

# Benchmark Assessment Update 6.22.2023

**FastBridge**  
Learning

# What is FastBridge?

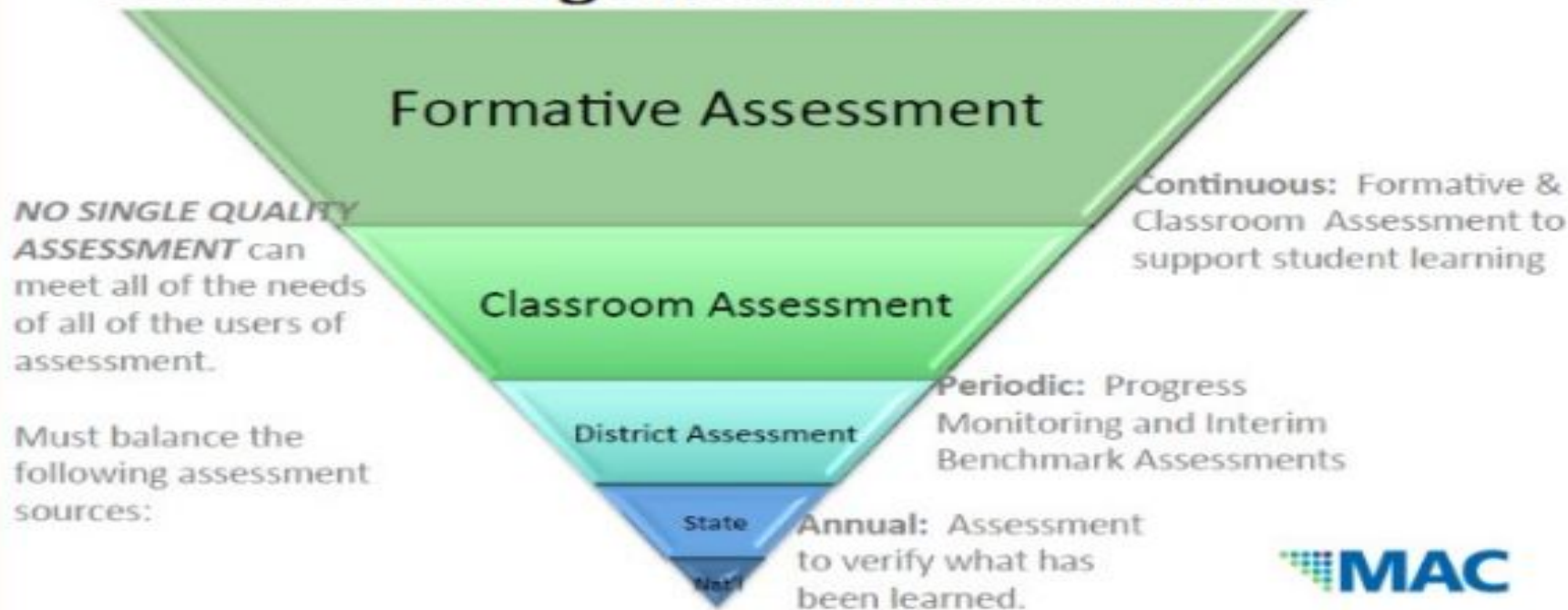
- K-9 Literacy and math assessments 3x per year
- Computer adaptive
- Replaced NWEA in the fall of 2020 from previous years
- Universal screener to support MTSS
- Additional tools to progress monitor students and select goals for intervention support
- Offers family reports

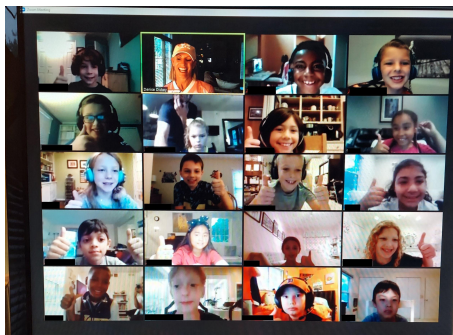


*Fountas & Pinnell* is an assessment system that helps teachers identify an individual child's instructional and independent reading level. Teachers are able to **observe student reading behaviors one-on-one**, engage in comprehension conversations, and make informed decisions that connect assessment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

