# Making Data Part of A System Approach

- Continuing to grow the West Bloomfield Data Dashboard across the system to include multiple data points and areas of focus (ie. POG, attendance, discipline, academic performance).
- Building clarity as to "what data says" - converting data to evidence.
- Working to define the data dialogue plan (what data, when, with whom, and for what purpose) via grade level data and PLC Meetings.
  - Local embedded assessments
  - Benchmarking data such as NWEA
  - Summative data such as M-STEP
- Building benchmarking timelines and tools for District Goals and Areas of Focus
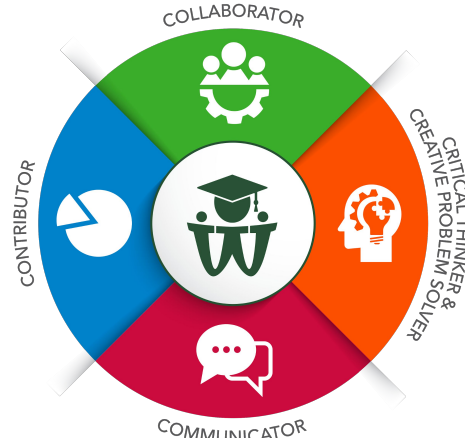
**Exploratory** vs explanatory analysis

**Context matters.**

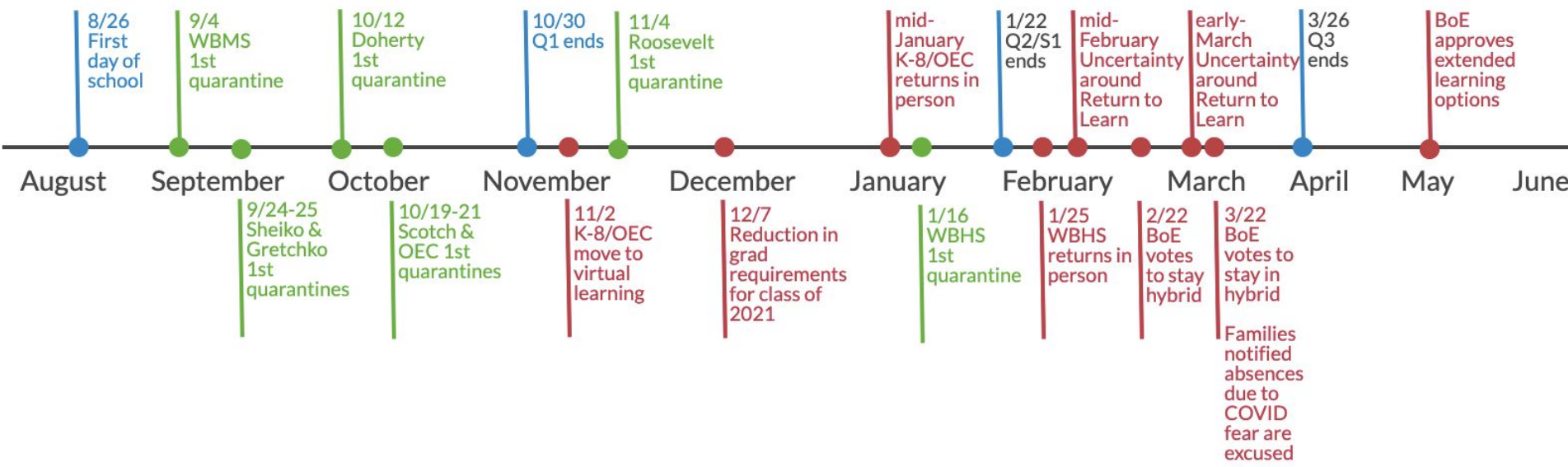What questions and considerations do we need to take into account?

# Historical Context (please excuse the poor graph making skills…)

- [MTSS Strategic Planning Dashboard](#)
- [WB Attendance Trends 2017-2020](#)
- [2019-2020 Discipline Data by Demo](#)

# A look back at this year..

Blue: District determined dates
Pink: District/BOE decisions
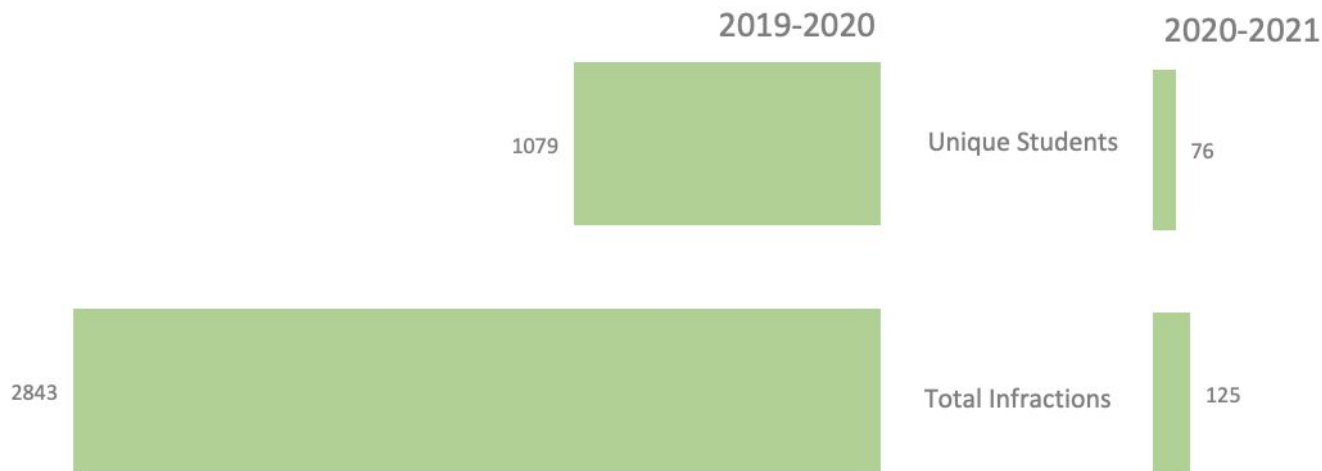Green: Initial Quarantines



