

Board Memo

February 11th, 2022

Learning Services Update: K-8 Student Achievement Data

We are just past the midway point of our school year, and it is a good time to review our current student achievement status across the district. Our achievement status report will be presented in two pieces. First, at the February 14th public board meeting, we will provide an overview of K-8 student achievement. Then, at the March 7th study session, we will provide an overview of 9-12 student achievement.

To be clear, the purpose of this memo and our February 14th achievement status report is to provide a bird's eye view of K-8 district-wide data. This will give you a picture of our current successes and needed areas of growth. We will also share next steps for increasing student achievement. While this memo provides a global look at the data, it is important to note that this data is drilled down to its most detailed form when grade level Professional Learning Communities examine it and make decisions around the data.

In this memo, we will explore the following:

1. Context and Attendance Data
2. [District-Wide Achievement Goals](#)
3. [District Achievement Data](#)
 - a. [NWEA Reading & Math Growth Targets](#)
 - b. [Grade Level Average Observed Growth](#)
 - c. [Multi-Faceted K-8 Student Achievement Data](#)
 - d. [District Demographic Achievement Data](#)
4. [Conclusions](#)
5. [Next Steps](#)
6. [Additional Data For Your Reference](#)

The first five items will be included in our board presentation ([slides linked here](#)). The sixth item is included in this memo for additional points of reference should you have any questions.

Context and Attendance Data

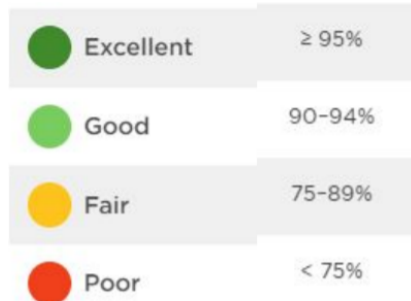
Prior to analyzing any student achievement data for the first semester, we need to be clear about variables that have impacted our students, teachers, and schools. We know that the last several years have created a great amount of instability, including a wide variety of instructional modes, quarantines, school & district closures, and the general anxiety associated with the pandemic. Specifically, this context is important because the data you are about to review will most certainly reveal how these factors have impacted attendance and achievement data.

Attendance Data

As we all know, showing up makes all of the difference. Thus, the impact that attendance has on student achievement is absolutely critical. This section will provide a brief overview of daily attendance rates, as well as the percentage of students that are “on-track” for attendance.

Percent of Students On-Track with Attendance

Panorama shows us the percentage of students “on-track” in attendance through a dynamic, real-time color coding system. As noted in the key below, attendance will be measured as “excellent” if 95% or more of individual students are “on-track.” In order to be on-track for attendance, a learner must be present 90-95% of the entire school year.



The chart below will show you that all of our K-8 buildings are facing adversity with attendance. For example, 71% of Doherty students have been present for 90% or more of the entire year. When reading the 71% for Doherty, it does not mean that we are falling short on our required 75% present for any given day.

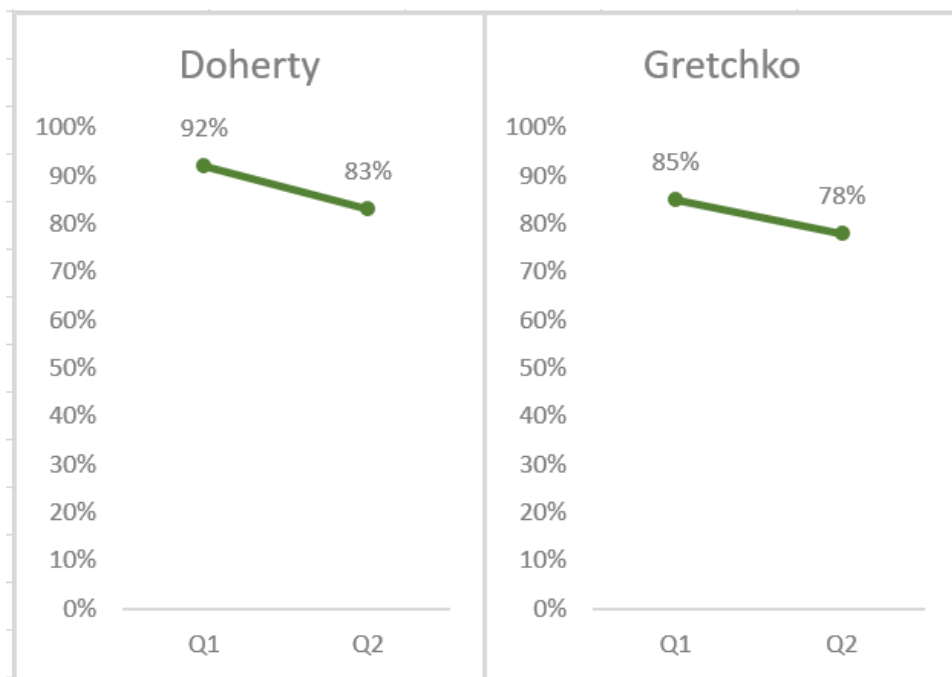
A major consideration here is that we have had large numbers of quarantines and isolations for students at every school throughout the year. Another consideration is the complications that exist with designing attendance interventions. Essentially, it is not productive to design attendance incentives or interventions that encourage attendance, specifically if it poses the possibility that kids will show up to school with symptoms of an illness.

◆ All schools	Enrollment	Attendance
Doherty Elementary	481	71%
Gretchko Elementary	357	71%

Roosevelt Elementary	361	70%
Scotch Elementary	297	74%
Sheiko Elementary	380	65%
West Bloomfield Middle School	856	74%

Average Daily Attendance Rate

The graphs below show the average daily attendance rate in each building. Average daily attendance rate is the percent of students present on any given day. As you can see in the graphs below, our average daily attendance rates have declined across all buildings from Q1 to Q2.





