

# DRIVING INSTRUCTION THROUGH DATA

WITHOUT DATA IT IS JUST AN  
OPINION



# TYPES OF ASSESSMENT & PURPOSES

- **Assessment beFORe learning =**  
**Pre-assessment**  
**We assess before learning**  
**\*\* Aimsweb, ISEL, Pretests**
- **Assessment FOR learning=**  
**Formative or Ongoing Assessment**  
**We assess AS students are learning**  
**\*\* MAPs, Classroom Tests**
- **Assessment OF learning =**  
**Summative evaluation**  
**An assessment OF learning**  
**\*\* ISAT Testing, Explore**

# FORMATIVE ASSESSMENT ASSESSMENT FOR LEARNING

- Uses data to inform and alter instruction along the way towards student mastery
- Serves to promote student success
- Helps students advance their learning with enthusiasm (in control)

# SUMMATIVE ASSESSMENT

- **Summative assessment is a process that concerns final evaluation to ask if the project or program met its goals.**
- **Typically the summative evaluation concentrates on learner outcomes rather than only the program of instruction.**
- **It is a means to determine a student's mastery and understanding of information, skills, concepts, or processes.**

# SUMMATIVE ASSESSMENT...

- Should reflect formative assessments that precede it.
- Should match material taught.
- May determine student's exit achievement.
- May be tied to a final decision, grade or report.
- Should align with instructional/curricular outcomes.
- May be a form of alternative assessment.

# HOW DOES DATA DRIVE INSTRUCTION?

- **Data is analyzed the following ways:**
  - 1) The School Leadership Team (team leaders and administrators) looks at the overall building data – how did the majority of the students do? Is our Tier 1 curriculum working? Are there any global changes that need to be made?
  - 2) The grade level teams hold data meetings to analyze how their grade level is performing in Tier 1 (as directed by the school leadership team), as well as the growth/performance of individual students. Decisions for student placement in RtI or enrichment programs takes place.
  - 3) Teachers analyze their students data for instruction.

# GRADE LEVEL DATA MEETINGS

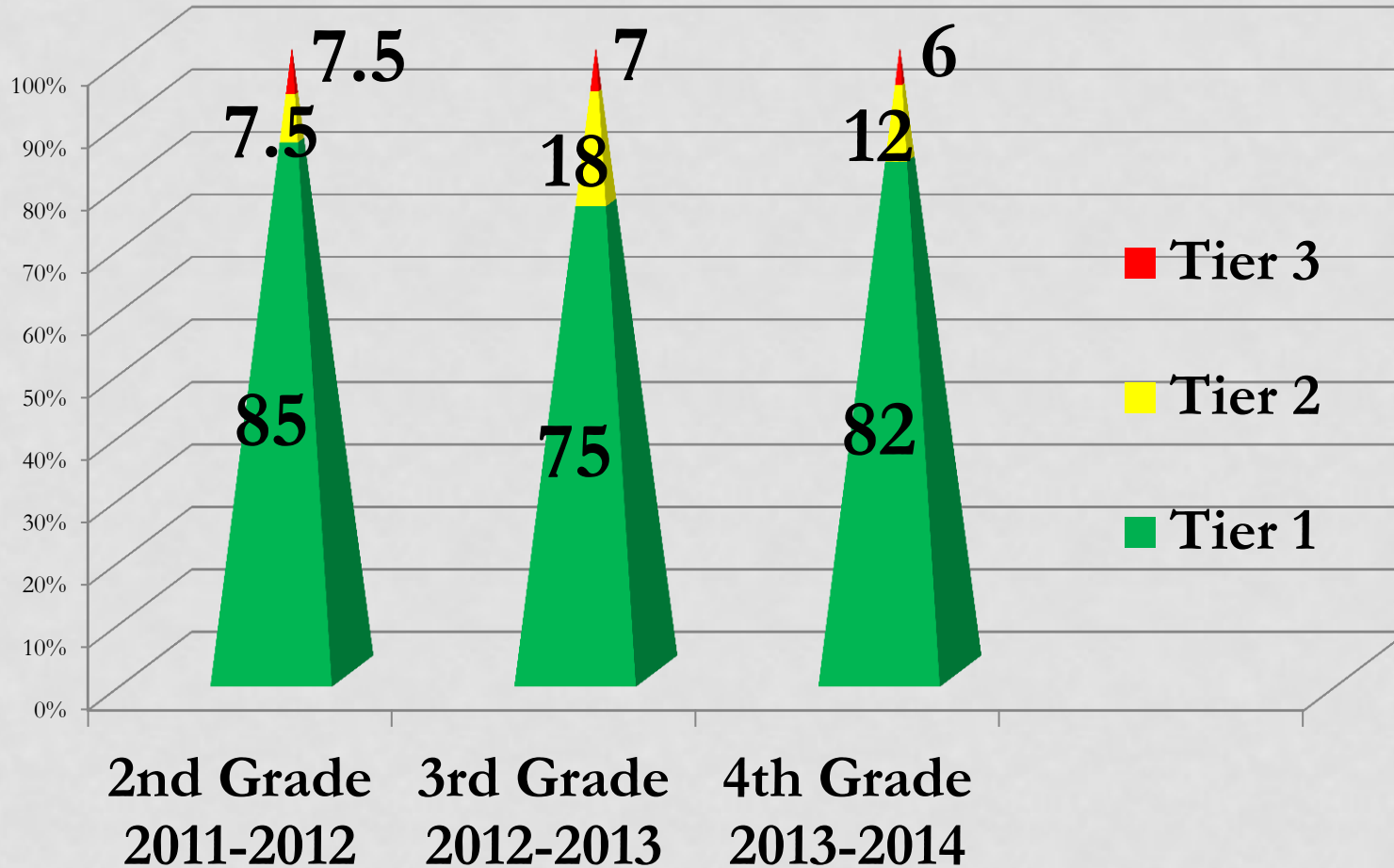
- For each grade level, the building Psychologists have created data spreadsheets which houses the Reading and Math scores from a variety of assessments for each student.
- These spreadsheets organize student data by Tier (Tier 1, 2 and 3) and are used at grade level data meetings to help place students in interventions or enrichment groups as needed.
- The data meetings involve the grade level team, administrator, psychologist and members of the RtI team.
- Decisions are data based. A student's MAP score is only one piece of the puzzle but is a good reflection of student ability.