**8/26** First day of school

**9/4** WBMS 1st quarantine

**10/12** Doherty 1st quarantine

**10/30** Q1 ends

**11/4** Roosevelt 1st quarantine

**mid-January** K-8/OEC returns in person

**1/22** Q2/S1 ends

**mid-February** Uncertainty around Return to Learn

**early-March** Uncertainty around Return to Learn

**3/26** Q3 ends

**BoE** approves extended learning options

August  September  October  November  December  January  February  March  April  May  June

**9/24-25** Sheiko & Gretchko 1st quarantines

**10/19-21** Scotch & OEC 1st quarantines

**11/2** K-8/OEC move to virtual learning

**12/7** Reduction in grad requirements for class of 2021

**1/16** WBHS 1st quarantine

**1/25** WBHS returns in person

**2/22** BoE votes to stay hybrid

**3/22** BoE votes to stay in hybrid

Families notified absences due to COVID fear are excused

- Discipline
- Attendance
- Achievement

# Looking across multiple data points

# Discipline

Compared to the same time period last year, discipline infractions of all kinds **decreased** significantly. In 2019-2020, disruptive behavior and tardies were the most used infraction codes. In 2020-2021, disruptive behavior was the most used infraction code.

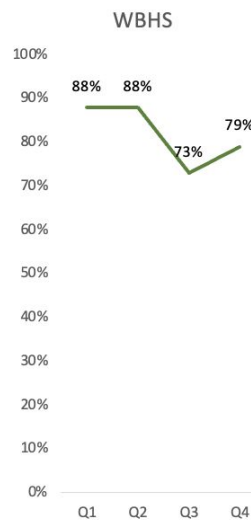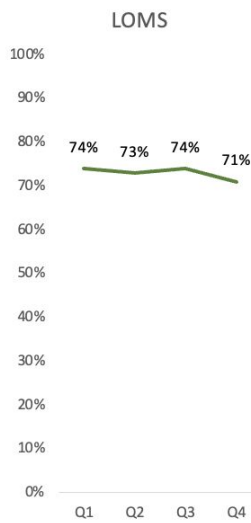| Grade Band | # of Infractions |
|:----------:|:----------------:|
| K-2 | 1 |
| 3-5 | 3 |
| 6-8 | 100 |
| 9-12 | 21 |

2019-2020
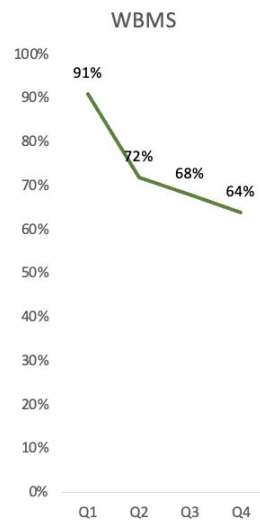
2020-2021

1079

Unique Students
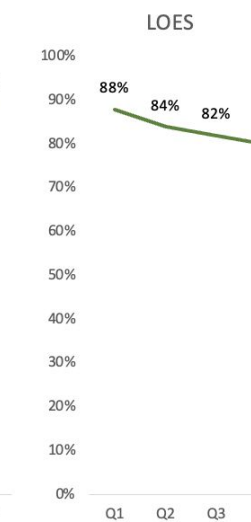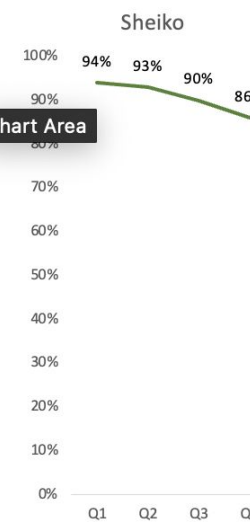
76

2843

Total Infractions

125

Considerations: What can we learn from this significant reduction of discipline infractions and how can we bring that into the future?

# Attendance

# Setting Some Context: Quarantines through March 26

| Building | Total Students Who Have Quarantined | Number of Students Who Have Had to Quarantine More than Once |
|---|---|---|
| Doherty | 56 | 0 |
| Gretchko | 49 | 6 |
| Scotch | 48 | 2 |
| Sheiko | 46 | 2 |
| Roosevelt | 64 | 0 |
| LOES | 4* | 0 |
| WBMS | 189 | 18 |
| LOMS | 5* | 0 |
| WBHS | 385 | 34 |
| LOHS | 9* | 0 |
| OEC | 15 | 3 |

