



**HIGHLINE**  
PUBLIC SCHOOLS

# **GOT DATA? MAKING SENSE OF ALL THESE NUMBERS**

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Katie Randall Elementary Math Specialist and

Tonni Best Secondary School-Based Math Specialist

## Math Assessments for Highline Public Schools

Elementary Schools	Middle Schools	High Schools
<p><u>2009-2010:</u></p> <ul style="list-style-type: none"> <li>• MAPs three times a year for K-6</li> <li>• Begin development and pilot of common units assessment for grades 4-6</li> </ul>	<p><u>2009-2010:</u></p> <ul style="list-style-type: none"> <li>• MAPs three times a year for grades 7-8</li> <li>• Begin development and pilot of common units assessment for CMP2</li> </ul>	<p><u>2009-2010:</u></p> <ul style="list-style-type: none"> <li>• Refine benchmark assessments and EOC for Algebra and Geometry</li> <li>• Implement three benchmark assessments and EOC for Algebra and Geometry with scoring and data support</li> </ul>
<p><u>2010-2011:</u></p> <ul style="list-style-type: none"> <li>• MAPs three times a year for K-6</li> <li>• MBA for K-6 for 8 WIIN schools</li> <li>• Implement common unit assessments for grades 4-6 with scoring and data support</li> <li>• Begin development and pilot of common units assessment for grades 1-3</li> </ul>	<p><u>2010-2011:</u></p> <ul style="list-style-type: none"> <li>• MAPs three times a year for grades 7-8</li> <li>• MBA for grades 7-8 for 2 MERIT schools</li> <li>• Begin development and pilot of standards based unit assessments for CMP2</li> </ul>	<p><u>2010-2011:</u></p> <ul style="list-style-type: none"> <li>• Refine benchmark assessments for Algebra and Geometry; item ready for EOC</li> <li>• Implement three benchmark assessments for Algebra and Geometry with scoring and data support</li> <li>• Develop benchmark assessments for Algebra 2</li> </ul>
<p><u>2011-2012:</u></p> <ul style="list-style-type: none"> <li>• MAPs three times a year for K-6</li> <li>• MBA for K-6 for 8 WIIN schools and 10 schools for grades 3-6</li> <li>• Implement common unit assessments for grades 1-6 with data support</li> <li>• Implement new math program for grades 3-4 along with blended technology</li> </ul>	<p><u>2011-2012:</u></p> <ul style="list-style-type: none"> <li>• MAPs three times a year for grades 7-8</li> <li>• MBA for grades 7-8 for all MS</li> <li>• Implement standards based unit assessments for CMP2 with scoring and data support</li> </ul>	<p><u>2011-2012:</u></p> <ul style="list-style-type: none"> <li>• Refine benchmark assessments for Algebra, Geometry and Algebra 2</li> <li>• Implement three benchmark assessments for Algebra, Geometry and Algebra 2 with scoring and data support</li> </ul>

## Celebrations in Math for Highline Public Schools

<b>Grade</b>	<b>State</b>	<b>HPS</b>	<b>Structured Support and MBA schools (7)</b>
<b>3<sup>rd</sup></b>	<b>-0.30%</b>	<b>3.40%</b>	<b>14.90%</b>
<b>4<sup>th</sup></b>	<b>5.60%</b>	<b>8.50%</b>	<b>12.81%</b>
<b>5<sup>th</sup></b>	<b>7.60%</b>	<b>10.10%</b>	<b>15.27%</b>
<b>6<sup>th</sup></b>	<b>6.90%</b>	<b>9.80%</b>	<b>16.79%</b>
<b>7<sup>th</sup></b>	<b>1.60%</b>	<b>10.30%</b>	<b>10.73%</b>
<b>8<sup>th</sup></b>	<b>-1.30%</b>	<b>2.00%</b>	<b>4.18%</b>

