Comprehensive Needs Assessment in the area of elementary literacy to better understand our practices, resources, and professional learning needs to guide us into this year and the future.

This year, we have a continued focus on literacy.

- [Literacy Commitment Statements](#) were co-constructed with building principals to build a community of practice that develops shared understanding and implementation of workshop approaches to instruction across all elementary classrooms in the district.
- All administrators and K-5 staff engaged in professional learning around literacy workshop practices as a part of Welcome Back Week. As a result of data, purchases have been made for literacy materials that will support this professional learning.

We acknowledge that our math proficiency levels are mostly following trends of other top schools and we would like them to exceed trends.

Our data revealed Core One Instructional needs for Mathematics.

Last year, we had an elementary pilot.

- Elementary teachers participated in a resource pilot along with Professional Learning and chose the EnVision Mathematics Program to meet our district needs.

This year, teachers continue to make strides.

- Algebra teachers are piloting resources .
- All administrators and K-5 staff engaged in professional learning implementing the Envision Mathematics Program.
- Teachers in grades 6+ are having conversations around alignment.
- High School teachers are collaborating about instructional practices and Common Assessments.

Possible Questions asked when looking at our Interim Data



- What patterns or trends emerge?
- What surprises you or is not what you expected?
- What catches your attention?

- What explanations do you have for what the data reveals?
- What can you infer about the data regarding impact on student learning?
- What good news do we have to celebrate?
- What issues have been raised?
- What might be our next steps?
- Is there other data we need to gather or look at?

Unleash the power of collective efficacy, the **#1 influence** on student achievement

While looking at our areas of need, we are remembering Hattie's research that Collective Efficacy is the #1 Influence on Student Achievement. We are taking steps to improve our collective efficacy by using the role of data as *evidence of impact* to build the belief that teams of educators make a difference.

We are aiming to make Assessments and Looking at Data a Habit or Process Not an Event

Supporting a Data Culture

More effective schools typically use data differently than less effective schools. A primary difference is the extent of data to inform instruction.

Supporting the Process

- A Trusting Environment
- Training for Staff
- Opportunities for Teachers to Collaborate
- A Culture for Data Use

Without continual growth and progress, such words as improvement, achievement, and success have no meaning.

BENJAMIN FRANKLIN



We look at our successes to build efficacy and celebrate the dedication of our educators, while looking for areas to improve.

We have a lot to celebrate while acknowledging actionable steps we will take for continuous improvement in our core 1 instruction and assessment system.