*Not included in attendance totals

**Doherty**
89% 87% 82% 80%
Q1 Q2 Q3 Q4

**Gretchko**
90% 88% 87% 87%
Q1 Q2 Q3 Q4

**Scotch**
94% 87% 88% 85%
Q1 Q2 Q3 Q4

**Sheiko**
94% 93% 90% 86%
Q1 Q2 Q3 Q4

**Roosevelt**
94% 94% 92% 89%
Q1 Q2 Q3 Q4

**LOES**
88% 84% 82% 80%
Q1 Q2 Q3 Q4

**WBMS**
91% 72% 68% 64%
Q1 Q2 Q3 Q4

**LOMS**
74% 73% 74% 71%
Q1 Q2 Q3 Q4

**WBHS**
88% 88% 73% 79%
Q1 Q2 Q3 Q4

**LOHS**
88% 86% 75% 77%
Q1 Q2 Q3 Q4
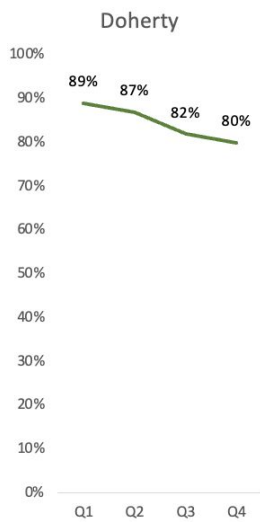
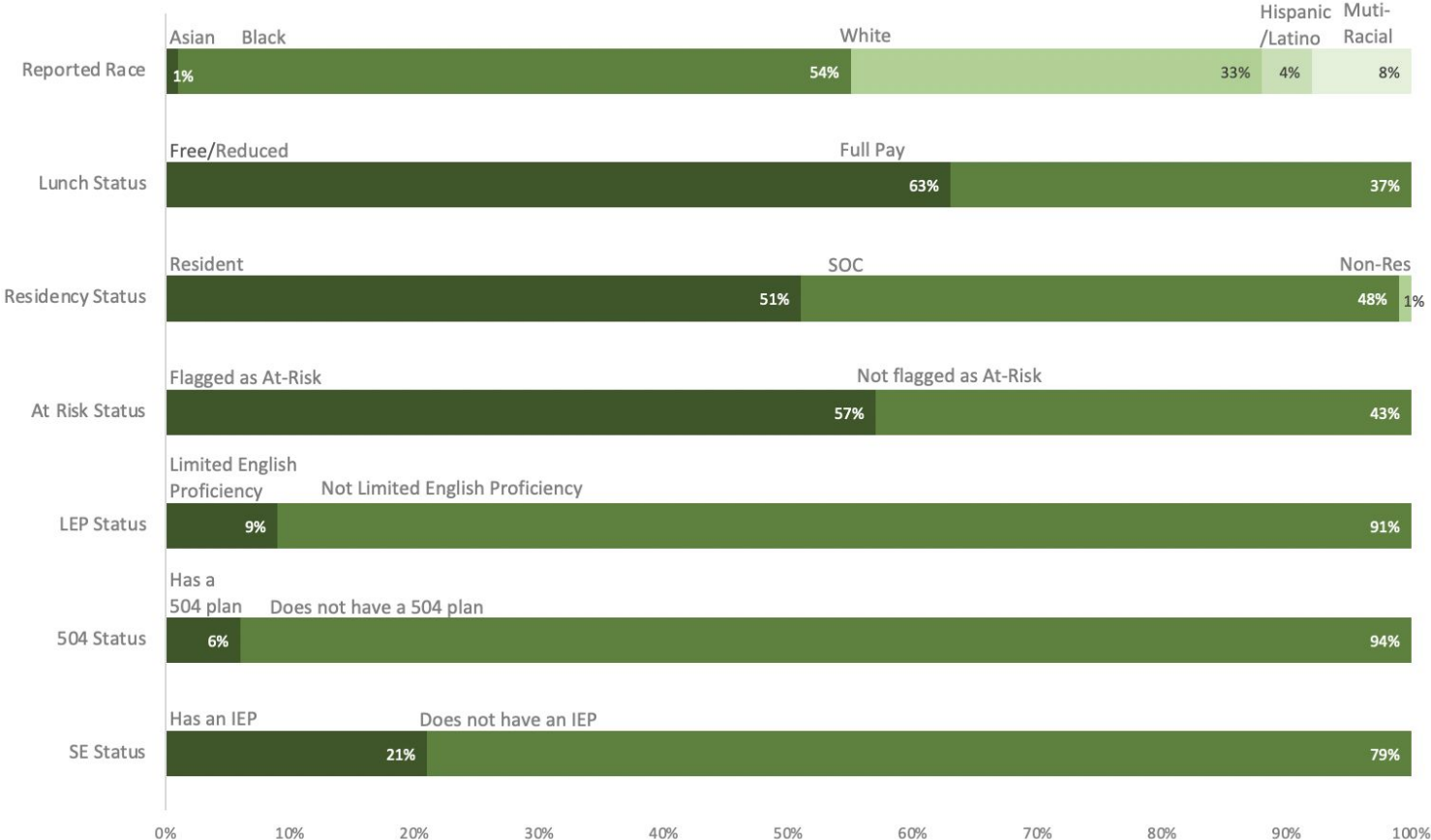In many cases, average daily attendance **declined** during quarter 2 for schools that were in a hybrid model initially, which corresponds to our move to all remote learning. In most cases, ADA continued to decline once students were back in person. LOES, LOMS, WBHS, and LOHS held fairly **steady** from Q1 to Q2. Most buildings experienced a decline in ADA as the year progressed, though WBHS and LOHS saw an increase from Q3 to Q4.

Chronic absenteeism means a student has missed 10% or more of school. Based on our strategic planning, we want our chronic absenteeism rate to be **10% or below**. Some buildings have seen **increases** in chronic absenteeism rates over the course of the year, while others have seen **decreases**.



Legend: Q1, Q2, Q3, Q4, Goal 10%

| School | Q1 | Q2 | Q3 | Q4 |
|---|---|---|---|---|
| Doherty | 17% | 23% | 22% | 24% |
| Gretchko | 21% | 11% | 13% | 14% |
| Scotch | 8% | 9% | 11% | 14% |
| Sheiko | 15% | 16% | 17% | 22% |
| Roosevelt | 16% | 12% | 15% | 20% |
| LOES | 15% | 11% | 12% | 14% |
| WBMS | 8% | 7% | 7% | 9% |
| LOMS | 15% | 10% | 9% | 11% |
| WBHS | 21% | 19% | 16% | 17% |
| LOHS | 17% | 12% | 12% | 15% |