# AIMSWEB

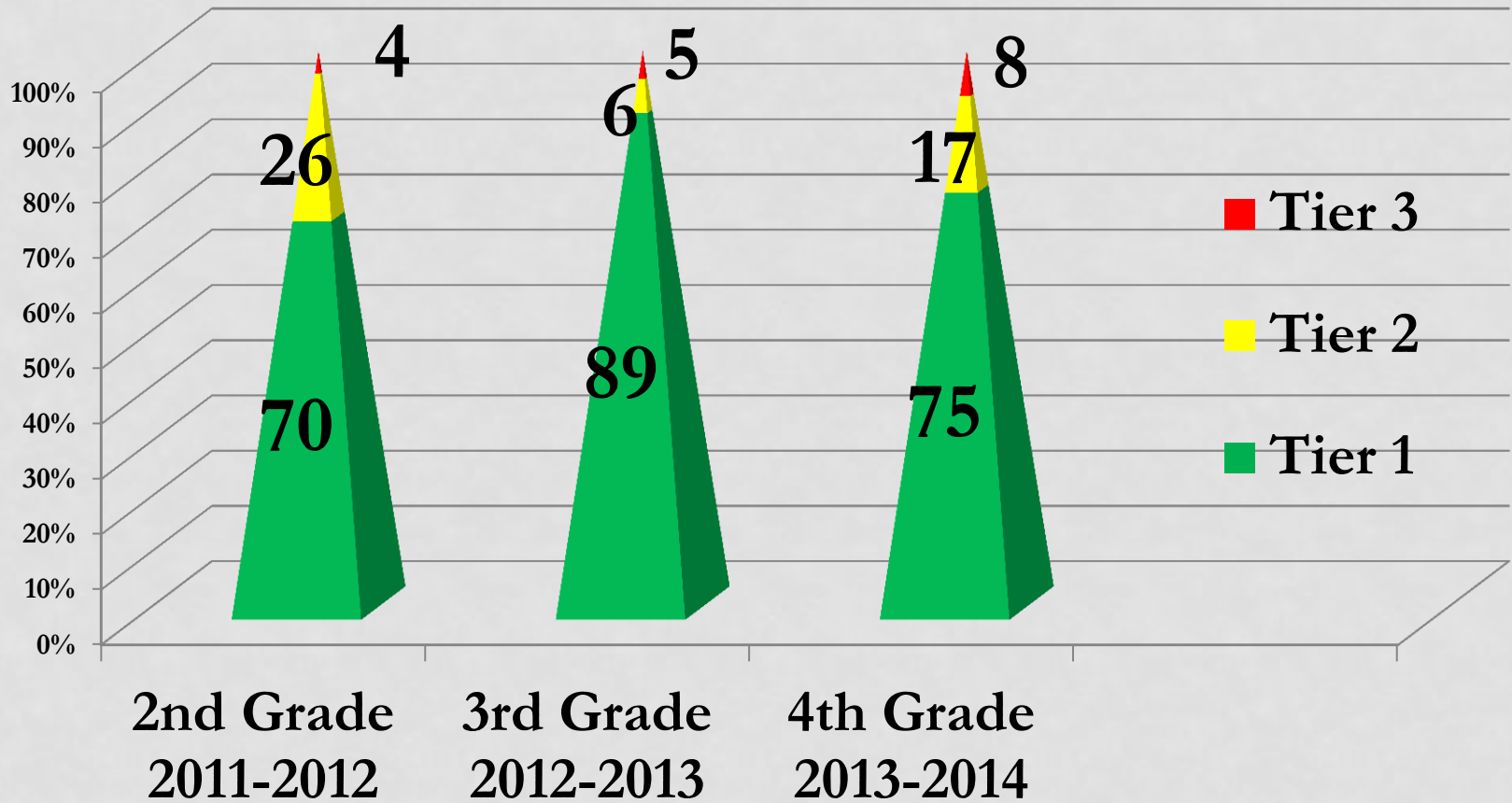
- AimsWeb occurs 3 times per year and is a brief assessment that measures overall performance of key foundational skills at each grade level.
- CBMs draws upon over 30 years of scientific research that demonstrates both versatility to provide accurate prediction of reading and math achievement as well as its sensitivity to growth.