# Appropriate Balance to Promote Learning

## Career & College Readiness Standards

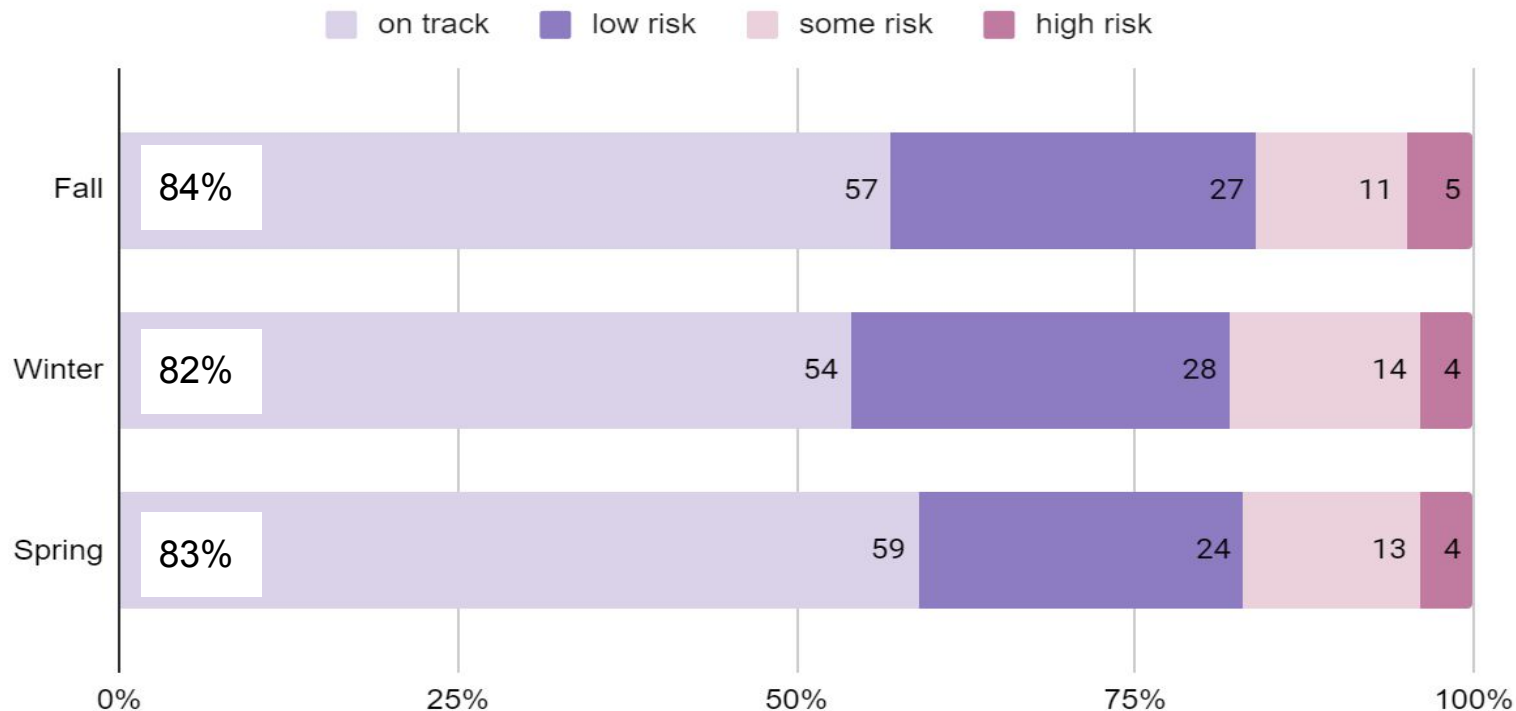




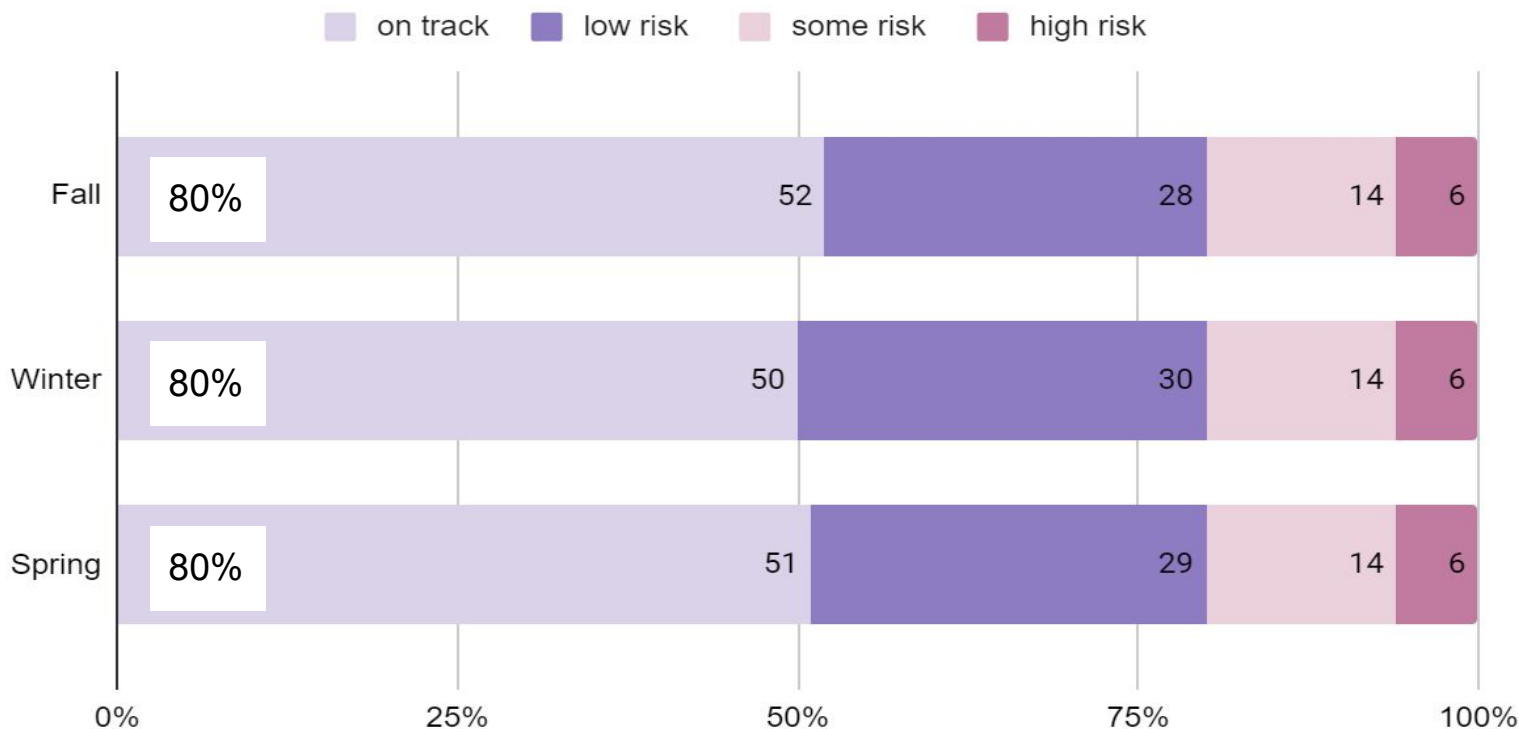
# District Level Overview

- District overview a-math (K-9) fall and winter
- District overview a-reading (1-9) fall and winter
- District a-math norm data (K-9) fall and winter
- District a-reading norm data (1-9) fall and winter
- Fountas and Pinnell - District overview fall and winter

## FastBridge a-math 2022-23 SY Grades K-9

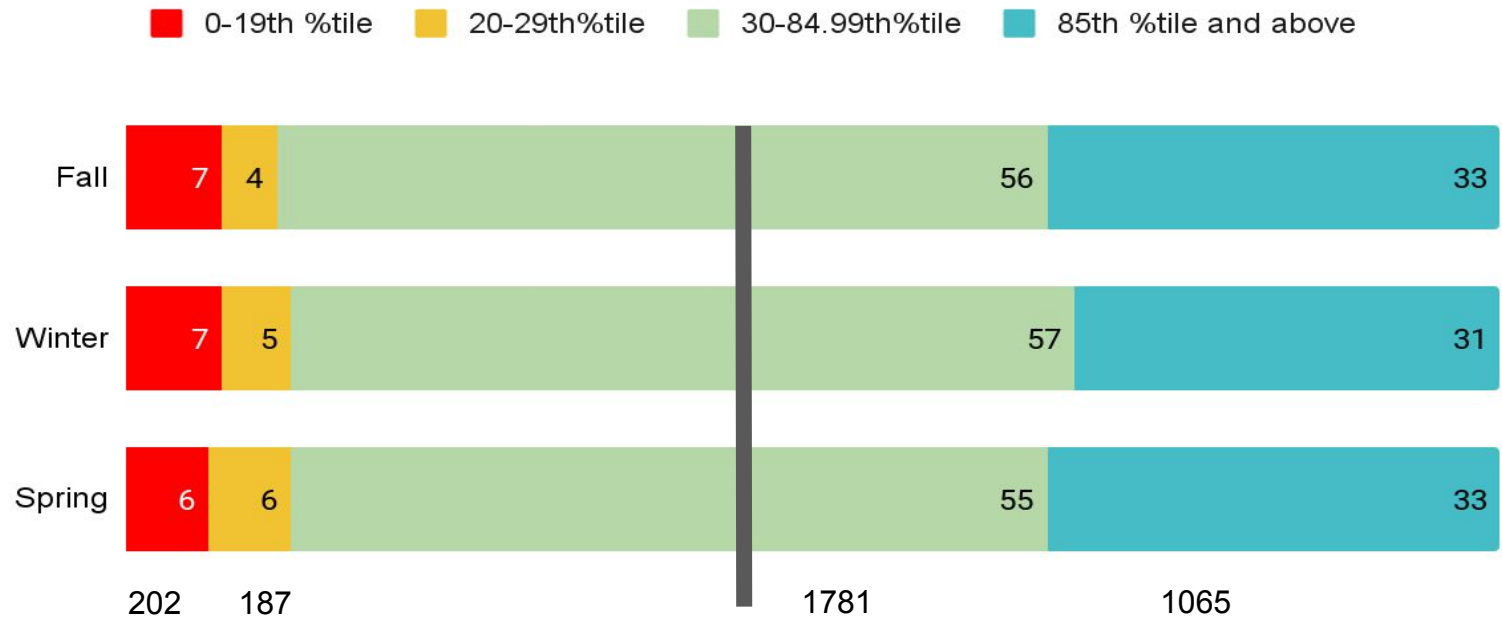


## FastBridge a-reading 2022-23 SY Grades 1-9

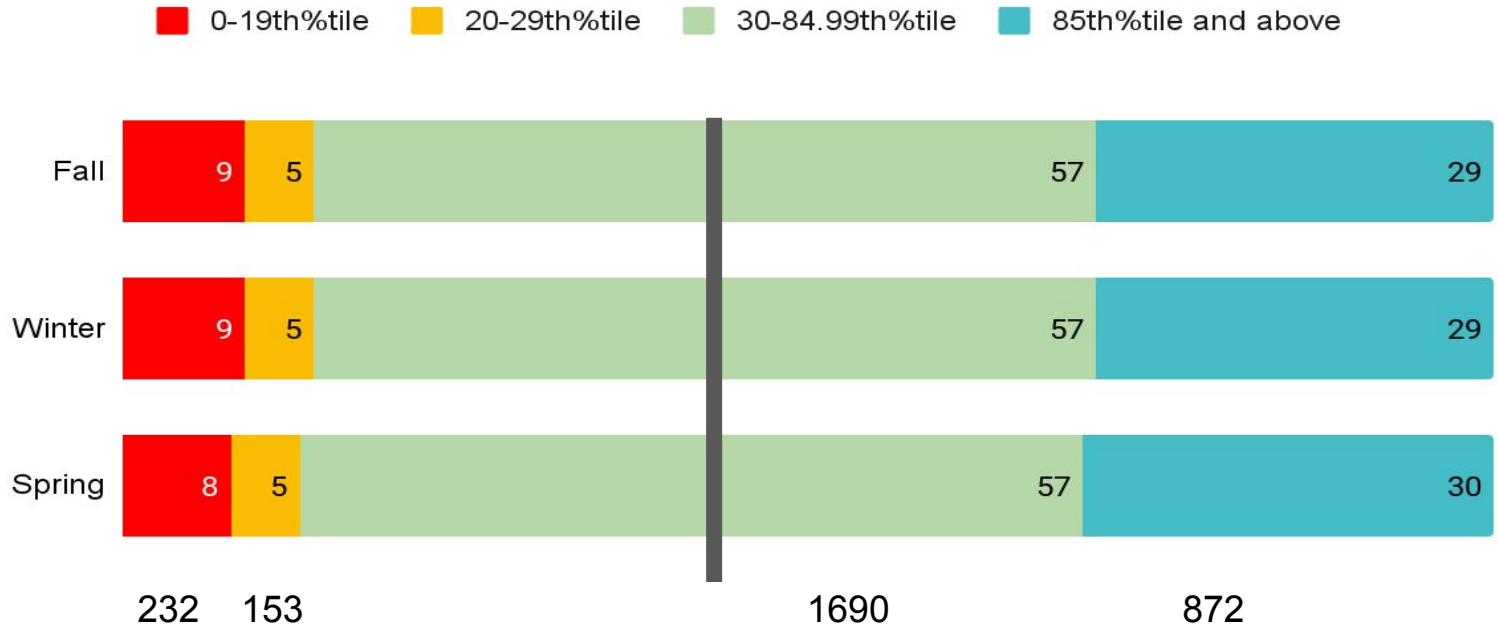




## FastBridge a-math K-9 National Growth Percentile from Fall to Spring



## FastBridge a-reading 1-9 National Growth Percentile from Fall to Spring





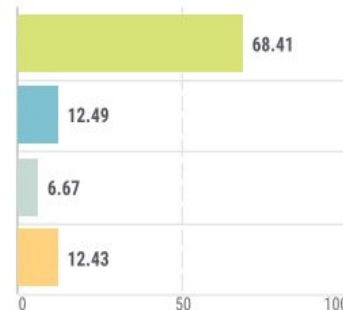
Fountas & Pinnell  
LITERACY™

*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.