District-Wide Achievement Goals

Our aspirational 3-year vision has been repeated throughout the year and is as follows:

We commit to 100% of West Bloomfield Learners mastering rigorous academic standards and demonstrating exemplary skills as Critical Thinkers, Collaborators, Communicators, and Contributors while providing an environment that celebrates and supports social emotional

learning, well being, diversity, equity and belonging so that ALL are empowered to make choices for their future.

One of our ultimate goals is to ensure that ALL learners master rigorous academic standards. We can use benchmark assessment data, like the NWEA Map assessment projected proficiency data, to measure how close we are to achieving this aspirational vision. We can also use student growth rates to determine how we are advancing towards this aspirational vision.

Over the past several years, we have used the following achievement goals as it relates to NWEA assessments:

1. 60% of students will meet or exceed their expected growth target on the NWEA reading assessment in the winter and the spring.
2. 60% of students will meet or exceed their expected growth target on the NWEA math assessment in the winter and the spring.

Entering this year, we realize that these benchmark goals are merely stepping stones to reach our aspirational vision. Last year, 45% of our students met their math growth goal, while 40% met their reading growth goal. Given that we have not achieved these goals as a district, it made sense to continue with these two achievement goals. In addition to examining a multitude of other data points that help us explore student achievement, we will identify the progress we've made this year with these two goals.

District Achievement Data

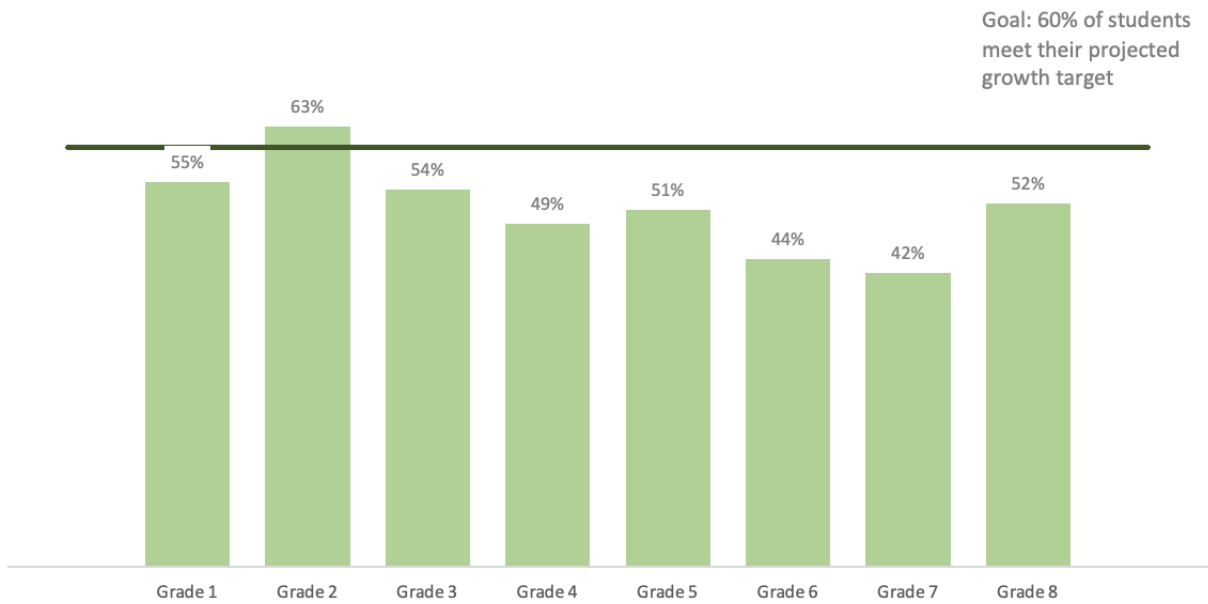
As identified in the previous section, we have a stepping stone goal that will move us in the direction of our aspirational vision, and that is for 60% or more of our students to meet or exceed their expected growth target on NWEA reading and math benchmark assessments. This is a suggested goal from NWEA, based on their observations of successful schools across the country.

NWEA Reading & Math Growth Targets

The graph below demonstrates the percentage of students that are on track to meet or exceed their projected growth goal. When looking at this, for example, the first bar on the graph shows that 55% of first graders across the district are on track to meet or exceed their growth target. The green line just above that bar represents how far our first grade group is away from our district goal of 60% of students meeting or exceeding their growth target.