**Goal**
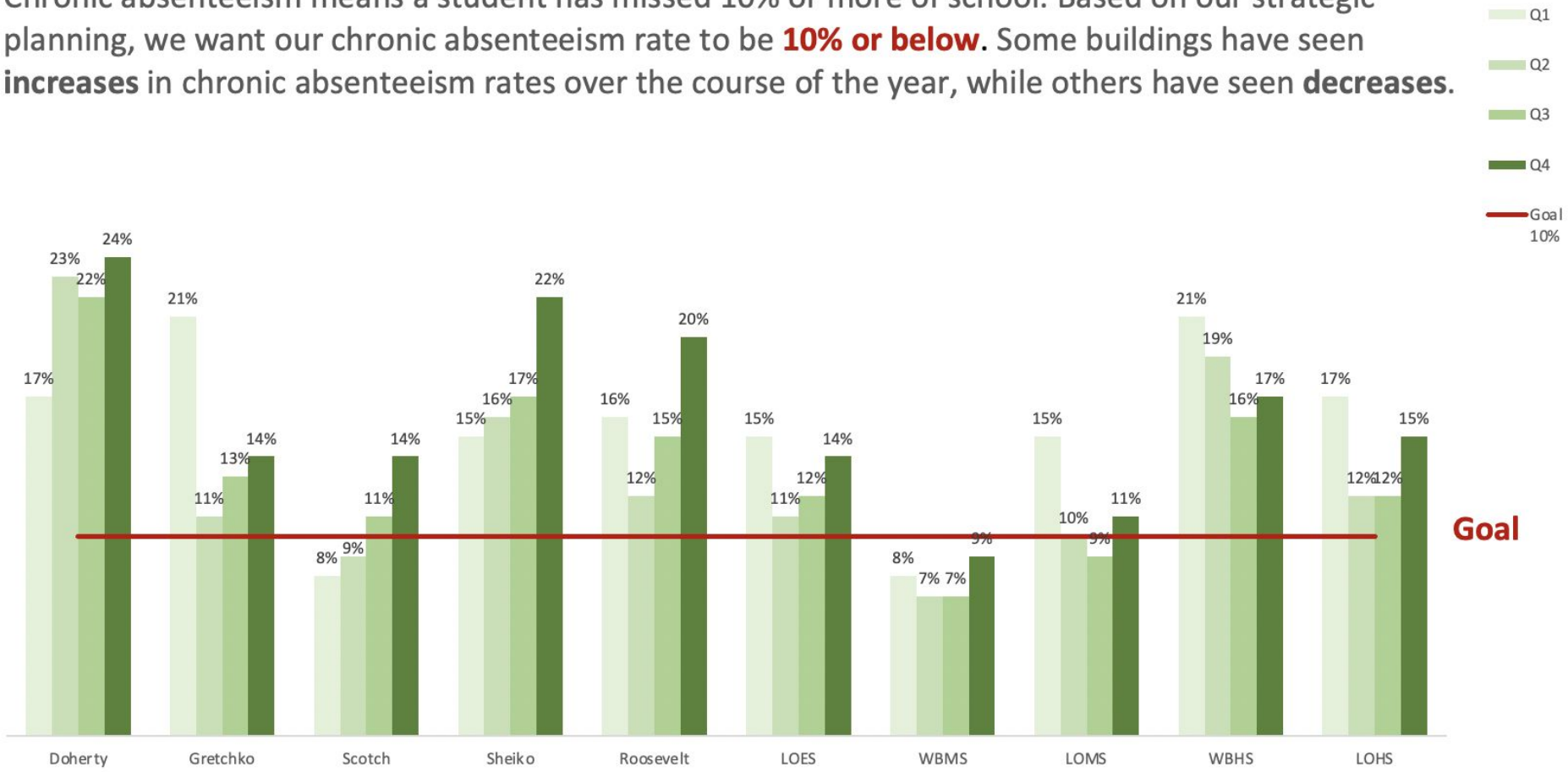
Of the 789 students district-wide who were chronically over the 2020-2021 school year, the demographic breakdown is as follows. Students may fall into multiple categories.