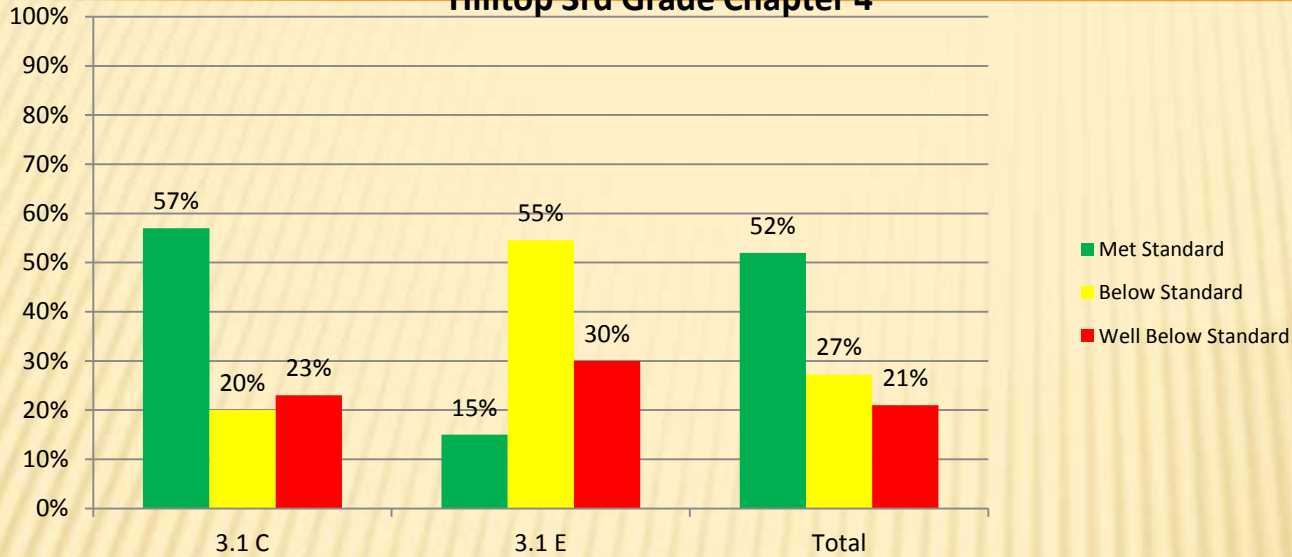
# PRESENTING DATA FOR HIGHLINE PUBLIC SCHOOLS' TEACHERS

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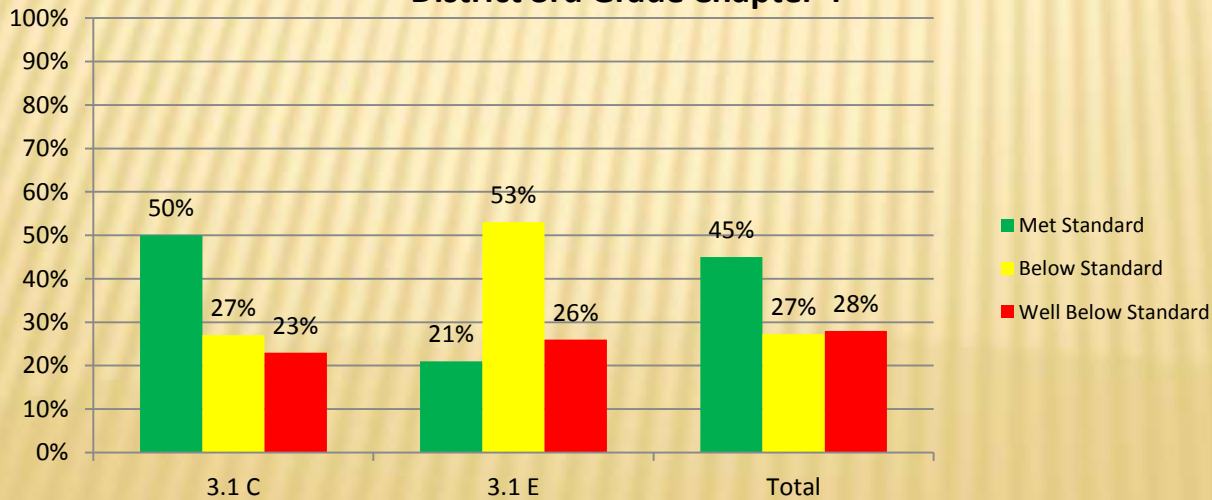
- ✘ Last school year teachers began sending common assessment data to Highline's Performance Manager, a new position in the district.
- ✘ This was the first time that teachers had received data from the common unit assessments they gave so many were unsure of the most useful way to get the data.
- ✘ The Performance Manager sent teachers data in different formats and received feedback from teachers about data display would be most valuable to their teaching.
- ✘ Teachers wanted data separated out by standards so they could easily see where students were performing well and where they needed extra help.