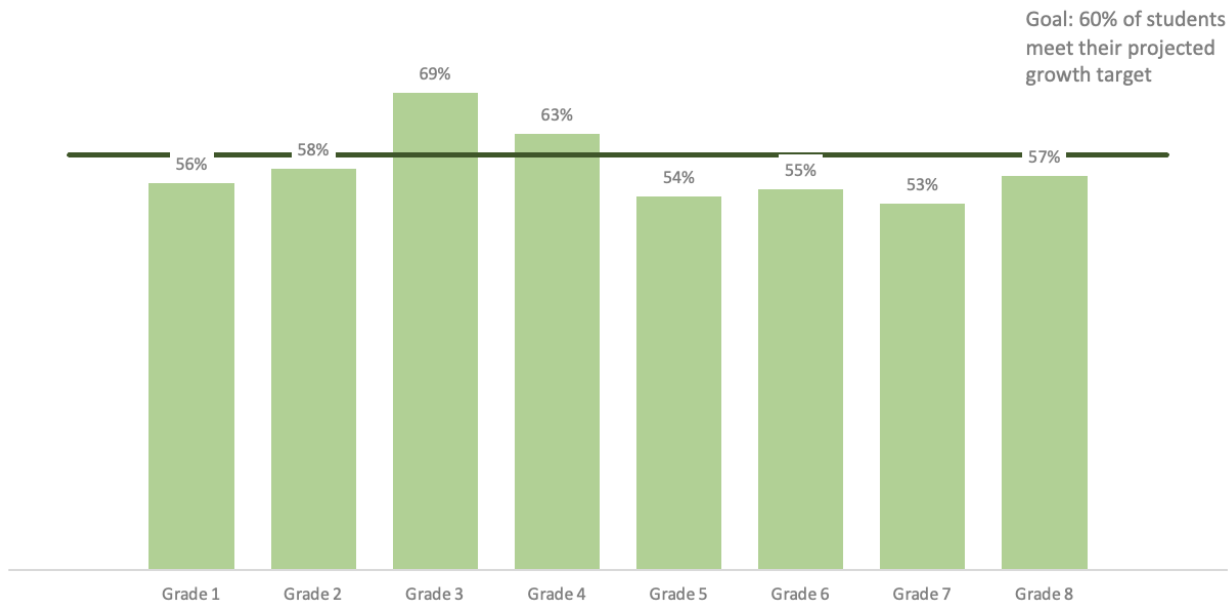
Reading

During the winter 2022 NWEA reading administration, most grade levels were on track to **meet or exceed** their projected growth targets by the spring.




Math

During the winter 2022 NWEA math administration, all grade levels were on track to **meet or exceed** their projected growth targets by the spring.



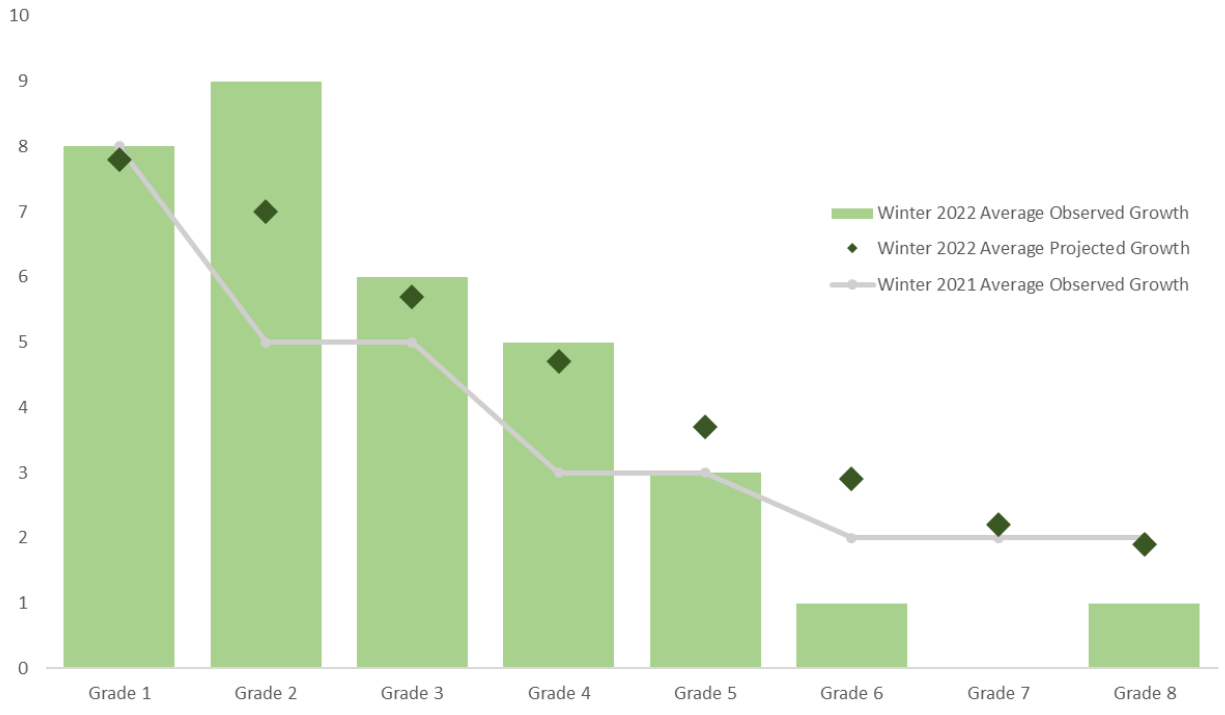
Grade Level Average Observed Growth

Now that we have illustrated the progress our individual learners' have made on their growth targets, we will now examine the average observed growth for each grade level when compared to what NWEA projects for average growth in that grade level. We will also show what that average observed growth looked like last year. The bullets below will provide an explanation of how to read this graph.

- The green diamond  illustrates NWEA projections of growth for learners. In other words, based on a wide variety of factors, NWEA will set a target projection for growth.
 - In grade 1, for example, the target projection is an average of 8 points of growth from the fall to winter.
- The green bar illustrates the average observed growth by our students in a grade level from this fall to winter.
 - In grade 1, for example, the average growth for our students was 8 points. This means that our 1st graders met the projections provided by NWEA.
- The gray line illustrates the average observed growth by our students in a grade level **last** fall to last winter (the same time period last year).
- In grade 1, for example, our learners averaged 8 points of growth from the fall to winter. This is the same amount of growth that our first graders made this year.