**Reported Race**
- Asian: 1%
- Black: 54%
- White: 33%
- Hispanic/Latino: 4%
- Muti-Racial: 8%

**Lunch Status**
- Free/Reduced: 63%
- Full Pay: 37%

**Residency Status**
- Resident: 51%
- SOC: 48%
- Non-Res: 1%

**At Risk Status**
- Flagged as At-Risk: 57%
- Not flagged as At-Risk: 43%

**LEP Status**
- Limited English Proficiency: 9%
- Not Limited English Proficiency: 91%

**504 Status**
- Has a 504 plan: 6%
- Does not have a 504 plan: 94%

**SE Status**
- Has an IEP: 21%
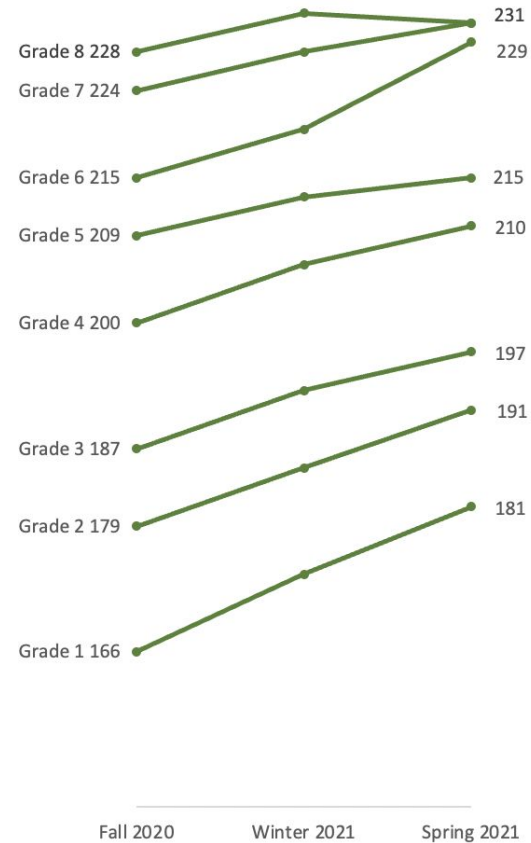- Does not have an IEP: 79%

# Achievement

From the fall to winter administrations of the NWEA reading assessment, the district mean RIT **increased** in all grade levels, though some grade levels experienced a **decline** from the winter to spring administrations.
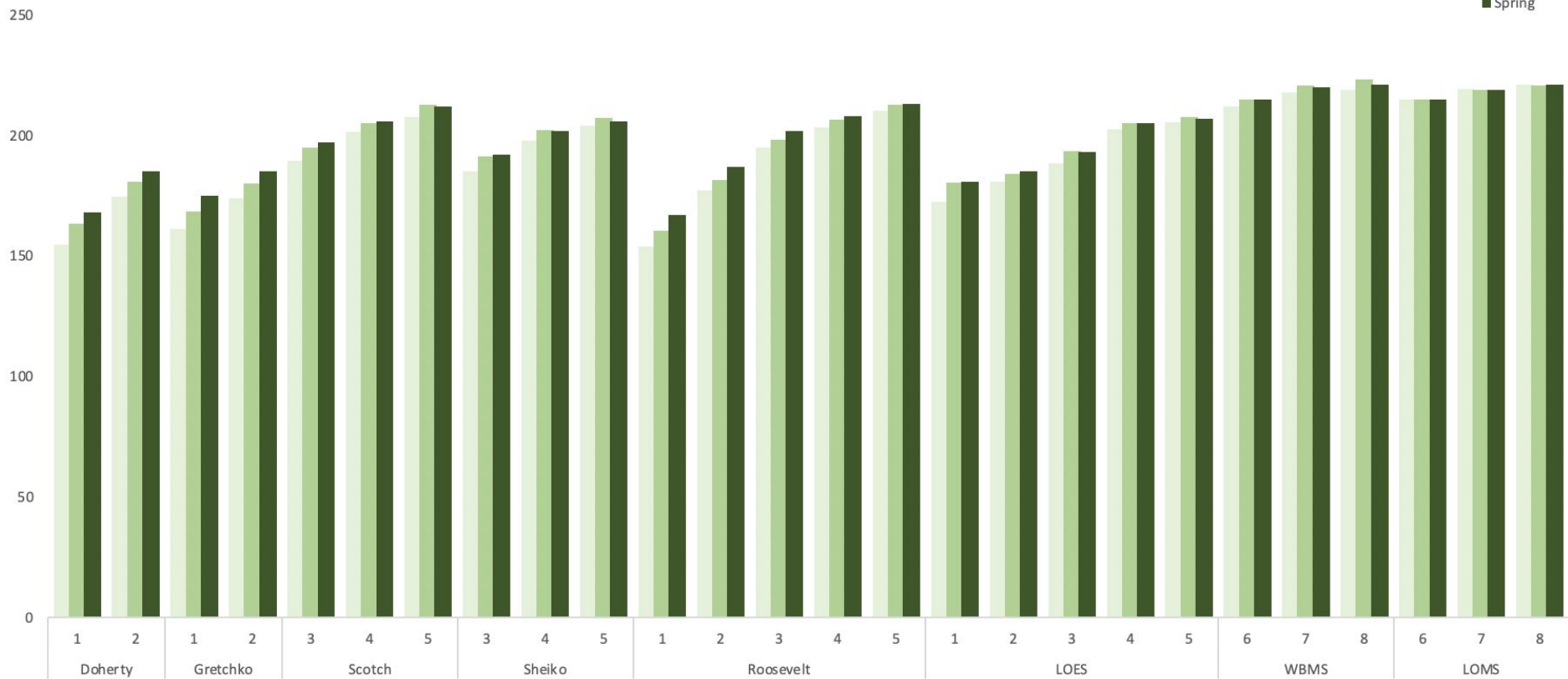
From the fall to spring administrations of the NWEA math assessment, the district mean RIT **increased** in the majority of grade levels.



Left chart (NWEA reading assessment):

| Grade | Fall 2020 | Spring 2021 |
|---|---|---|
| Grade 8 | 220 | 221 |
| Grade 7 | 218 | 220 |
| Grade 6 | 212 | 215 |
| Grade 5 | 206 | 209 |
| Grade 4 | 201 | 205 |
| Grade 3 | 189 | 195 |
| Grade 2 | 177 | 185 |
| Grade 1 | 163 | 175 |

Right chart (NWEA math assessment):

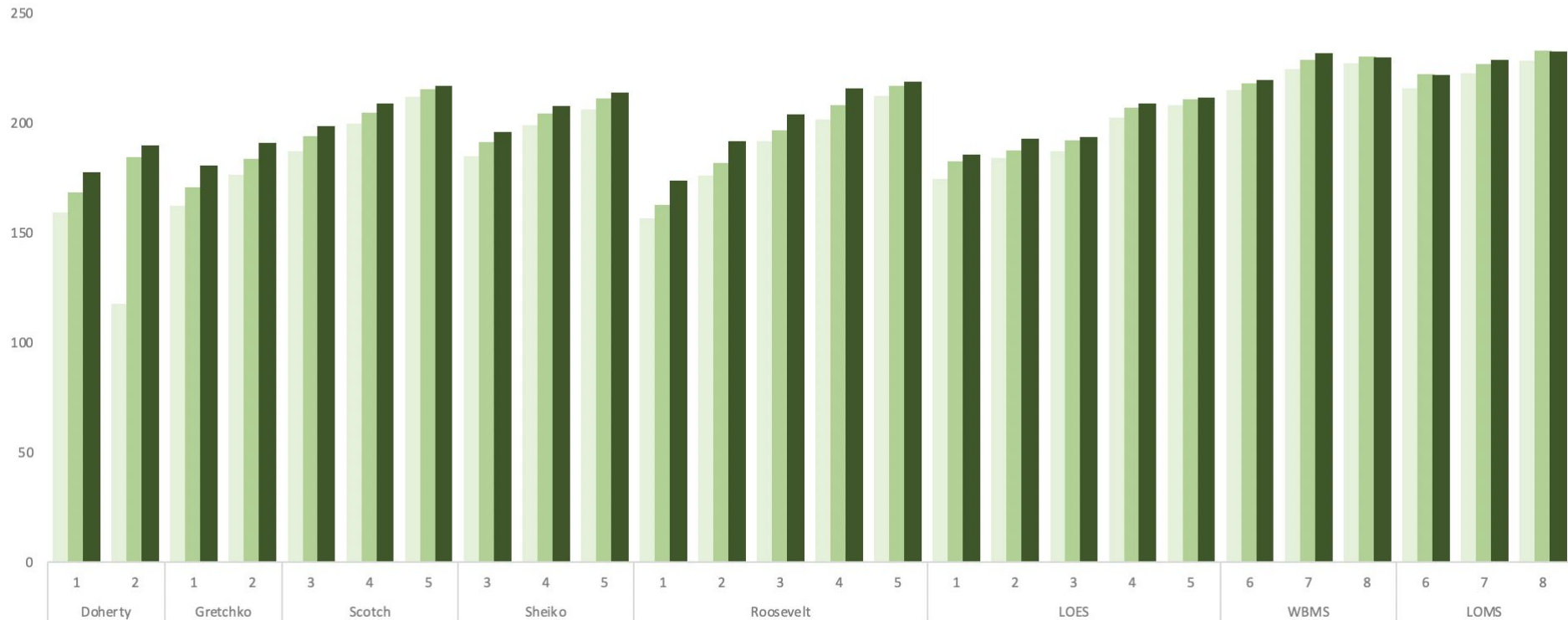| Grade | Fall 2020 | Spring 2021 |
|---|---|---|
| Grade 8 | 228 | 231 |
| Grade 7 | 224 | 229 |
| Grade 6 | 215 | 215 |
| Grade 5 | 209 | 210 |
| Grade 4 | 200 | 197 |
| Grade 3 | 187 | 191 |
| Grade 2 | 179 | 181 |
| Grade 1 | 166 | |