## (Grades 1-5) Fall 2022

### Fall Administration

Exceeds Expectations	68.41 % 1189 Students
Meets Expectations	12.49 % 217 Students
Approaches Expectations	6.67 % 116 Students
Does Not Meet Expectations	12.43 % 216 Students



## (Grades K-5) Spring 2023

### Spring Administration

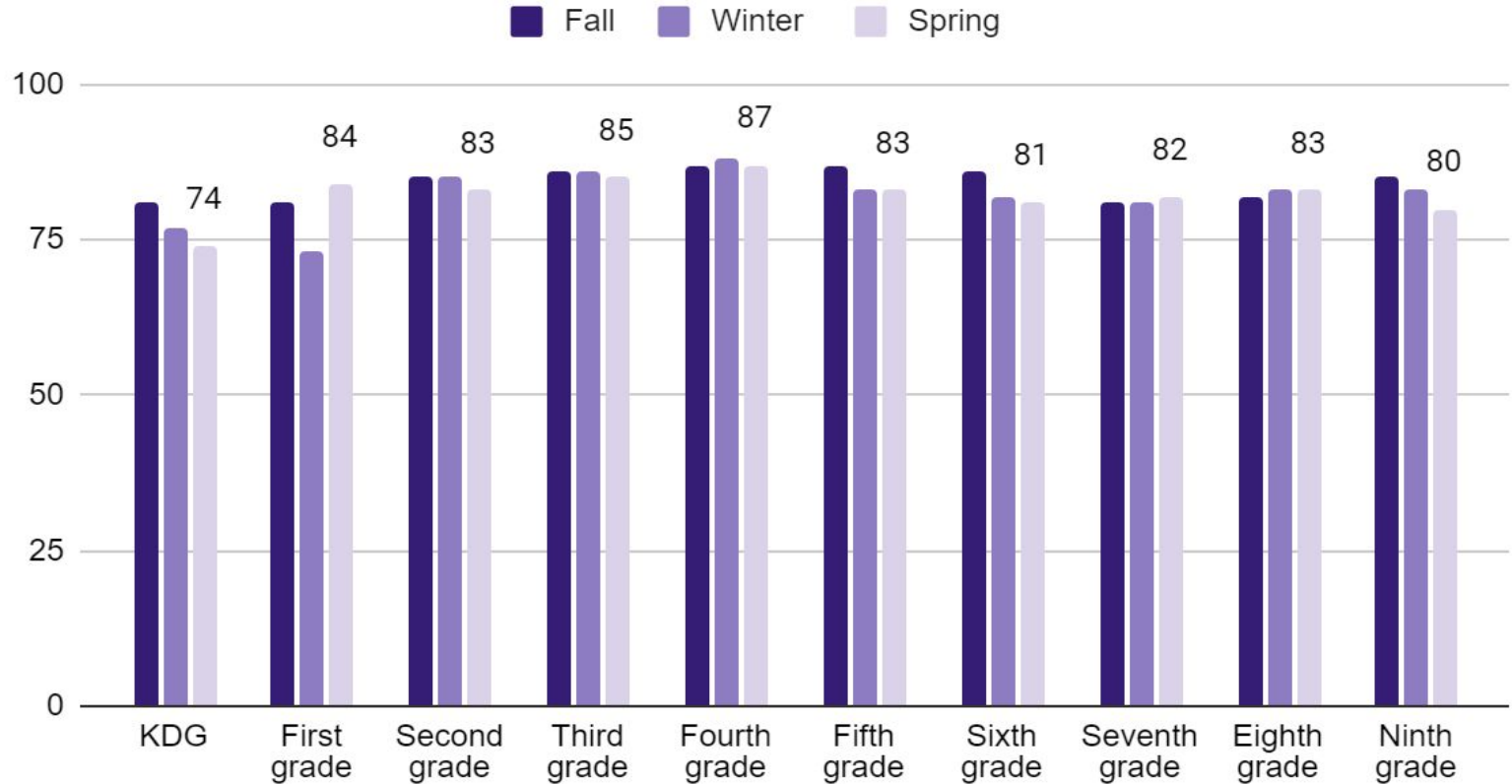
Exceeds Expectations	58.58 % 1198 Students
Meets Expectations	22.69 % 464 Students
Approaches Expectations	10.61 % 217 Students
Does Not Meet Expectations	8.12 % 166 Students



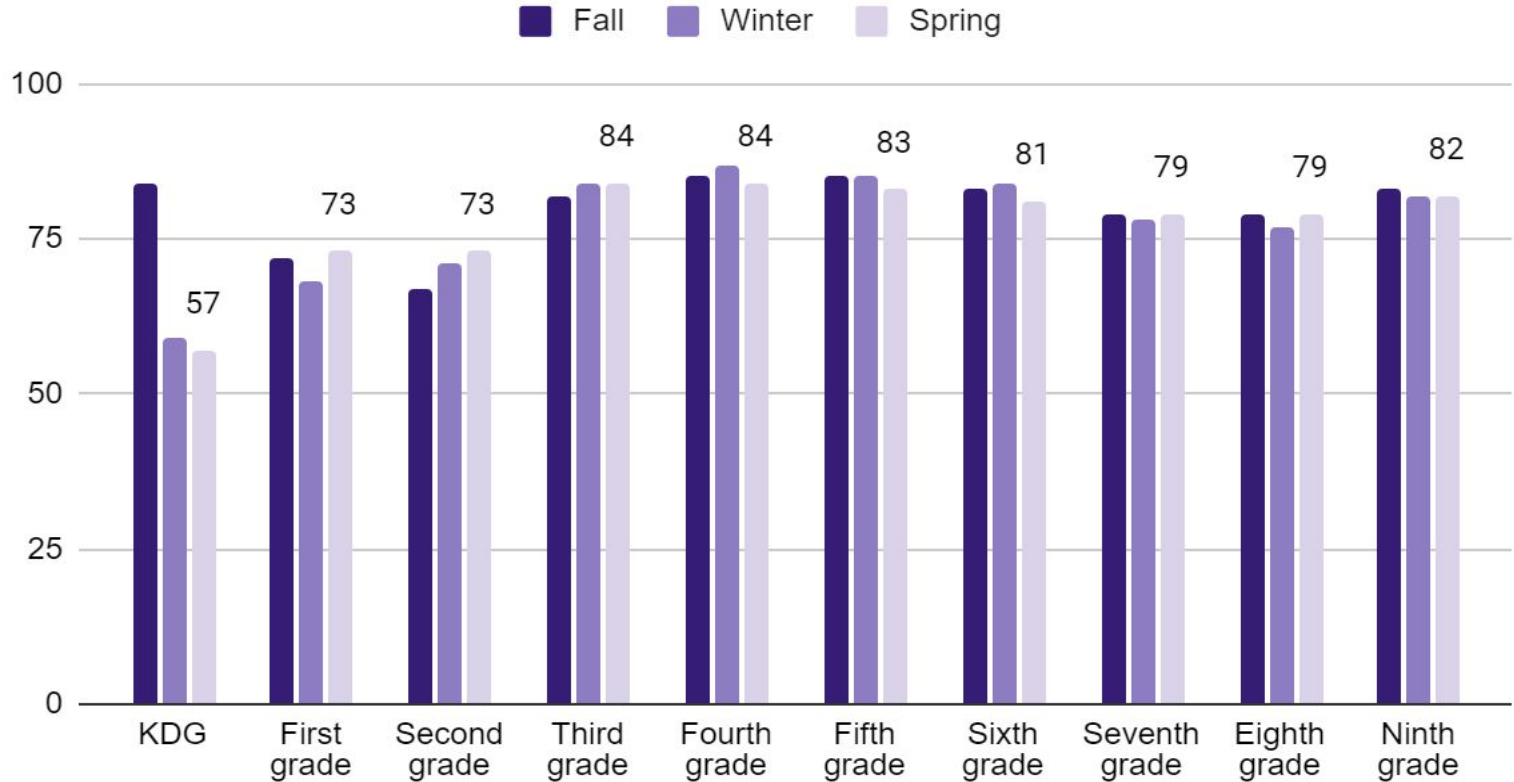
# District Level data breakdown

- A-reading by grade (1-9) by session
- A-math by grade (K-9) by session
- Disaggregated data for literacy for all student groups
- Disaggregated data for math for all student groups