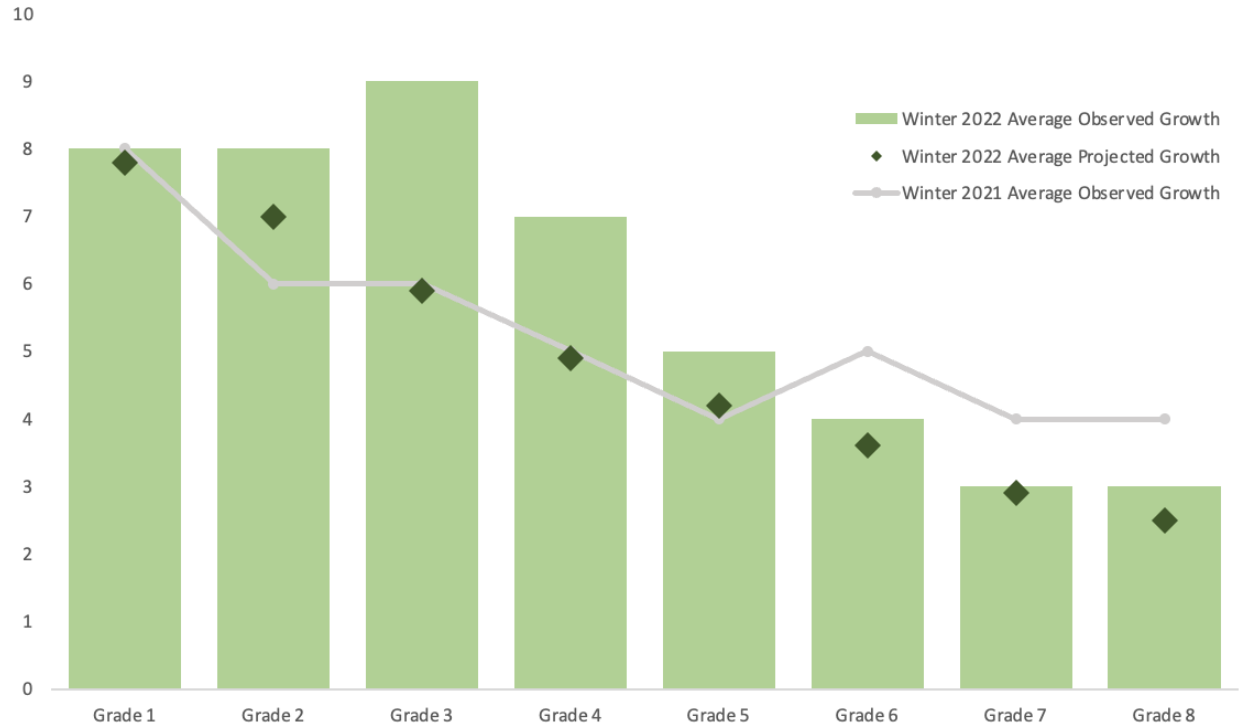
Reading

During the winter 2022 NWEA reading administration, grades 1-4 **met or exceeded** their projected growth. Grades 1-4 experienced **increased** average observed growth compared to the last year.



Math

During the winter 2022 NWEA math administration, all grades levels **met or exceeded** their winter 2022 projected growth. Grades 1-5 experienced **increased** average observed growth compared to the last year.



Multi-Faceted K-8 Student Achievement Data

As explained in previous presentations, one reason that Panorama is an amazing data warehouse tool for our entire staff is because it pools all of the data points that we collect and provides clear snapshots of the overall health of our district. In this section of our achievement overview, we will examine our achievement progress from the end of Quarter 1 to now, specifically focusing on how we are measuring up with our goal to have 100% of our learners mastering rigorous academic standards.













K-5

Panorama shows us the percentage of students “on-track” in academics through a dynamic, real-time color coding system. As noted in the key below, academics will be measured as “excellent” if 70% or more of students are “on-track.”

 Excellent	≥ 70%
 Good	50-69%
 Fair	20-49%
 Poor	< 20%

In order to determine whether or not students are on-track in elementary, Panorama collects the following data points for our learners:

- Report card standards for each content area. If a student earns a 3 for any specific standard (secure in applying the skill, concept, or strategy independently with modifications), then they are considered to be on-track.
- NWEA Map Benchmark Assessment Scores. Students are considered to be on-track in math and/or reading based on their overall score and percentile ranking.
- Fountas & Pinnell Reading Assessment. Students are considered to be on-track if they are at or near grade level on their F & P assessment.

Quarter 1			Quarter 2		
↕ All schools	Enrollment	Academics	↕ All schools	Enrollment	Academics
Doherty Elementary	493	 48%	Doherty Elementary	481	 56%
Gretchko Elementary	356	 49%	Gretchko Elementary	357	 60%
Lakers Online Elementary	117	 60%	Lakers Online Elementary	126	 65%
Roosevelt Elementary	365	 55%	Roosevelt Elementary	361	 55%
Scotch Elementary	305	 56%	Scotch Elementary	297	 59%
Sheiko Elementary	380	 43%	Sheiko Elementary	380	 47%

The same data can be broken down by demographic group, which is provided in the charts below.

6-8

Panorama shows us the percentage of students “on-track” in academics through a dynamic, real-time color coding system. As noted in the key below, academics will be measured as “excellent” if 70% or more of students are “on-track.”



In order to determine whether or not students are on-track in elementary, Panorama collects the following data points for our learners:

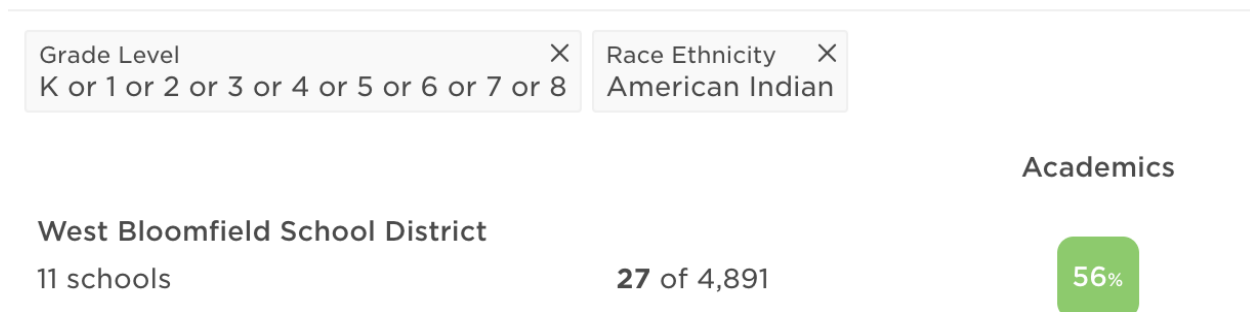
- Report card grades for each content area. If a student earns a C or higher for any specific standard (secure in applying the skill, concept, or strategy independently with modifications), then they are considered to be on-track.
- NWEA Map Benchmark Assessment Scores. Students are considered to be on-track in math and/or reading based on their overall score and percentile ranking.