# OVERVIEW OF ASSESSMENT DATA FOR A PRINCIPAL

## Hilltop 3rd Grade Chapter 4

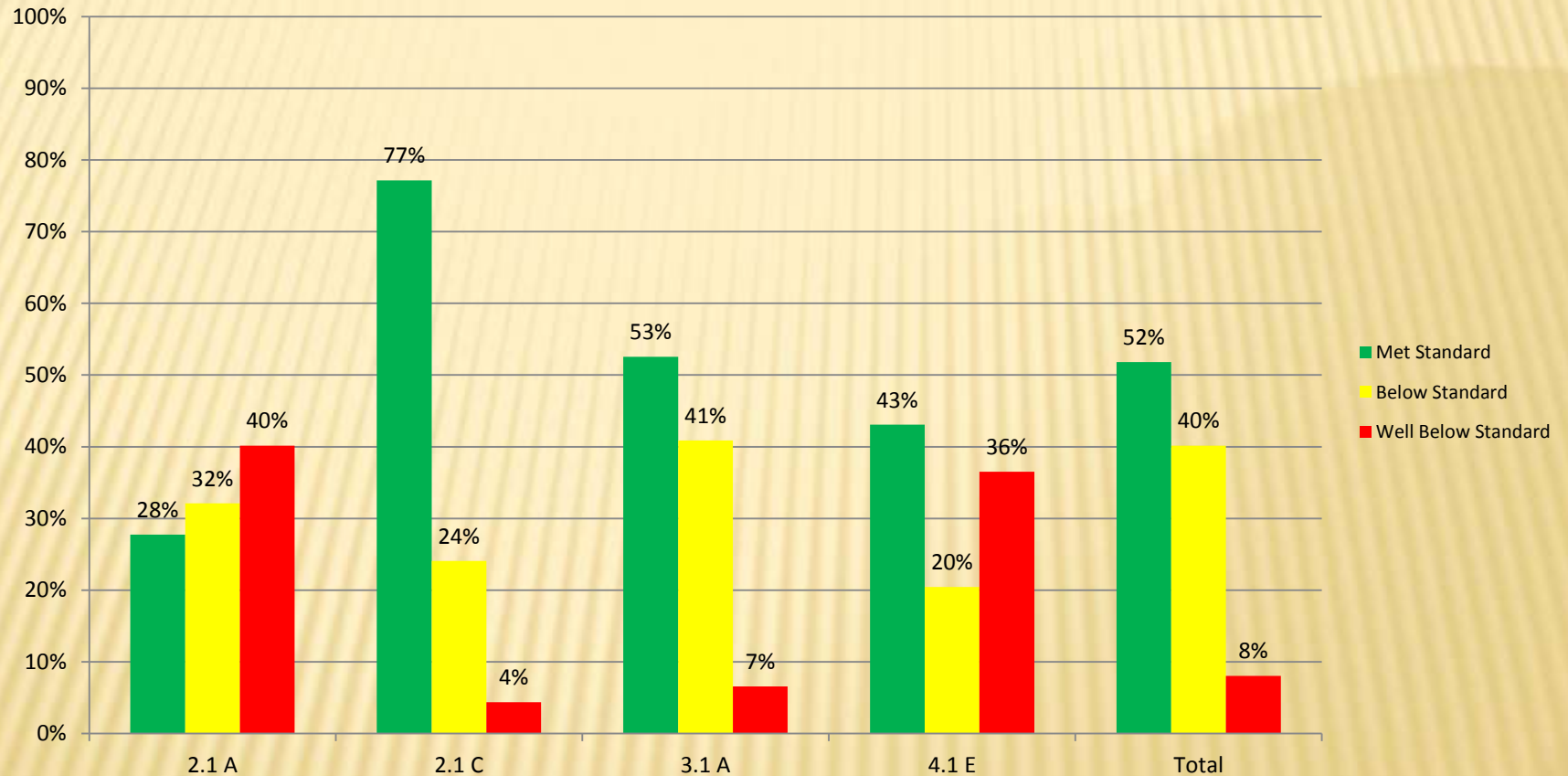


## District 3rd Grade Chapter 4



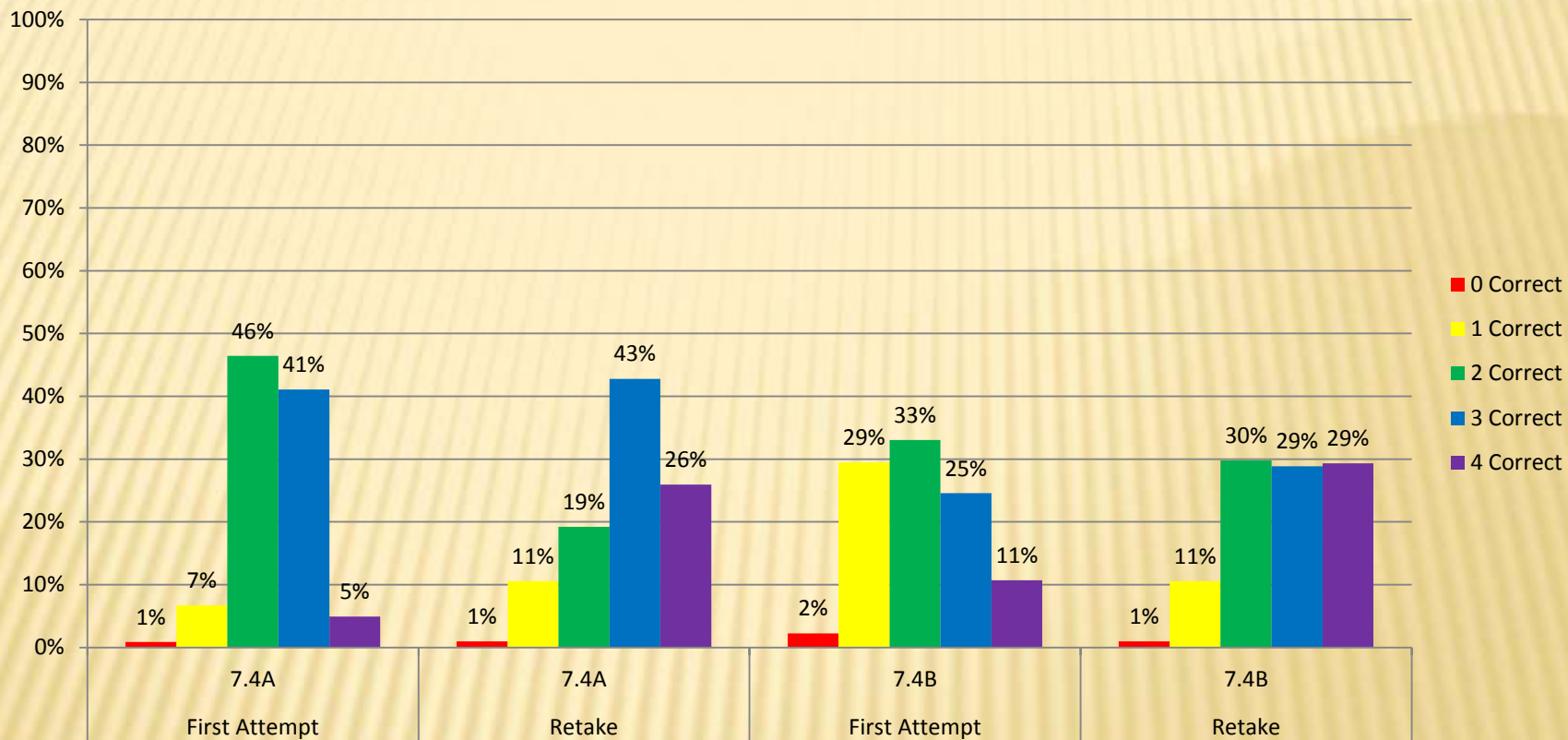
# TEACHER VIEW OF ASSESSMENT DATA

## Clawson- 3rd Grade Chapter 1



# EXAMPLE OF A GRAPH