From the **Fall** to **Spring** NWEA reading administrations, some grade levels experienced modest mean RIT score gains, some held steady, and some experienced modest decreases.
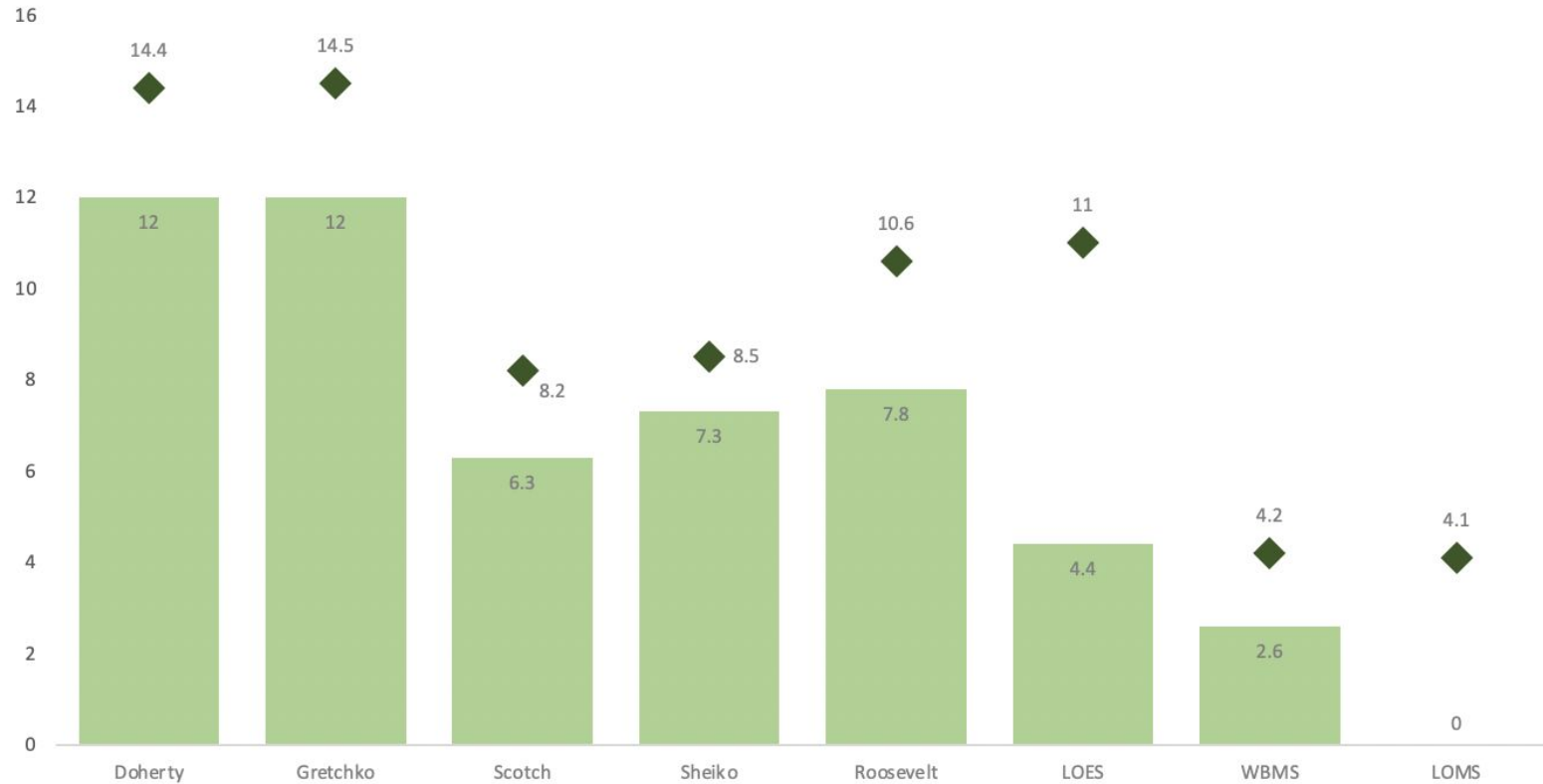
From the **Fall** to **Spring** NWEA math administrations, some grade levels experienced modest mean RIT score gains, some held steady, and some experienced modest decreases.
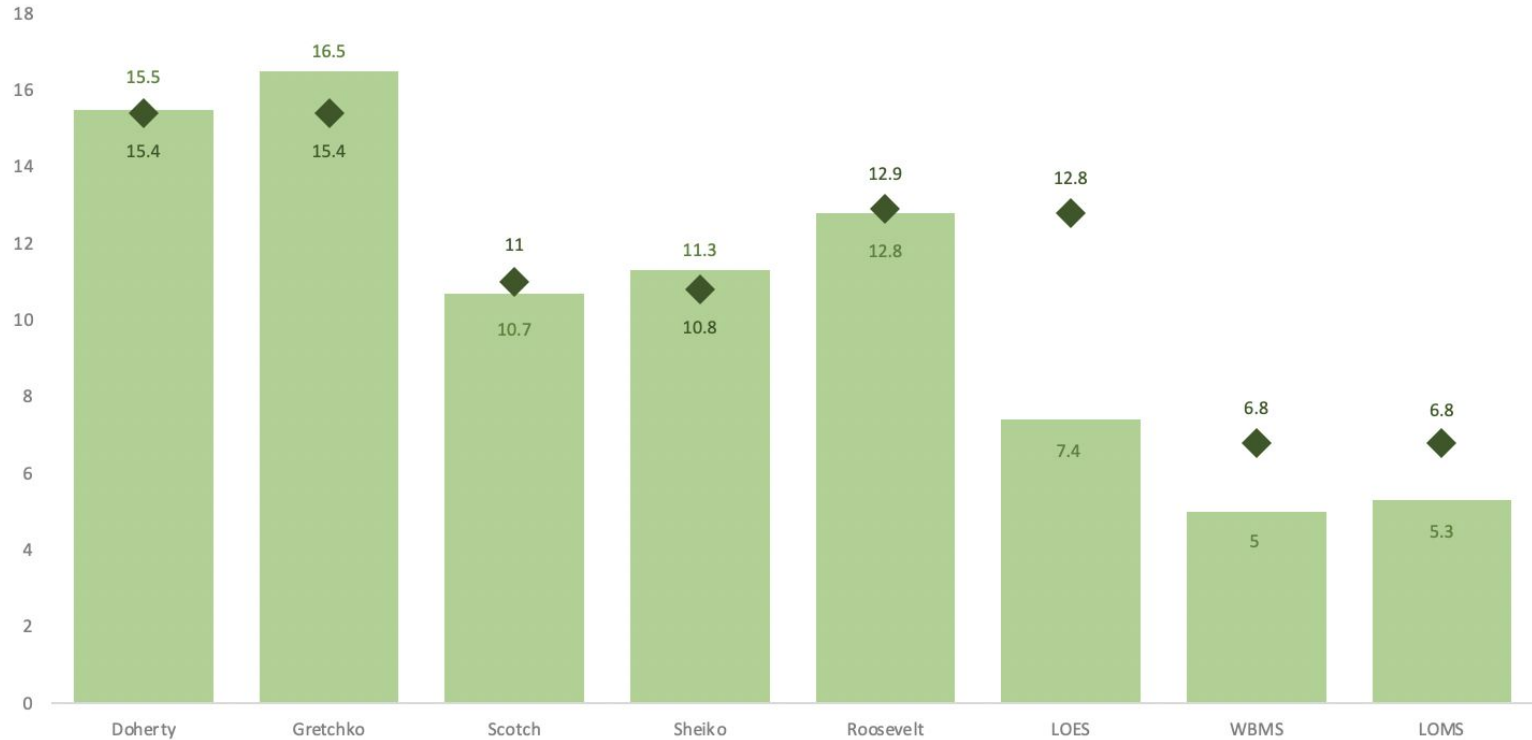
Relative to other similarly grade-level banded buildings, each building experienced fairly **consistent** average observed growth (RIT point growth) from fall 2020 to spring 2021 in reading, though no building met NWEA's fall to spring **projections**.