Quarter 1			Quarter 2		
⌵ All schools	Enrollment	Academics	⌵ All schools	Enrollment	Academics
Lakers Online Middle School	87	64%	Lakers Online Middle School	95	24%
West Bloomfield Middle School	860	78%	West Bloomfield Middle School	856	55%

District-Wide Demographic Achievement Data

The charts below illustrate student achievement by demographics based on the Panorama data points described earlier.

American Indian



Asian American

Grade Level X
K or 1 or 2 or 3 or 4 or 5 or 6 or 7 or 8

Race Ethnicity X
Asian American

Academics

West Bloomfield School District

11 schools

221 of 4,891

78%

Black or African

Race Ethnicity X
Black or African

Grade Level X
K or 1 or 2 or 3 or 4 or 5 or 6 or 7 or 8

Academics

West Bloomfield School District

11 schools

1,017 of 4,891

37%

Hispanic/Latino

Grade Level X
K or 1 or 2 or 3 or 4 or 5 or 6 or 7 or 8

Hispanic/Latino X
Yes

Academics

West Bloomfield School District

11 schools

186 of 4,891

51%

Pacific Islander

Grade Level X
1 or 2 or 3 or 4 or 5 or 6 or 7 or 8 or K

Race Ethnicity X
Pacific Islander

Academics

West Bloomfield School District

11 schools

14 of 4,891

69%

White

Grade Level X
1 or 2 or 3 or 4 or 5 or 6 or 7 or 8 or K

Race Ethnicity X
White

Academics

West Bloomfield School District

11 schools

1,477 of 4,891

65%

Achievement Data Conclusions

There are many questions that may surface from the data provided in this report. Similarly, there are many conclusions that can be drawn. From an initial glance at the data, there are some obvious areas of success and areas for growth. These are included in the table below.

Areas of Success	Areas for Growth
<ul style="list-style-type: none">• Across all grade levels, we are extremely close to 60% of our learners reaching their growth goal in math.• Grades 1-4 met or exceeded average observed growth projections in math and reading• The majority of elementary schools improved their overall academic health (report cards, NWEA, and F & P) from quarter 1 to quarter 2.	<ul style="list-style-type: none">• Increase the growth readers make in grades 5-8.• Increase engagement in academics at the middle school level.• Accelerate and improve supports and interventions for specific demographic subgroups

More importantly, the work that our schools and grade level Professional Learning Communities do related to this data will be critical. They consistently do a great job analyzing the data and developing action plans that will determine instructional decisions in the classroom. This data compels us to continue to work hard at making intentional decisions that lead to positive change.

Next Steps

As a district, we consistently show up and put in the work. We generate ambitious goals, areas for growth, and strategies designed to impact student achievement. As we embark on the second half of this school year, it will be important to identify and prioritize what is most important right now. The reality is this: when you have a million priorities, you really have none.

In this section, we will first identify ongoing focus areas that are geared specifically towards improving student achievement. Then, we will identify specific objectives and strategies that we are prioritizing in the third quarter.

Ongoing Focus Areas & Strategies

The list below are focus areas we continue to work on in order to increase student achievement. The list is long and all of these items are essential for growth. Some are in a great place right now. Others need serious time and attention. All need to be nurtured on an ongoing basis.

- Leadership, Capacity Building, Systems & Collaboration
 - Professional Development for K-12 Professional Learning Community Facilitators & Department Chairs
 - Professional Development & Quarterly Objectives and Key Results (SMART goals) for building leaders
 - Professional Development for Instructional Coaches
 - Developing Systems for a Strong DEI Committee
 - Teacher Access to K-12 Instructional Coaching
 - Professional Learning Communities Collaborating, Goal Setting, and Making Data-Informed Instructional Decisions
- Curriculum Development & Mastery
 - District-Wide Literacy Priority Goals
 - Teacher Access to K-12 Instructional Coaching
 - Ongoing Professional Development in Literacy, Math, Social Studies, and Science
 - Ongoing Evaluation of Curriculum
- Instructional Strategies & Interventions
 - Teacher Access to K-12 Instructional Coaching
 - Marzano Standards-Based Instruction & Performance Scales
 - Identification of Tier 2 and Tier 3 interventions for learners through MTSS
 - Utilization of Canvas to Individualize and Support Student Learning
 - Design and implement additional enrichment and intervention opportunities
- Culture, Social-Emotional Learning, Equity, and Belonging
 - Strengthening Capturing Kids' Hearts at all levels
 - Social-Emotional Learning curriculum implementation

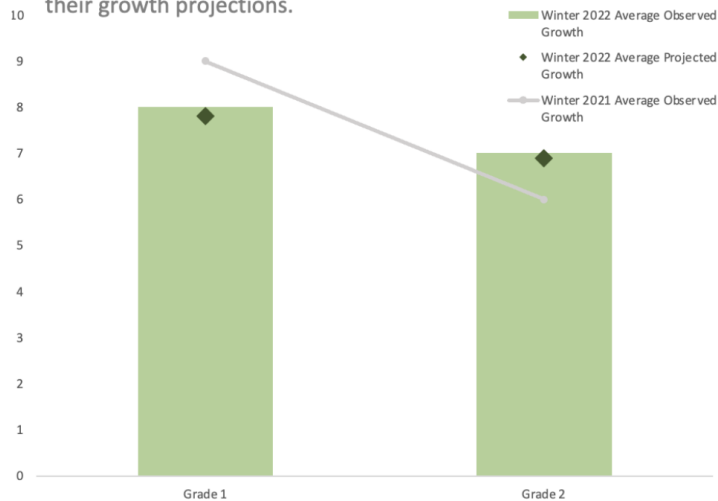
21-22 Quarter 3 Priorities

- Building Capacity Through Authentic, Ongoing, Sustainable Professional Development
- Professional Learning Community SMART Goals and Action Plans
- Designing Optimal Enrichment & Intervention Opportunities Through ESSER Funding