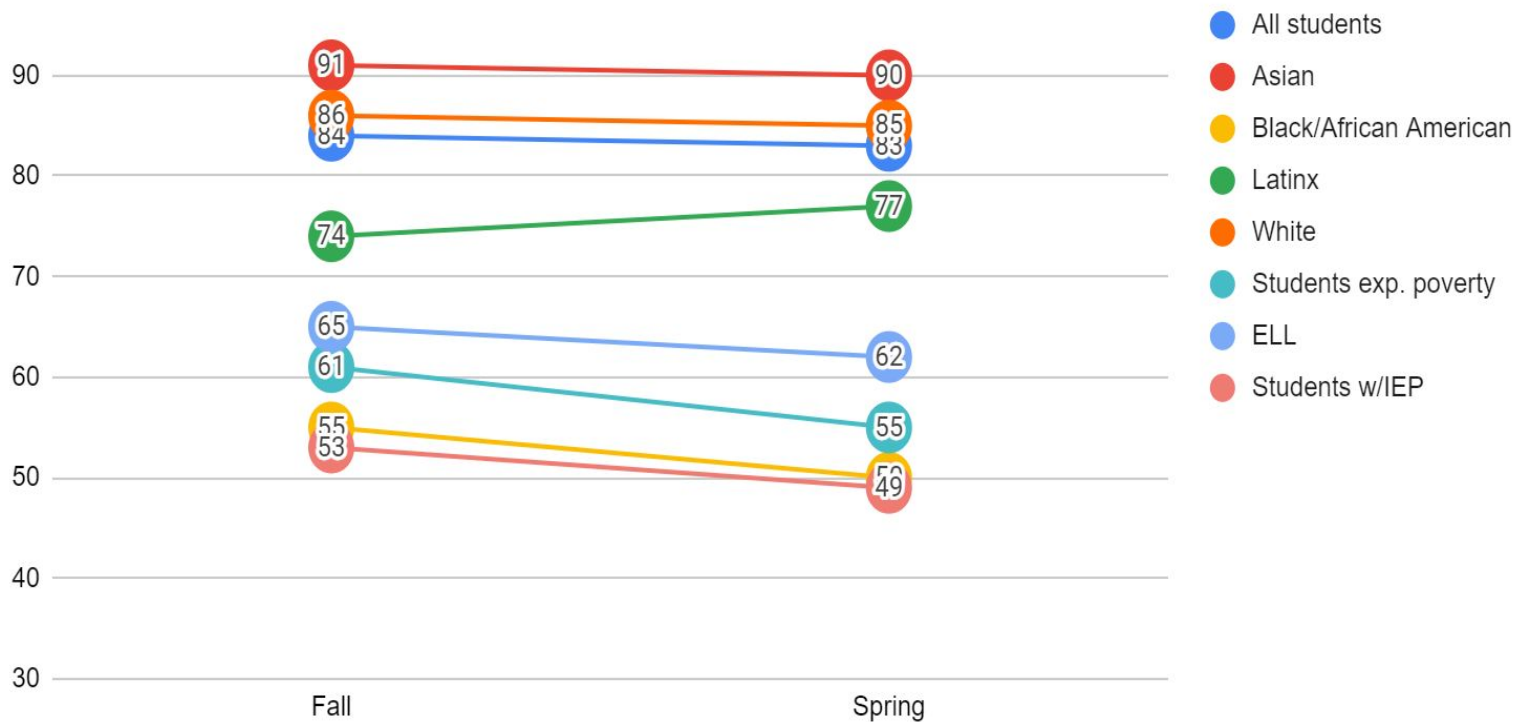
## FastBridge a-math by grade 2022-23 SY



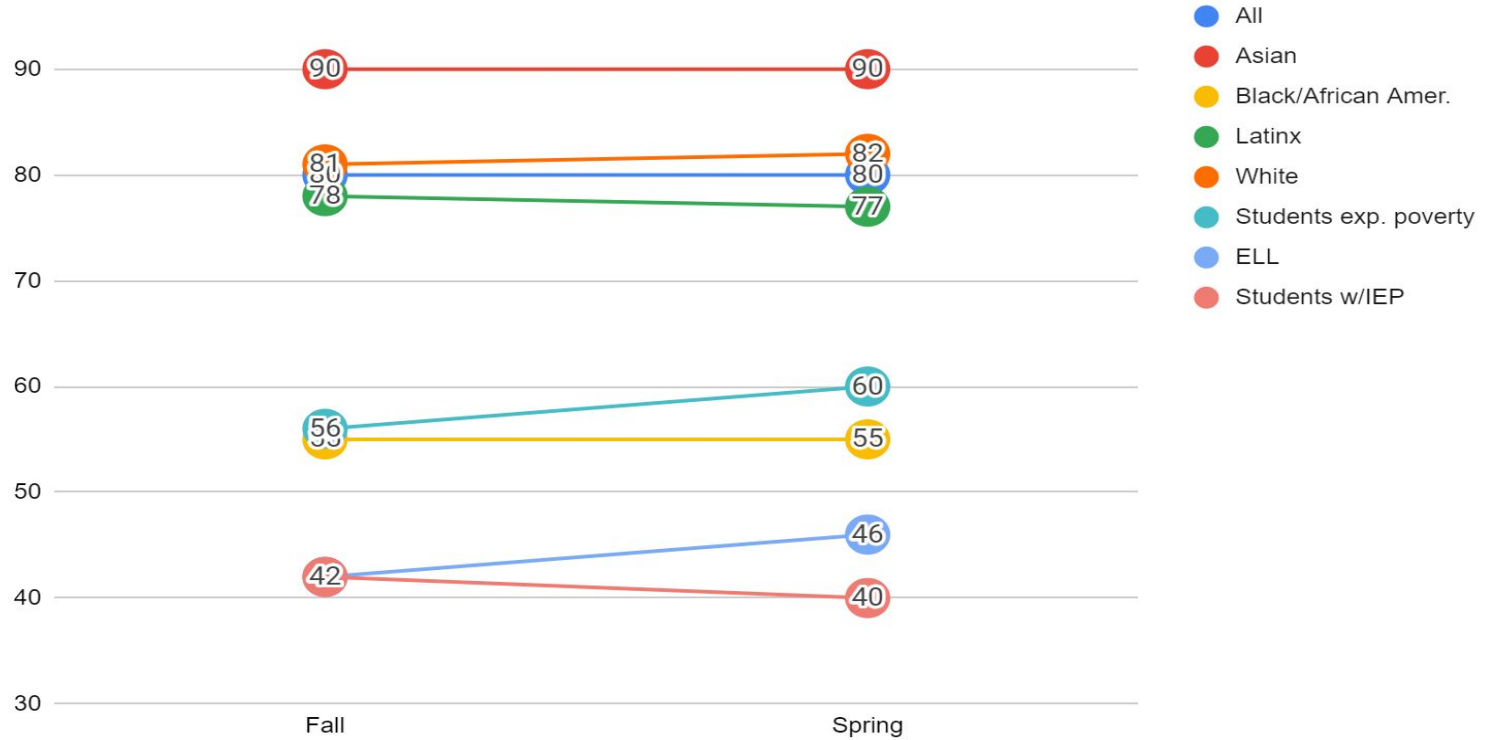
## FastBridge a-reading/early reading by grade 2022-23 SY



## FastBridge a-math by disaggregated group by session 2022-23 SY



## FastBridge a-reading by disaggregated group by session 2022-23 SY



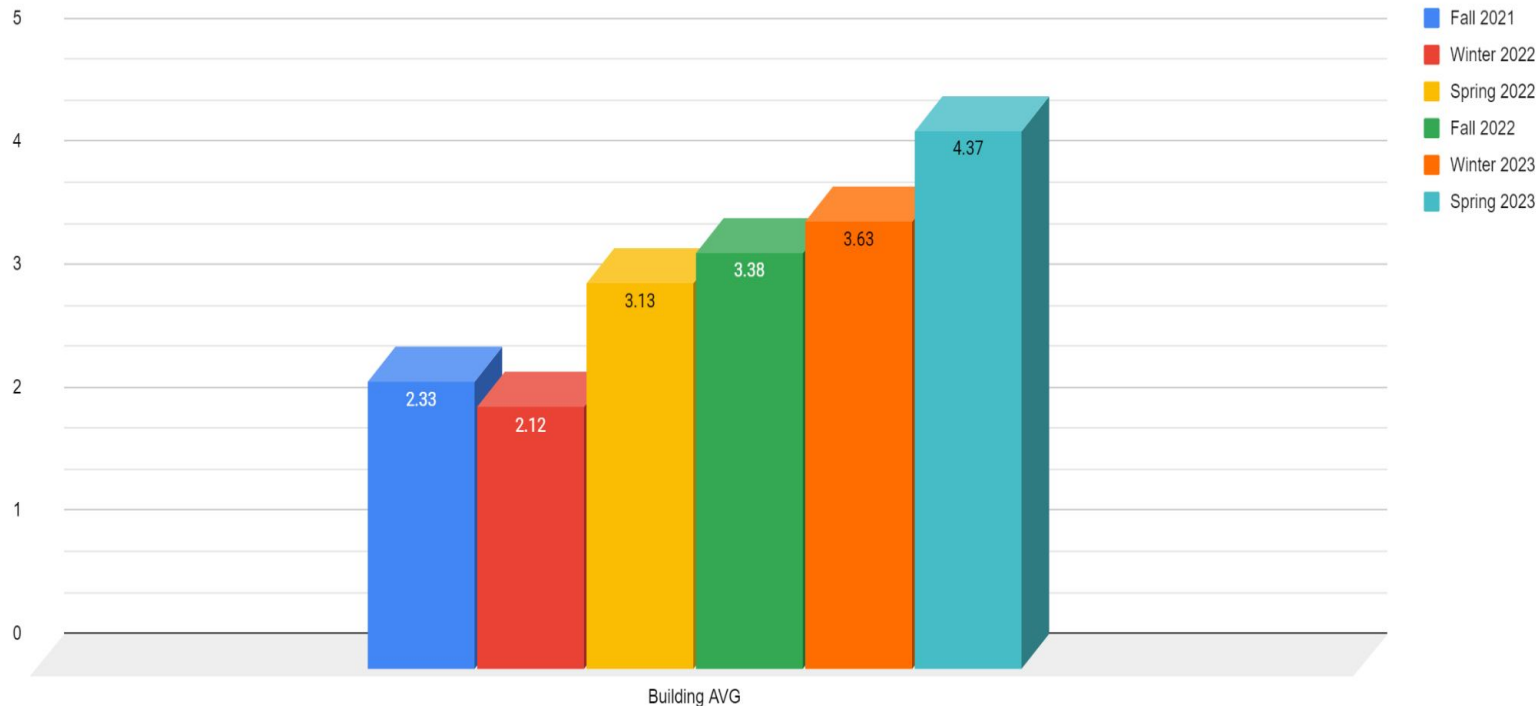


# Building Level Overview

- Wing Lake Overview
- Fountas and Pinnell fall and spring data by building
- FastBridge a-math and a-reading data for fall and spring by building