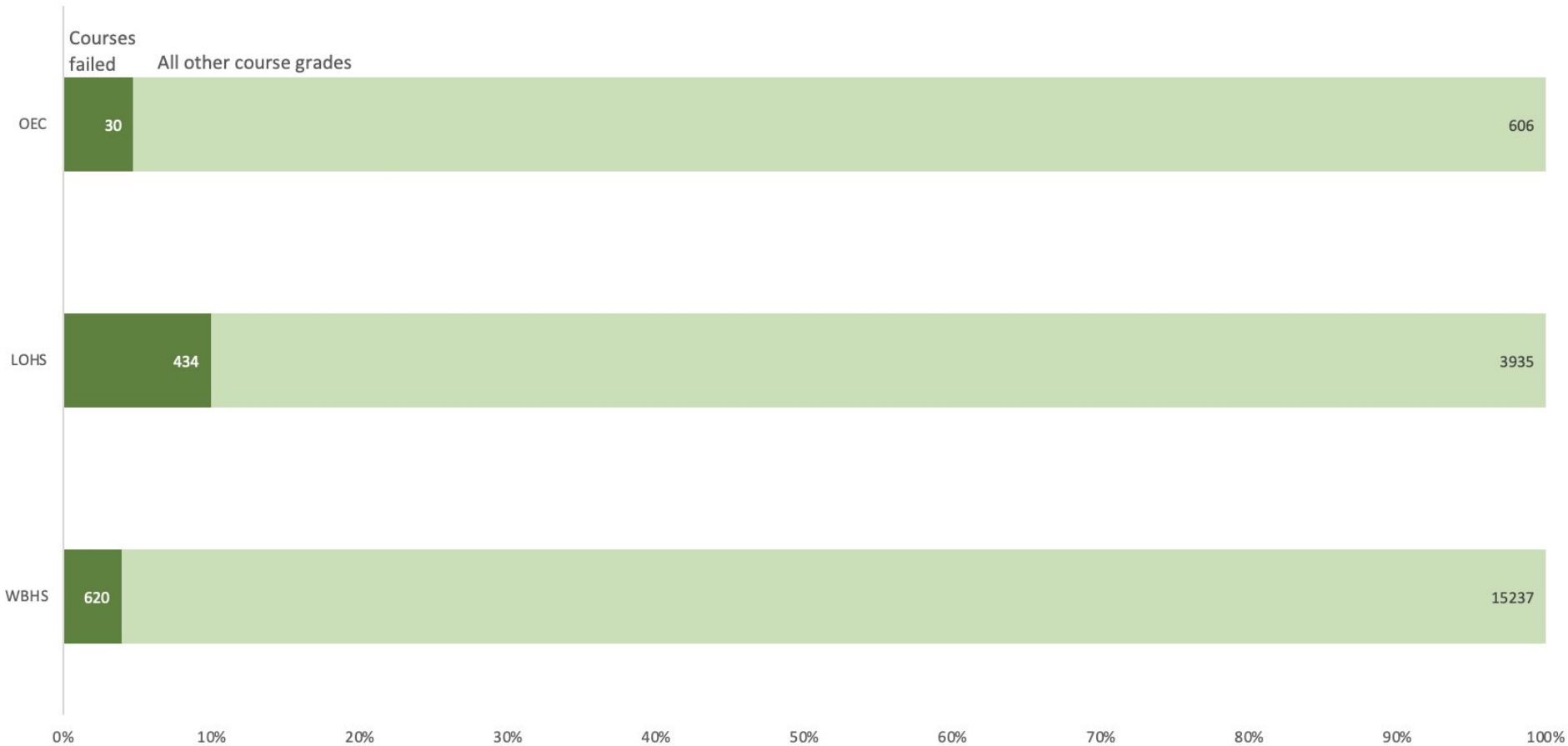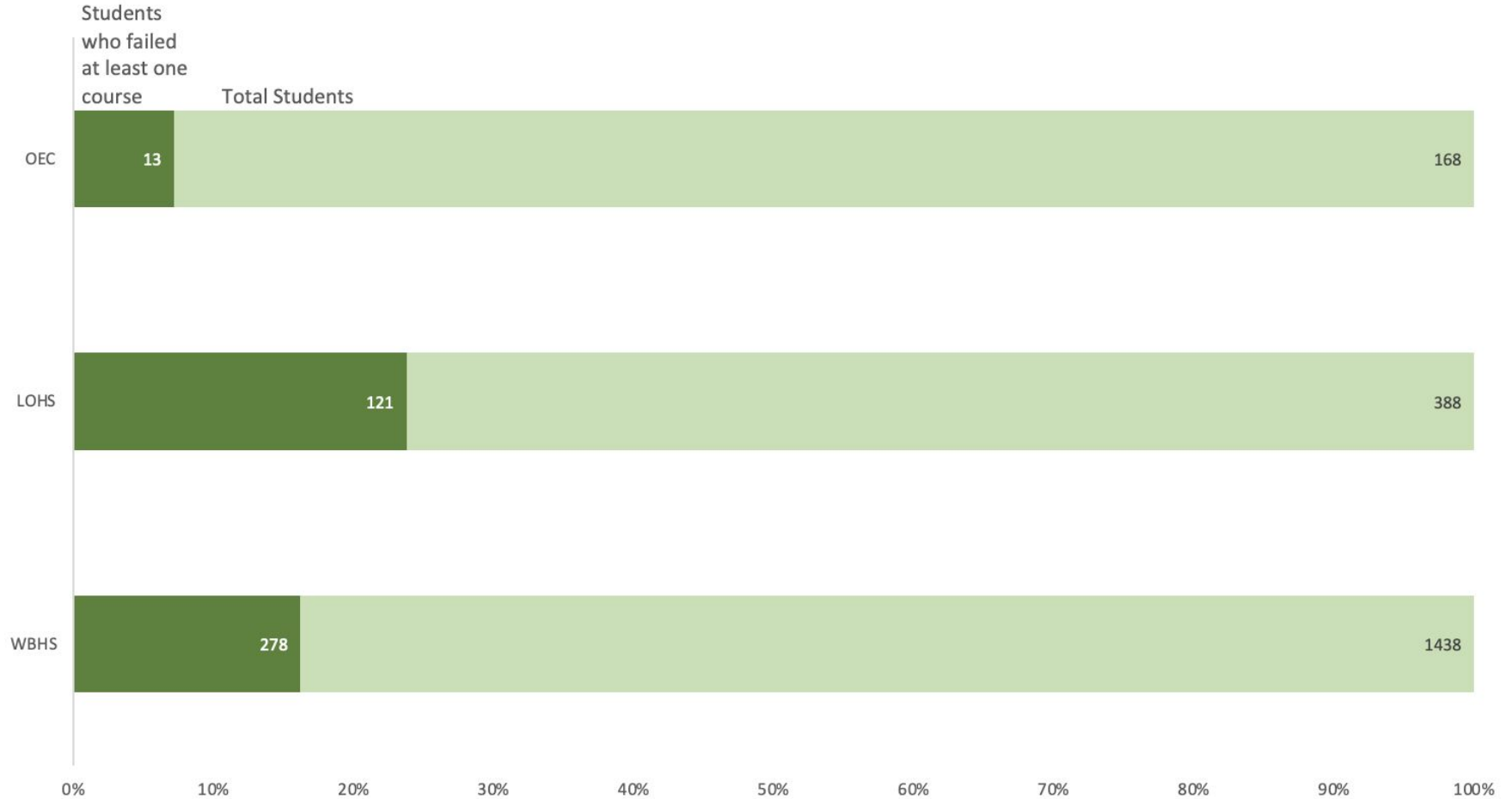| | Doherty | Gretchko | Scotch | Sheiko | Roosevelt | LOES | WBMS | LOMS |
|---|---|---|---|---|---|---|---|---|
| Projection | 14.4 | 14.5 | 8.2 | 8.5 | 10.6 | 11 | 4.2 | 4.1 |
| Observed | 12 | 12 | 6.3 | 7.3 | 7.8 | 4.4 | 2.6 | 0 |