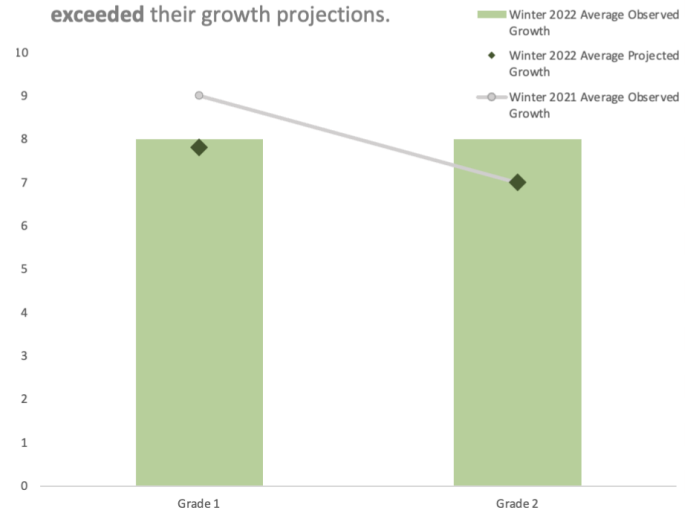
Additional Data for Your Reference

MAP Reading Achievement: Observed Growth by Building and Grade Level *Doherty*

At Doherty during the Winter 2022 NWEA reading administration, grades 1 and 2 **exceeded** their growth projections.

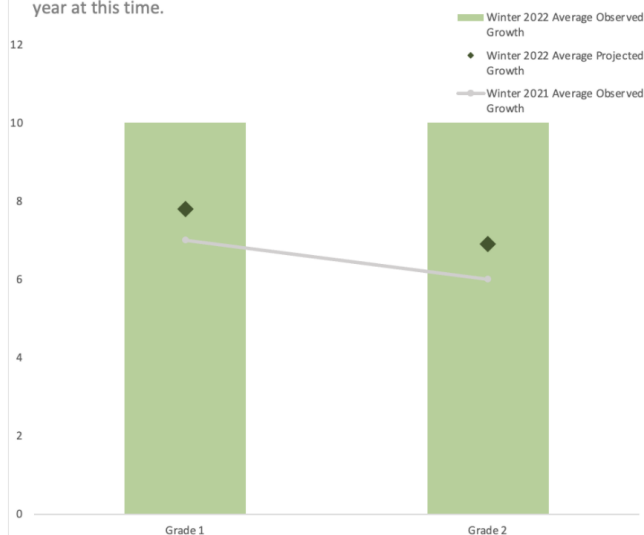


At Doherty during the Winter 2022 NWEA math administration, grades 1 and 2 **exceeded** their growth projections.

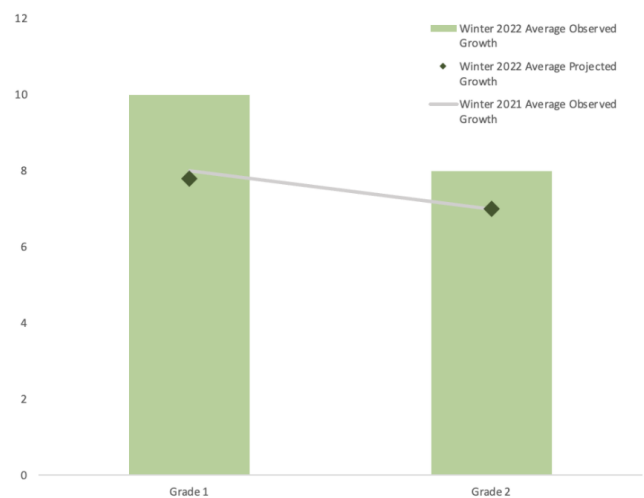


Gretchko

At Gretchko, during the winter 2022 NWEA reading administration, all grade levels **exceeded** their growth projection and experienced increased growth compared to last year at this time.

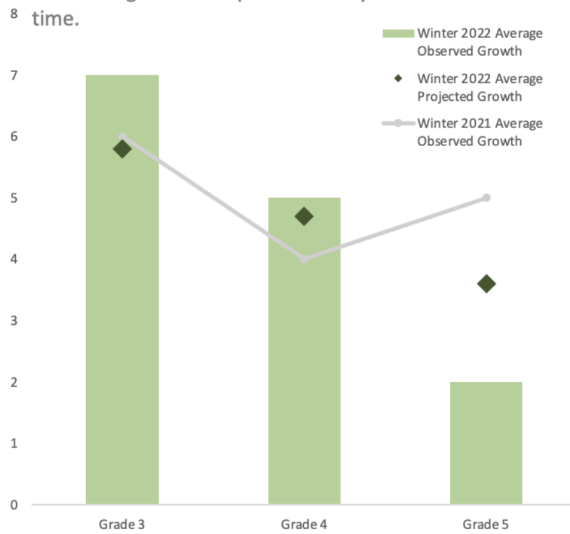


At Gretchko, during the winter 2022 NWEA math administration, all grade levels **exceeded** their growth projection and experienced increased growth compared to last year at this time.