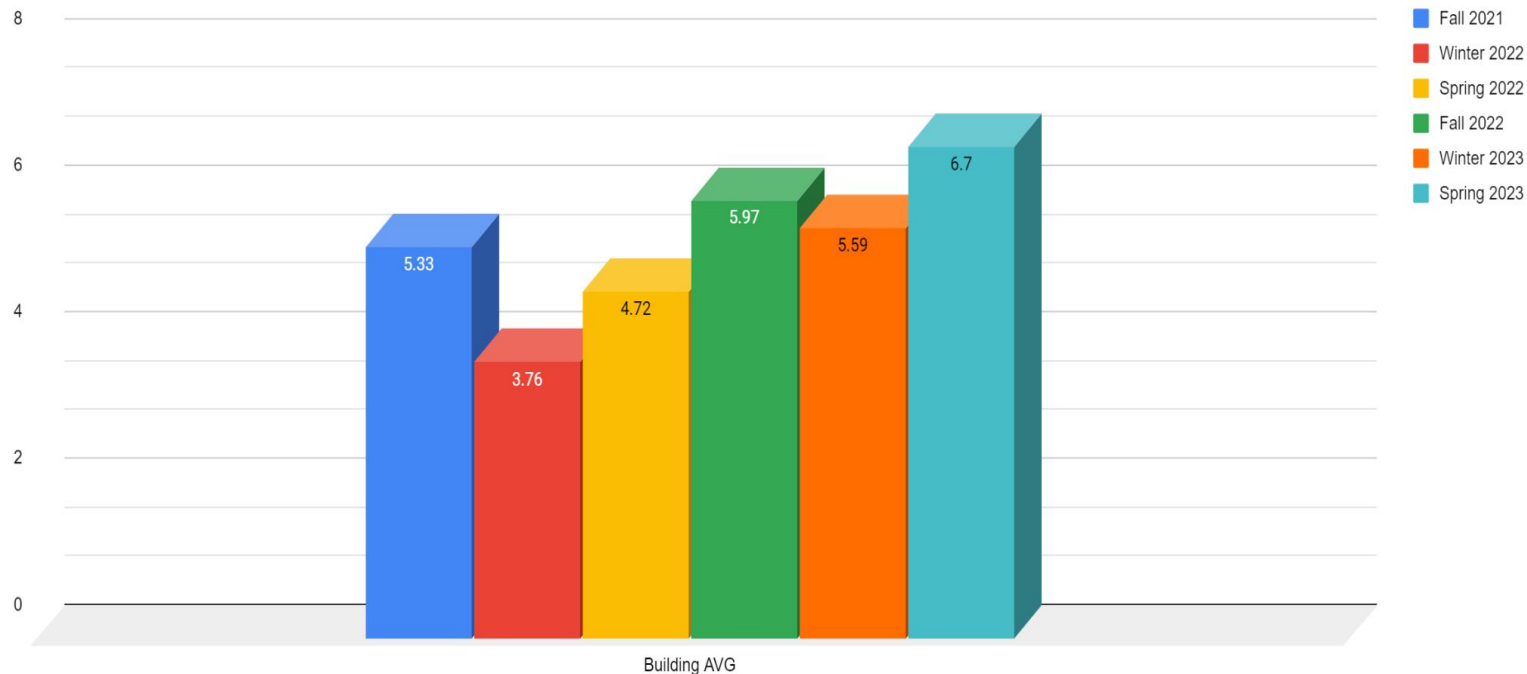
# Wing Lake 2-year Math Average

Math - School Average



# Wing Lake 2-year Reading Average

Reading - School Average

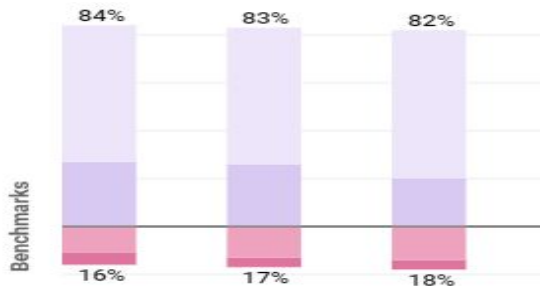




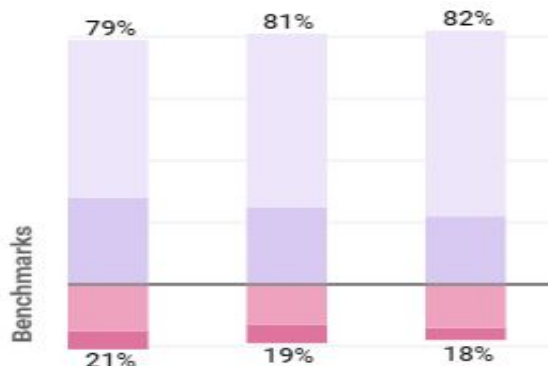
## Conant Elementary

FastBridge and Fountas & Pinnell

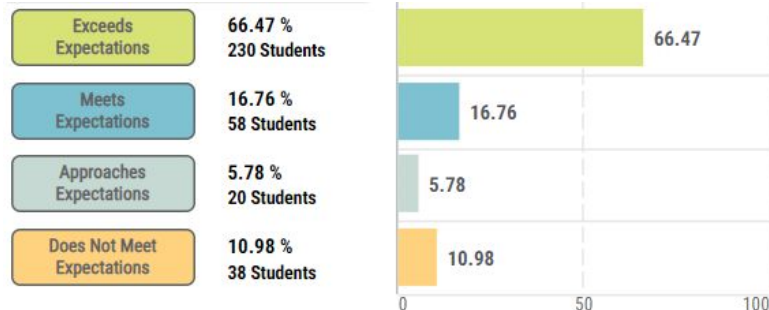
### A-math SY 2022-23



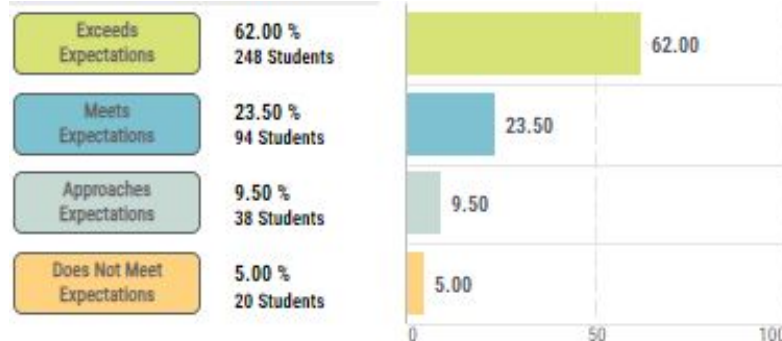
### A-reading SY 2022-23



### F & P Fall 2022 (1-4)



### F & P Spring 2023 (K-4)

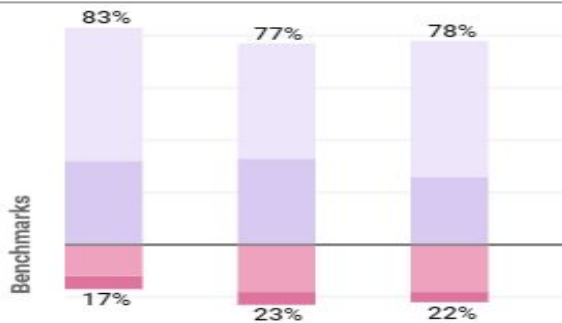




# Eastover Elementary

FastBridge and Fountas & Pinnell

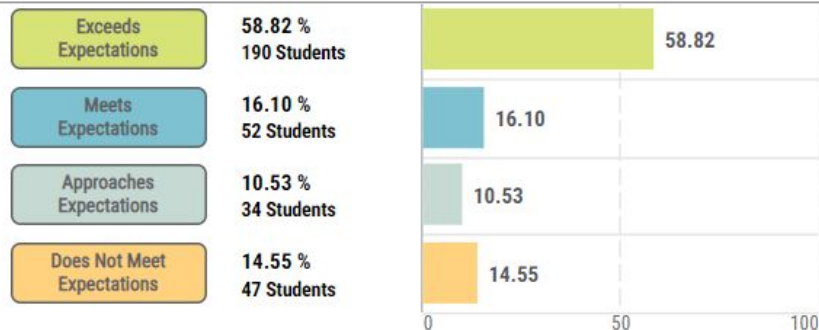
## A-math SY 2022-23



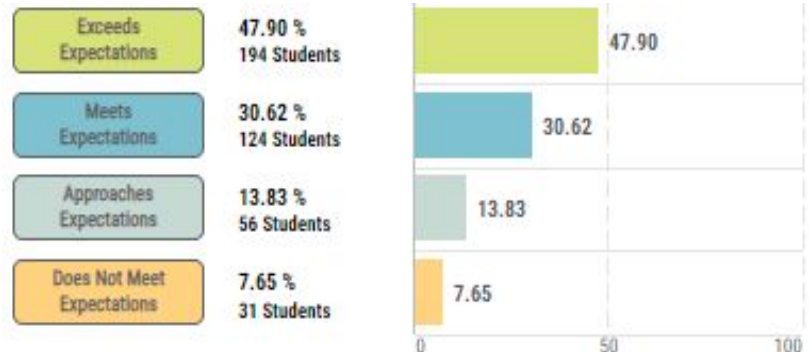
## A-reading SY 2022-23



## F & P Fall 2022 (1-3)



## F & P Spring 2023 (K-3)

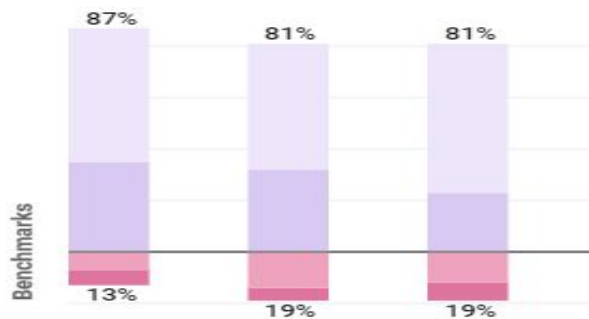




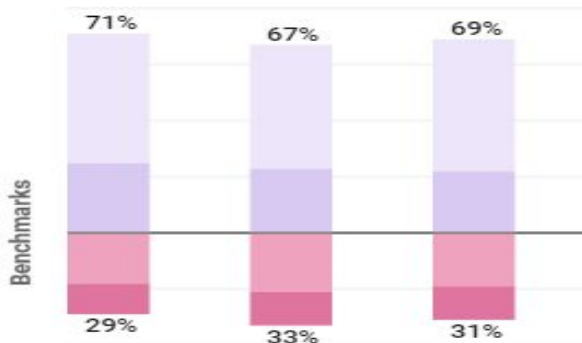