Relative to other similarly grade-level banded buildings, each building experienced fairly **consistent average observed growth** (RIT point growth) from fall 2020 to spring 2021 in math, though most buildings did not meet NWEA's fall to spring **projections**.



| Building | Observed Growth | Projection |
|----------|-----------------|------------|
| Doherty | 15.5 | 15.4 |
| Gretchko | 16.5 | 15.4 |
| Scotch | 11 | 10.7 |
| Sheiko | 11.3 | 10.8 |
| Roosevelt | 12.9 | 12.8 |
| LOES | 12.8 | 7.4 |
| WBMS | 6.8 | 5 |
| LOMS | 6.8 | 5.3 |

At the end of S2 2021, students failed between 4% and 11% of total courses taken at each high school building.

| | Courses failed | All other course grades |
|---|---|---|
| OEC | 30 | 606 |
| LOHS | 434 | 3935 |
| WBHS | 620 | 15237 |

# At the end of S2 2021, between 8% and 31% of students, depending on the high school building, failed at least one course.



Students who failed at least one course | Total Students

| | |
|---|---|
| OEC | 13 | 168 |
| LOHS | 121 | 388 |
| WBHS | 278 | 1438 |

0%  10%  20%  30%  40%  50%  60%  70%  80%  90%  100%

**Third party vendor virtual courses** comprised about 7% of total courses taken by students in LOHS during S2, but accounted for **13% of the total failures** in S2, which is disproportionate relative to the breakdown of third party vendor courses and WB taught courses.

share of courses
offered

share of
failed courses

WB
Taught/WB
Curriculum
93%

WB
Taught/WB
Curriculum
87%

Courses from 3rd Party
Vendors 7%

Courses from
3rd Party
Vendors
13%

# Next Steps

- District level data analysis with various leadership groups
  - **School improvement**: drive our goals, strategies, and activities and analyse root causes
  - **MTSS**: planning for how to provide intervention and enrichment as well as robust tier 1 instruction
  - **DEI**: analyzing the data through an equity lens
- More nuanced and granular data analysis at the building and PLC level with additional demographic breakdowns
- Updated data set with spring NWEA, achievement, attendance, and discipline data
- Panorama will provide real time data to buildings and PLCs