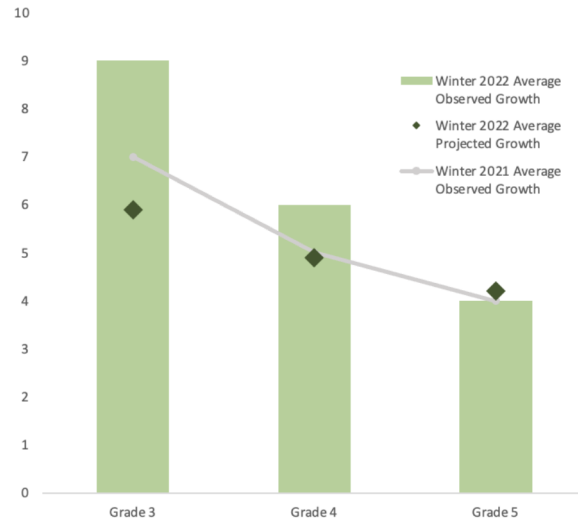


Scotch

At Scotch, during the winter 2022 NWEA reading administration, grades 3 and 4 **exceeded** their growth target and experienced increased growth compared to last year at this time.

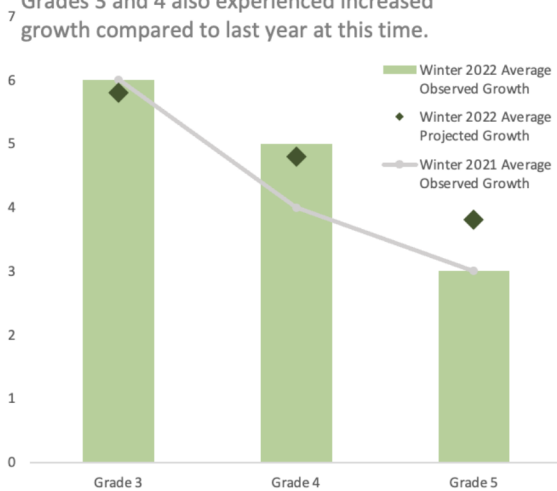


At Scotch, during the winter 2022 NWEA math administration, all grade levels **met or exceeded** their growth target and grades 3 and 4 experienced increased growth

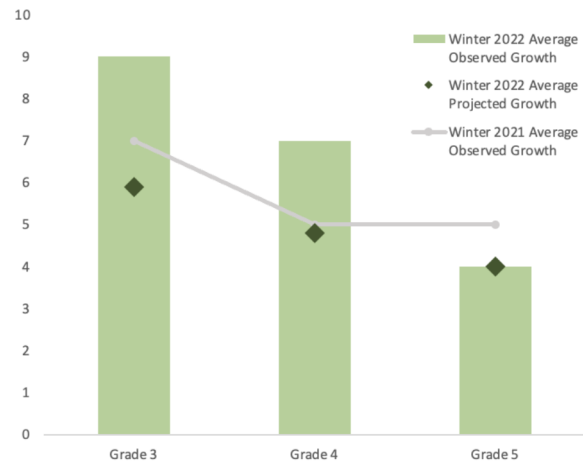


Sheiko

At Sheiko, during the winter 2022 NWEA reading administration, grades 3 and 4 **met or exceeded** their growth projection. Grades 3 and 4 also experienced increased growth compared to last year at this time.

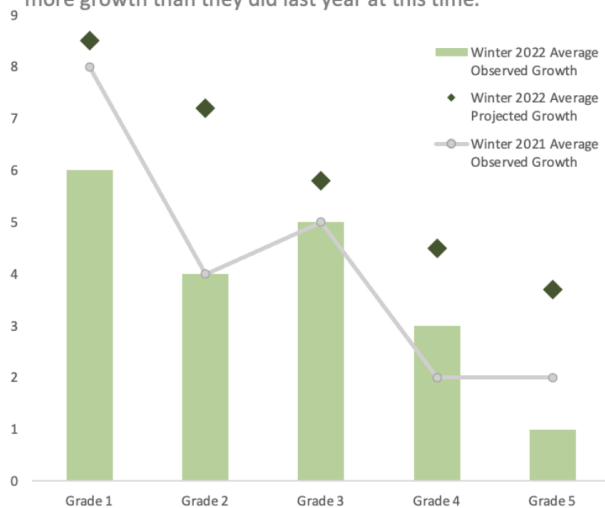


At Sheiko, during the winter 2022 NWEA math administration, all grade levels **met or exceeded** their growth

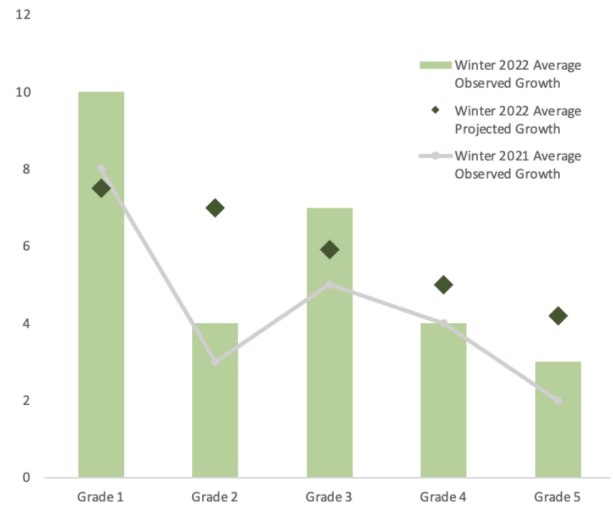


LOES

At LOES, during the winter 2022 NWEA reading administration, no grade levels met or exceeded their growth projection, but some grades experienced more growth than they did last year at this time.