# Lone Pine Elementary

## FastBridge and Fountas & Pinnell

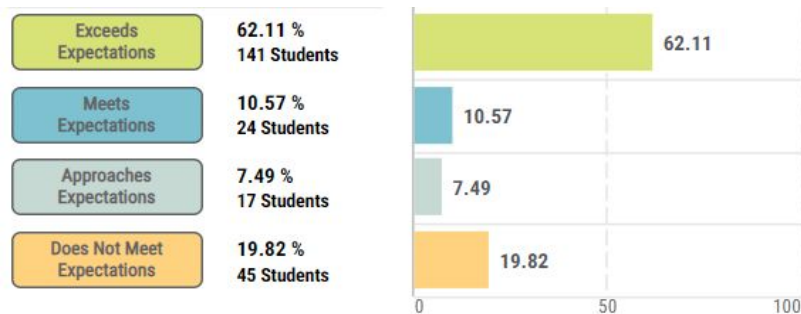
### A-math SY 2022-23



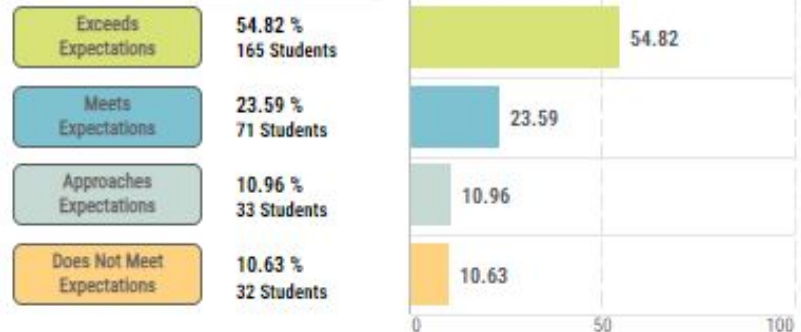
### A-reading SY 2022-23



### F & P Fall 2022 (1-3)



### F & P Spring 2023 (K-3)

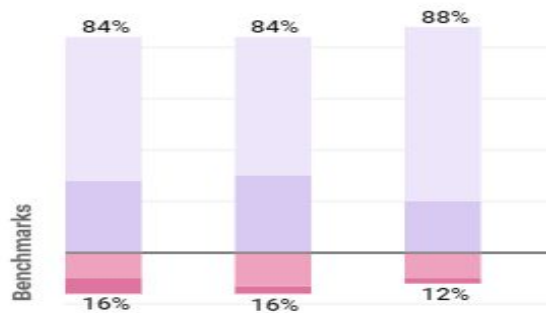




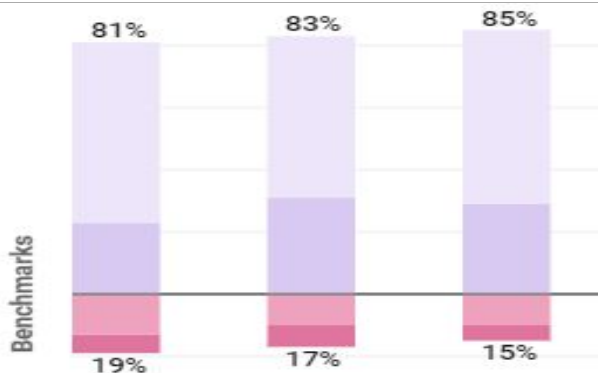
## Way Elementary

### FastBridge and Fountas & Pinnell

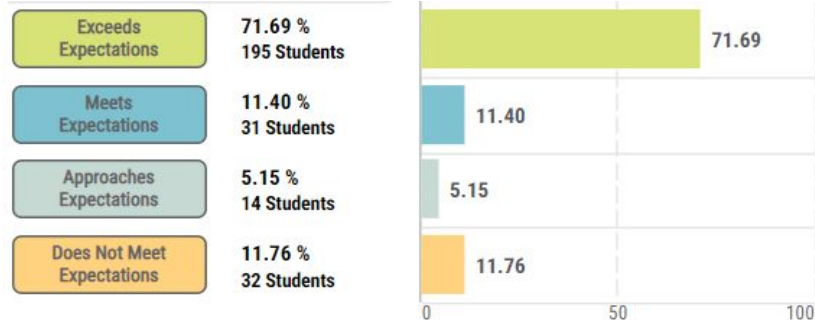
#### A-math SY 2022-23



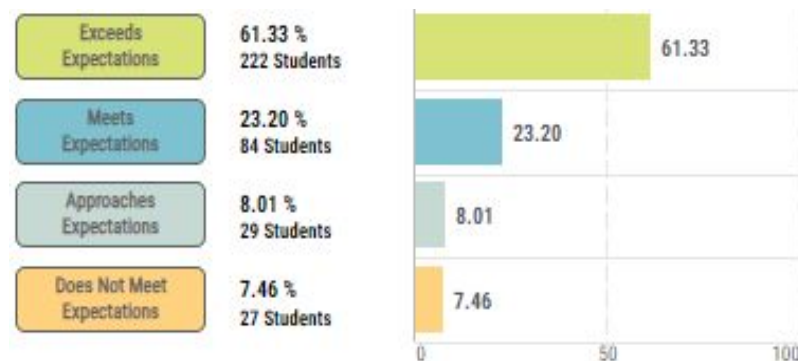
#### A-reading SY 2022-23



#### F & P Fall 2022 (1-4)



#### F & P Spring 2023 (K-4)

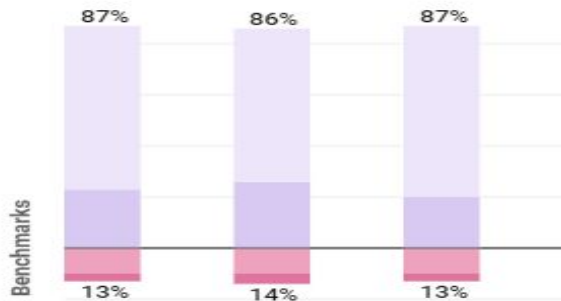




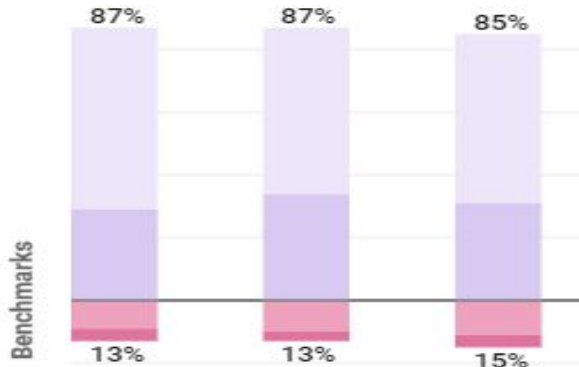
**BHMS**

FastBridge and Fountas & Pinnell

## A-math SY 2022-23



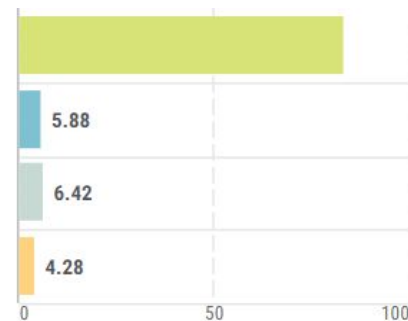
## A-reading SY 2022-23



**BH**  
Bloomfield Hills  
Schools

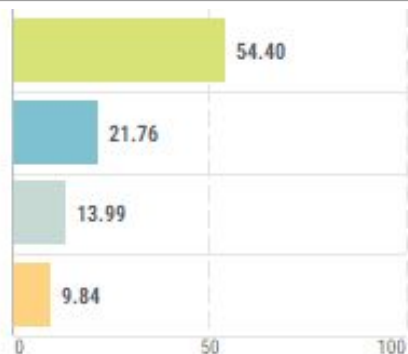
## F & P Fall 2022 (5)