FOR A 7<sup>TH</sup> GRADE TEST

## Chinook All



# ELEMENTARY STRUCTURED SUPPORT

## Just in Time Professional Development

- Backward planning of a unit using Common Unit Assessment

## On-site school support

- Grade level team meetings
- Co-teaching lessons
- Model lessons

## Collaborative Assessment Scoring

- Using anchor papers and sample papers to calibrate rubrics
- Scoring student assessments together
- Collecting assessment data by item per student

# TRIANGULATING DATA FOR ACTION

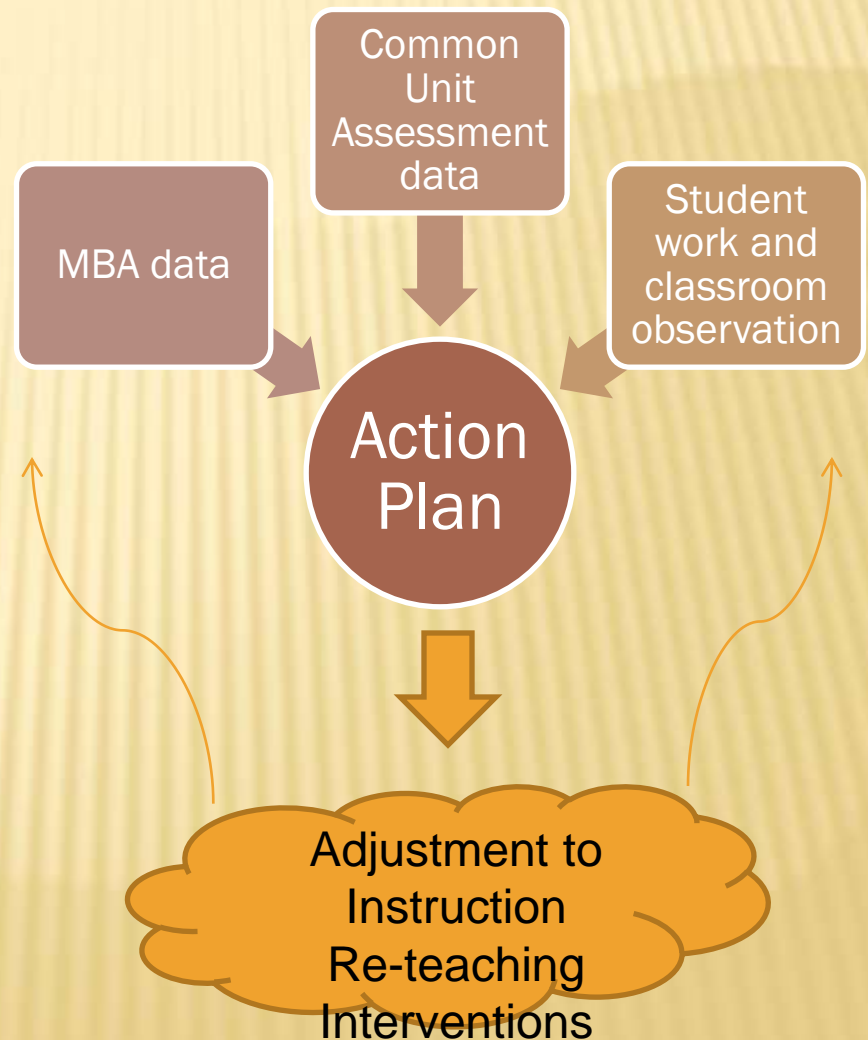
## Math Benchmark Assessments (MBA)