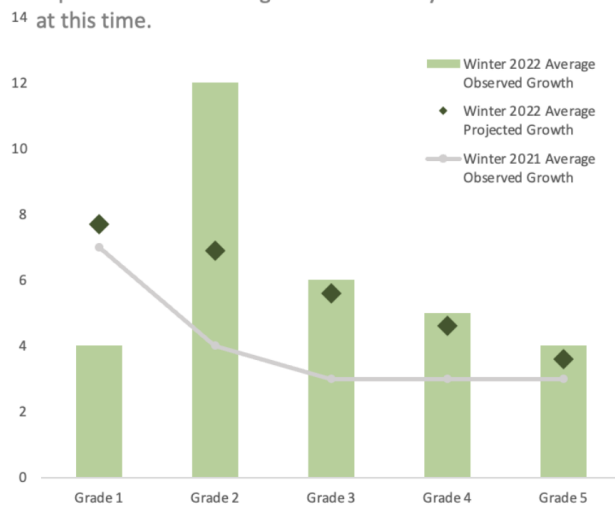


At LOES, during the winter 2022 NWEA math administration, grades 1 and 3 **exceeded** their growth projections. All grades met or exceeded

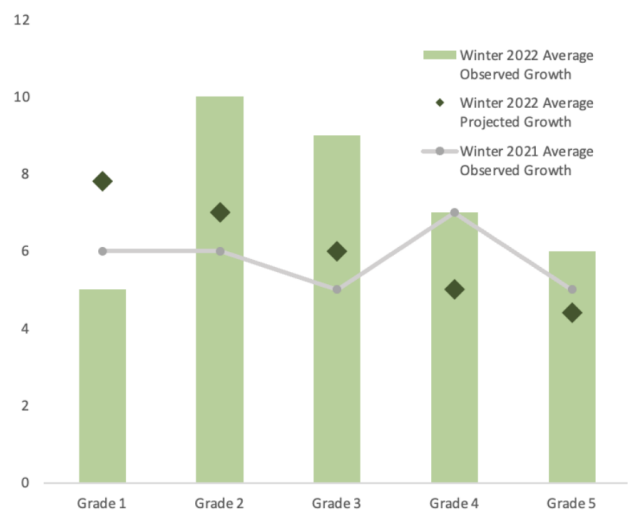


Roosevelt

At Roosevelt, during the winter 2022 NWEA reading administration, most grade levels **exceeded** their growth projection and experienced increased growth from last year at this time.

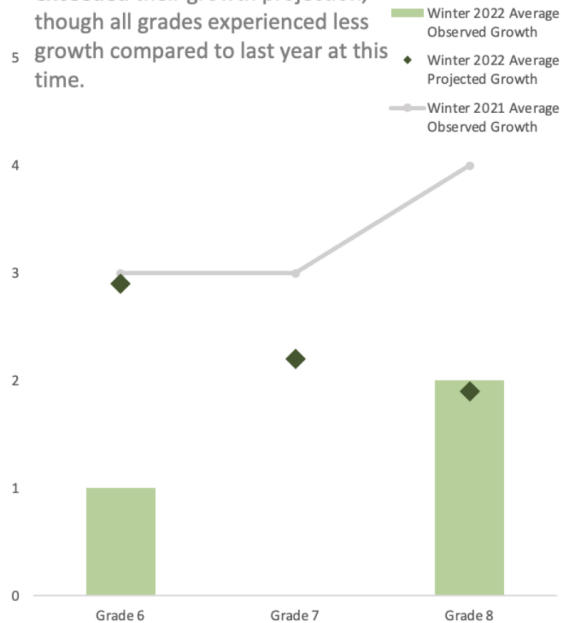


At Roosevelt, during the winter 2022 NWEA math administration, most grade levels **exceeded** their growth projection and

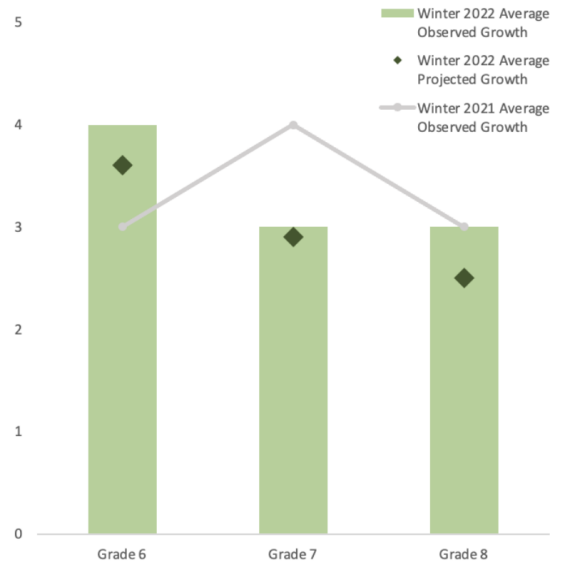


WBMS

At WBMS, during the winter 2022 NWEA reading administration, grade 8 **exceeded** their growth projection, though all grades experienced less growth compared to last year at this time.

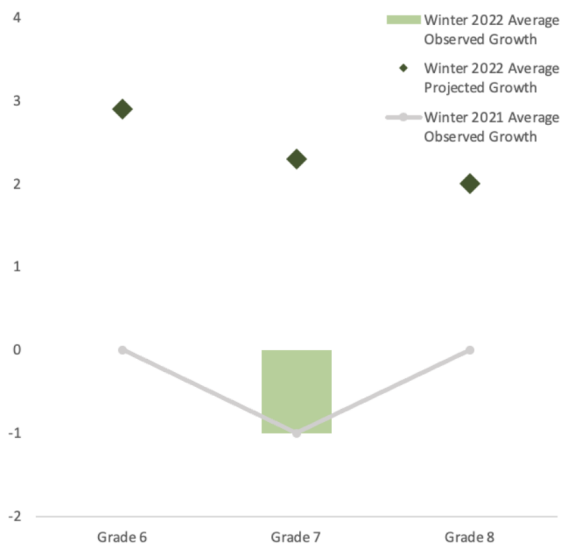


At WBMS, during the winter 2022 NWEA math administration, all grade levels **exceeded** their growth



LOMS

At LOMS, during the winter 2022 NWEA reading administration, no grade levels met their projected growth, which is comparable to growth experienced last year at this time.



At LOMS, during the winter 2022 NWEA math administration, grade 6 **exceeded** its growth target, while grades 7 and 8 experienced a decrease in growth. All