Exceeds Expectations	83.42 % 156 Students
Meets Expectations	5.88 % 11 Students
Approaches Expectations	6.42 % 12 Students
Does Not Meet Expectations	4.28 % 8 Students



## F & P Spring 2023 (5)

Exceeds Expectations	54.40 % 105 Students
Meets Expectations	21.76 % 42 Students
Approaches Expectations	13.99 % 27 Students
Does Not Meet Expectations	9.84 % 19 Students



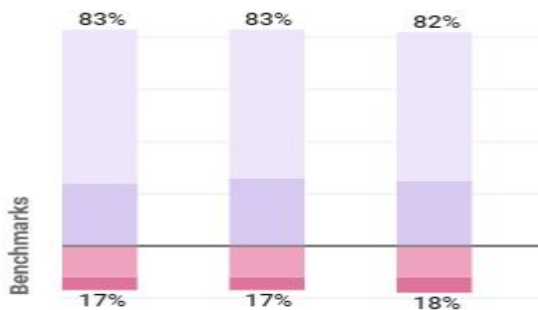




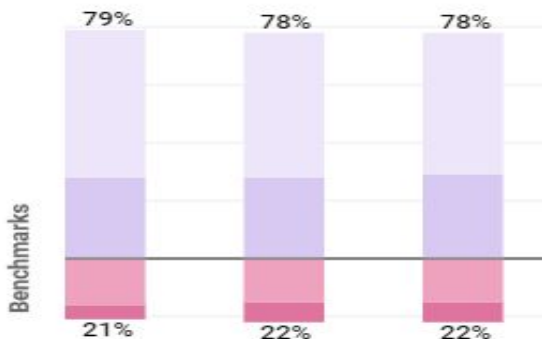
EHMS

FastBridge and Fountas & Pinnell

## A-math SY 2022-23



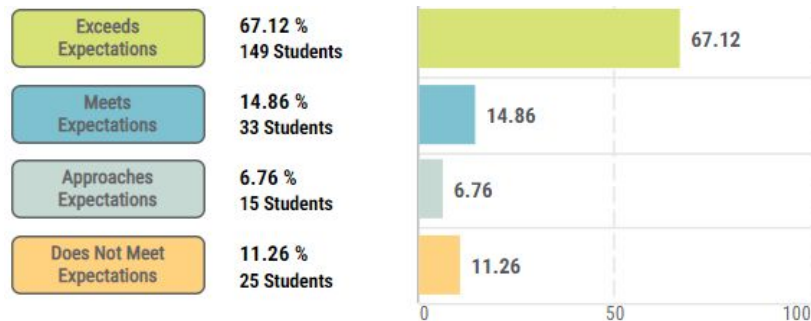
## A-reading SY 2022-23



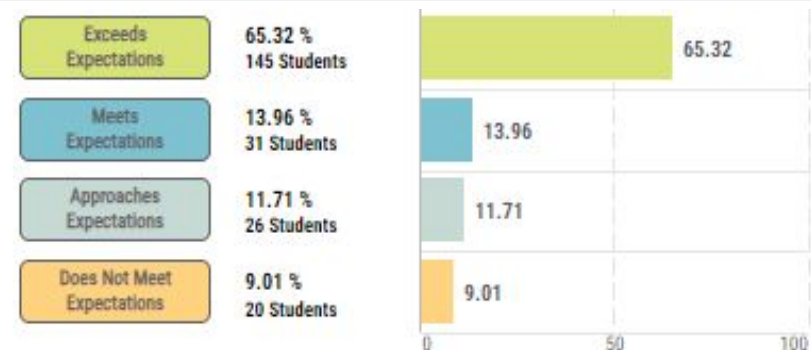
**BH**  
Bloomfield Hills  
Schools



## F & P Fall 2022 (4-5)



## F & P Spring 2023 (4-5)

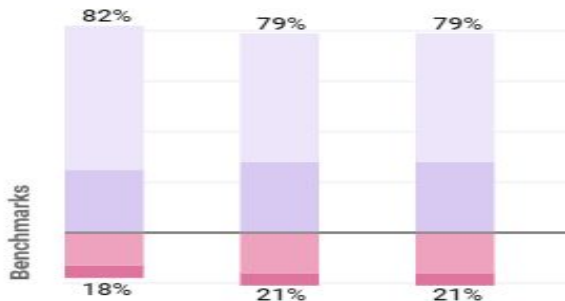




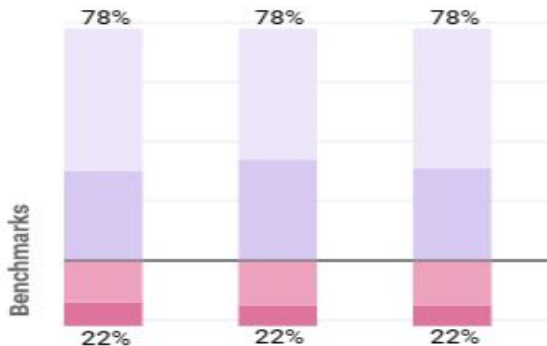
WHMS

FastBridge and Fountas & Pinnell

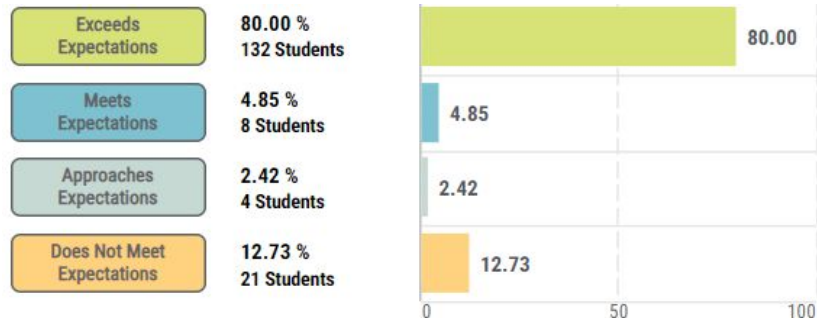
## A-math SY 2022-23



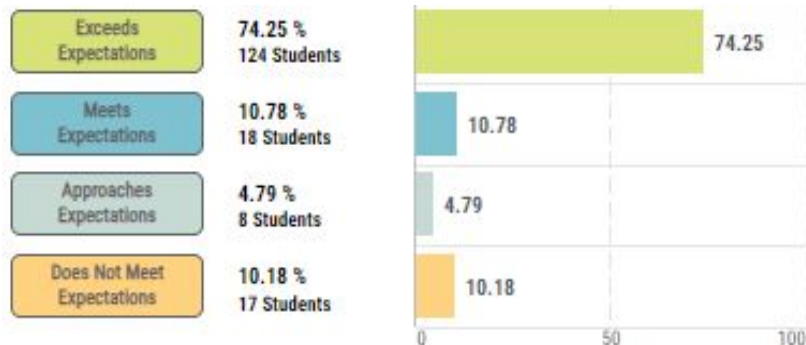
## A-reading SY 2022-23



## F & P Fall 2022 (4-5)

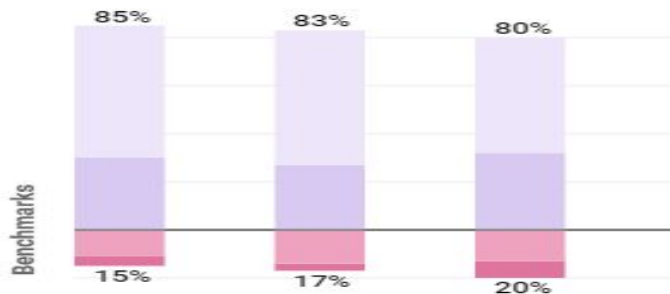


## F & P Spring 2023 (4-5)

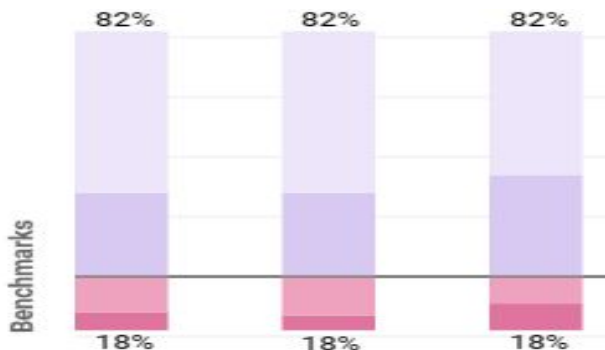




## A-math SY 2022-23 (9)



## A-reading SY 2022-23 (9)



# Additional DATA

## PA 306 - Third Grade Reading Law - 2023 Impact

Category M-Step preliminary data	% of BHS 3rd Graders during 2021-22 School year
1 - Subject to retention policy	< 1%
2 - Additional reading supports are recommended	2.5%
3 - Meets the Grade 3 reading requirements	97%