- Multiple Choice test 3 times a year targeting 12 performance expectations from OSPI.
- Data Director reports and item bank

## Common Unit Assessments

- Shane reports

## Student work and Classroom Observations



# MIDDLE SCHOOL COLLABORATION

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- ✘ Microsoft Math Partnership Grant
  - + Funded coaches and professional development
- ✘ MERIT School
  - + Working as a community
  - + Assessment work, lead teachers and School Based Math Specialist

# MIDDLE SCHOOL WORK

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Goal: Making teachers data wise

- ✘ Shift our focus to
  - + standards based instruction
  - + Standards based grading
- ✘ Use Double Dose class for Multiple Opportunities to master standards

# STANDARDS BASED INSTRUCTION

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## Common Assessments drive backwards planning

### + What led to this?

- × Microsoft grant provided coaches
  - ★ Coaches prompted system supports (District Level)
  - ★ Systems supports encouraged the math community to grow and collaborate
- × SIG School status = Math Benchmark Assessments
  - ★ Highest levels of rigor and Accountability

Judgment free, data driven, collaborative  
backwards planning

## Example of an 8<sup>th</sup> Grade Common Assessment, by Standard

**8.1.A: Solve one-variable linear equations.**

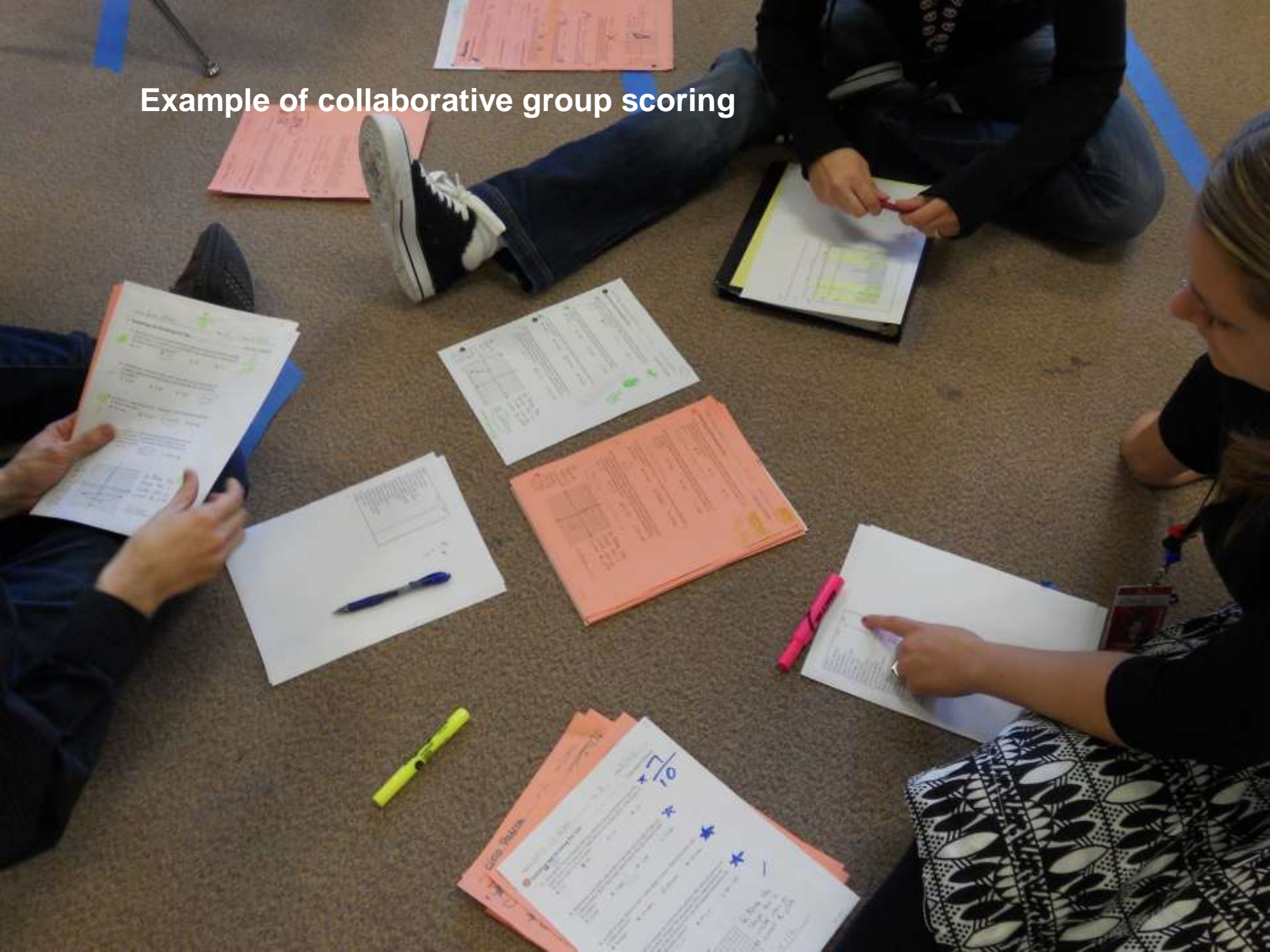
In #10 – 12, solve each equation for  $x$ . Show your work in the boxes below, then choose a, b, c, or d.

10.) $2x - 6 = 24$	11.) $-3x + 36 = 5x$	12.) $-9(3x + 2) = -22x + 32$
a. $x = 9$ b. $x = 13$ c. $x = 15$ d. $x = 18$	a. $x = 4.5$ b. $x = 7.2$ c. $x = 12$ d. $x = 18$	a. $x = -2.8$ b. $x = -6$ c. $x = -8$ d. $x = -10$

Example of collaborative group scoring



Example of collaborative group scoring



# USE DOUBLE DOSE CLASS FOR MULTIPLE OPPORTUNITIES TO MASTER STANDARDS

All students receive core math instruction

- + If you didn't pass the MSP, you get a second hour of math
- + In that second hour, grouping is fluid based on student needs and standards
- + We call it 'the walk to'

# DATA DRIVES THE 'WALK TO' IN MATH

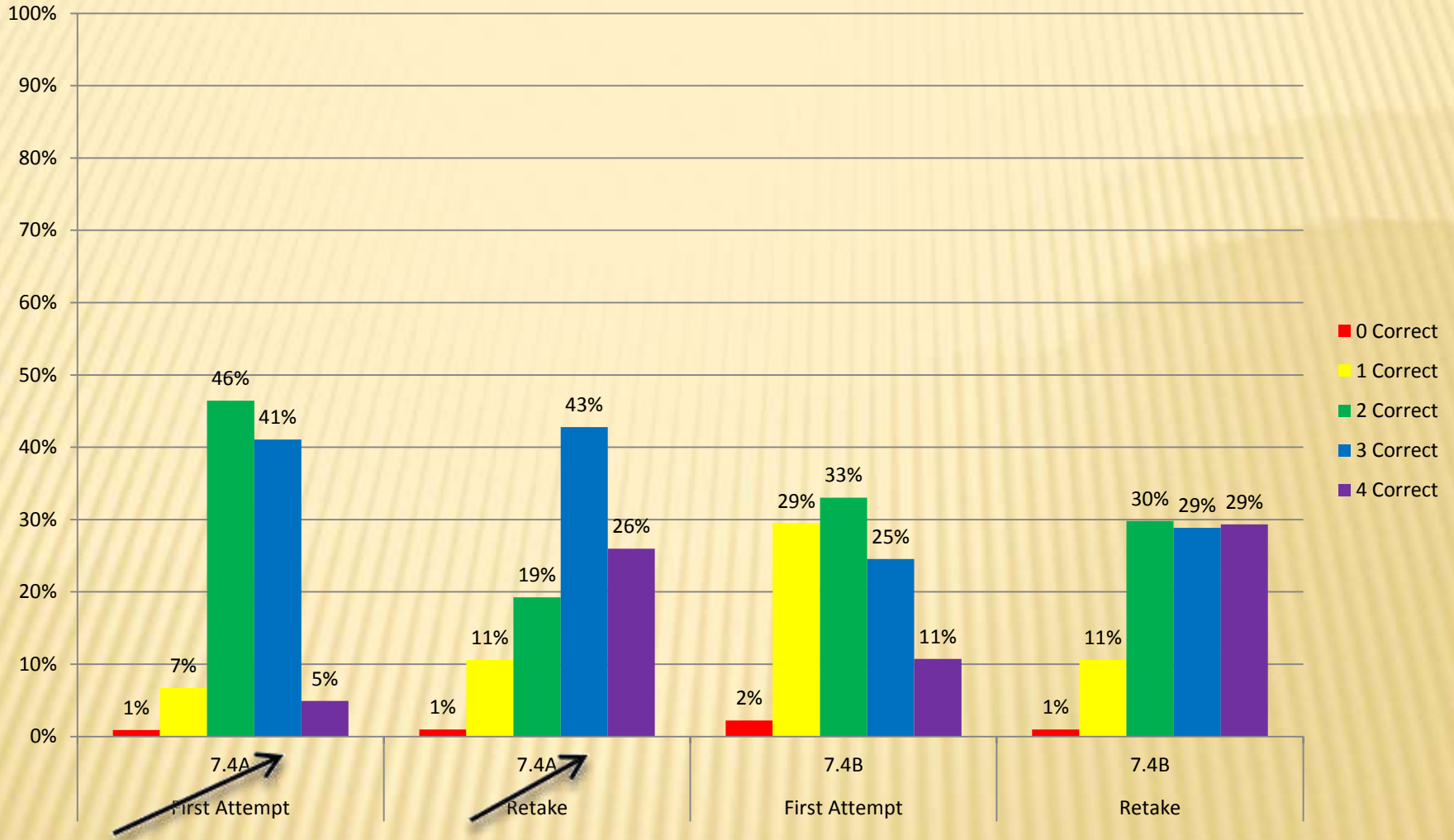
1. Standards based pre-test given
2. Teacher's sort students based on skill levels using a common scoring and rubrics, developed collaboratively
3. Student second hour is determined based on outcomes from pre-test
4. Students are given multiple opportunities to learn standard
5. Re-test
6. Students move on when they meet standard

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**LET'S HEAR FROM TEACHERS  
AND STUDENTS  
ABOUT HOW THIS ALL  
PLAYS OUT**



# Chinook All



# DATA COLLECTION

# HOW DO WE COLLABORATE AND USE DATA ON UNIT ASSESSMENTS?

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Teacher

Jennifer Combs

8<sup>th</sup> grade teacher

Chinook Middle School

# HOW HAS YOUR LEARNING IMPROVED IN MATH THIS YEAR?

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Students

Hana Taale

Ashton Dardon

7<sup>th</sup> grade double dose

Chinook Middle School

# QUESTIONS

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