# Key takeaways

- At this time, we are still on track with 80% or more of our students being at benchmark at the end of the year in reading and math. Keep in mind that the spring benchmark expectation is higher than the winter expectation and the fall expectation. The benchmark goes up with each window.
- The testing window closed at the end of May. Buildings just finished compiling their data. They need time to go back and review it with their school improvement teams.
- Administrators, teachers, coaches, English Language Development teachers, resource room teachers, classroom teachers and so many staff are working hard to analyze all of their data and provide support to students. We have to understand each child's story and each building story. They will do this again in the spring to determine who might need support over the summer months.
- We have a high percentage of "all" students meeting benchmark, there is still much work do to close the opportunity gap with our individual student groups.
- We are experiencing successful results.

# Next steps

## 1) Creating an End-of-Year Continuous Improvement Report.



### BHS Strategic Plan Academic Objectives

LST Strategic Plan Goal: BHS will provide an educational experience where all learners are empowered to reach their unique potential reflecting the BHS "Portrait of a Learner".

<b>(Objective 1)</b> Providing experiential, student-centered learning, emphasizing a high level of effective research and inquiry throughout the curriculum.	<b>(Objective 4)</b> Providing all students a rigorous curriculum aligned to standards for every subject.	<b>(Objective 3)</b> Implementing multiple ways for students to show evidence of learning.	<b>(Objective 6)</b> Ensuring that students of all abilities are offered the consistent and coherent support needed to reach their potential (MTSS, 504, IEP, etc.)	<b>(Objective 2)</b> Optimizing our use of time to best support the learning needs of students and staff.	<b>(Objective 5)</b> Ensuring ongoing opportunities for student choice and voice across all disciplines.	<b>(Objective 7)</b> Educating the whole child and intentionally planning for the social/emotional well-being of all students.
<b>Instructional Design &amp; Student Outcomes:</b> Providing experiential, student centered learning, emphasizing research and inquiry across the curriculum <sup>1</sup> . Providing all students a rigorous curriculum aligned to standards for every subject <sup>1</sup> . Implementing multiple ways for students to show evidence of learning <sup>1</sup> .			<b>Program Design &amp; Time Allocation</b> Ensuring that students of all abilities are offered the consistent and coherent support needed to reach their potential <sup>1</sup> , while optimizing our use of time to best support the learning needs of students and staff <sup>1</sup> .		<b>Equitable &amp; Inclusive Schools</b> Ensuring ongoing opportunities for student choice and voice across all disciplines <sup>1</sup> . Educating the whole child and intentionally planning for the social/emotional well-being of all students <sup>1</sup> .	

### ECOL Educational Goals

**Reading Goal:** Bloomfield Hills School will maintain proficiency averages established prior to COVID-19 in reading for grades K-8, with all students on track to make a year's worth of academic growth during the 2020-2021 school year.

**Mathematics Goal:** Bloomfield Hills School will maintain proficiency averages established prior to COVID-19 in mathematics for grades K-8, with all students on track to make a year's worth of academic growth during the 2020-2021 school year.

ECOL Goal Category	Goal Related to Achievement or Growth on K-8 Benchmarks	Assessment Data Impacts Due to COVID-19
<b>Reading Goal 2020-2021</b>	Bloomfield Hills School will maintain proficiency averages established prior to COVID-19 in reading for grades K-8, with all students on track to make a year's worth of academic growth during the 2020-2021 school year.	<b>Factors Impacting Data Reliability:</b> <ul style="list-style-type: none"> <li>Assessment delivery spanned across in person and distance learning delivery format.</li> <li>The shifting of assessment systems in the 2020-21 school year limit the level of comparison data study.</li> <li>Various literacy assessments were used due to copyright laws between in person and distance learning models to gauge student reading levels, causing variance.</li> <li>Connecting Illuminate with statebridge assessment system is anticipated in May 2021 which will then inform subgroup data for year end goal proficiency report.</li> </ul>
<b>Math Goal 2020-2021</b>	Bloomfield Hills School will maintain proficiency averages established prior to COVID-19 in mathematics for grades K-8, with all students on track to make a year's worth of academic growth during the 2020-2021 school year.	
<b>SEL Goal 2020-2021</b>	Bloomfield Hills School will screen and respond to and support student wellness.	

### M-STEP Proficiency Rates by Building Average (Reading & Math)

	All	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD
Reading 2015-17 SY	63%	n/a	n/a	n/a	65%	n/a	n/a	**41.70%
Reading 2017-18 SY	72%	n/a	n/a	n/a	71.40%	**58%	**52.4%	n/a
Reading 2018-19 SY	72%	n/a	n/a	n/a	75%	n/a	n/a	n/a
Reading 3-Year Avg. Baseline & Target for 2021	69%	n/a	n/a	n/a	70.50%	59%	52.40%	41.70%
Math 2015-17 SY	64%	n/a	n/a	n/a	63.15%	30.5%	n/a	58.35%
Math 2017-18 SY	69%	n/a	n/a	n/a	57.10%	29.40%	42.90%	n/a
Math 2018-19 SY	68%	n/a	n/a	n/a	73.70%	n/a	n/a	n/a
Math 3-Year Avg. Baseline & Target for 2021	64%	n/a	n/a	n/a	64.65%	30%	42.90%	58.35%

Response	Percentage
Yes	65%
No	35%
Don't know	10%

2) Use template from MAISA to report out progress to MDE -



### Sec. 98b Goal Progress Report

Progress Reporting Requirements as outlined in law ([MCL 388.1698b](#)):

- Present on goal progression by First Board Meeting in February 2022 and No Later than the Last Day of School.
- Post presentation to district transparency site upon completion of presentation to the local board.

Suggested Template: While the information contained herein is required by statute (98b), this template is a suggested format and is not required to be used by local districts, schools, or buildings. Other formats containing the required information, as outlined in law, are acceptable for use.

Version: Buildings serving K - 8th grade students and subject to using assessments aligned with 104a

**Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics**

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2022		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
All Students				
Econ. Disadvantaged				
Special Education				
English Learner				
Female				
Male				
Race/Ethnicity 1				
Race/Ethnicity 2				
Race/Ethnicity 3				
Race/Ethnicity 4				

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

[illegible]

# Next Steps Continued...

## Building Review

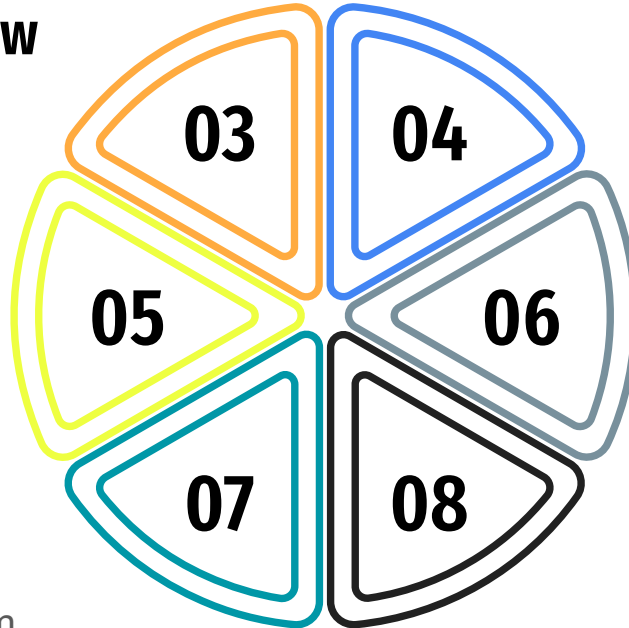
SIT review at sites

## Resources

See what resources and learning are needed

## MTSS

Continued work with MTSS leadership team



## LST Meetings

LST meetings to review needs at sites

## MICIP

Use information to inform MICIP

## Progress monitor

Continue to support students



# Update on IB and AP Test Participation

With the conclusion of the May testing season for AP and IB courses, Bloomfield Hills High School had a significant increase in test participation.

Overall advanced course exam participation:

2021-22 School Year	2022-23 School Year	
For AP Courses, <u>53%</u> of the students enrolled in AP courses took the exam (743)	For AP Courses, <u>92%</u> of the students enrolled in AP courses took the exam (1379)	74% ↑
For IB Courses, <u>30%</u> of the students enrolled in IB courses took the exam (155)	For IB Courses, <u>52%</u> of the students enrolled in IB courses took the exam (231)	73% ↑
<u>47%</u> of the students enrolled in AP/IB courses took the exam (898)	<u>83%</u> of the students enrolled in AP/IB courses took the exam (1610)	76% ↑



Thank  
You