# FALL AIMSWEB BENCHMARKING READING CURRICULUM BASED MEASUREMENT



# FALL AIMSWEB BENCHMARKING MATH-COMPUTATION



# WHAT IS MAP TESTING

## Measurement of Academic Progress

MAP testing accurately measures each student's academic performance

The test provides teachers with the information they need to improve teaching and learning. It is nationally aligned to the new Common Core State Standards which has been previously presented.

They are adaptive tests which are efficient and accurate in identification of a student's achievement, as well as being an indicator for student growth.

The student population takes both a reading and math test three times a year which helps make decisions for classroom instruction.

This test also evaluates the effectiveness of our programs and is used for decisions in instruction and resource planning.

# DATA COLLECTION:

- MAP reports a raw data test score range into practical information for school improvement and instructional planning.
- Within 24 hours of testing, teachers can access reports that show academic diversity and the performance of their students.

fx

A B C D E F G H I J K L M N O P Q

**2nd Grade: Reading Data 2012-2013**

**Student**

R-CBM

MAP  
RIT

C.  
A.

Tier

SPED

Free  
and  
Reduced  
/ELL

Notes/Follow Up

45 65 90 166 174 180 Med=8 Med=

**F W S F %ile W %ile S %ile F W S**

75	93	119	134	169	33	181	43	186	40	79	40				X	
76	63	108	138	176	50	193	74	186	40	92	73	67				Teacher Concerns
77	126	150	170	178	55	193	74	186	40	79	80	80				
78	73	130	135	177	53	181	43	186	40	85	80	93				
79	85	109	118	192	85	191	69	185	38	86	67					
80	20	61	72	151	5	170	18	183	33	83	87	87	Tier 2			
81	76	118	142	181	63	193	74	183	33	95	100					
82	39	61	88	155	9	173	24	183	33	34	47	60	Tier 2	X		continue Tier 2/ push in
83	114	127	151	198	92	194	76	182	30	91	100					
84	69	89	110	164	22	173	24	182	30	75		53			ELL	
85	50	87		177	53	189	64	181	28	100	73	60				
86	43	72	90	166	26	189	64	181	28	75	73					
87	28	66	66	165	24	189	64	180	26	88	87	87			X	
88	61	88	84	161	17	175	28	179	24	71	73	87		X		
89	38	70	77	161	17	169	16	177	20	66	33		Tier 2			
90	37	63	87	152	6	175	28	172	12	39	40	67	Tier 2	X	X	
91	14	62	77	144	2	163	8	172	12	75	47	93	Tier 3		ELL	continue with Tier 3 - 5/13
92	8	16	47	142	1	160	6	171	11	68	33	53	Tier 3	X		needs Tier 3 in Third Grade



# Class of 2018 (2012-2013: 3rd Grade) ☆

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Last edit was made on May 21 by Mrs. Travis

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A B C D E F G H I J K L M N O P

## 3rd Grade: Reading Data 2012-2013

Student	AIMSweb R-CBM			MAP					Fall-Spring RIT Growth	Tier	IEP (or S/LY 504 /ELL)	Free & Red. Lunch (FRL)	Notes/Follow Up	
	75	100	119	190	%ile	195	%ile	199						%ile
	F	W	S	F	RIT	W	RIT	S						RIT
*AIMSweb Spring: Blue=75th% and Above; Green=25th%-74th%; Red=Below 25th%														
	124	125	129	199	73	212	88	214	85	15				
	114	141	164	200	75	205	76	214	85	14				
	116	178	156	200	75	218	95	213	83	13				
	103	133	138	200	75	203	72	213	83	13				
	68	93	105	192	56	201	67	213	83	21			(10/1) Gina will PM (11/13) PM and check winter benchmark (1/30) Keep Tier 1 Continue PM	
N	81	117	145	191	53	199	62	213	83	22				
	101	138	186	199	73	213	90	212	81	13	504		(August 2012) New to District	
	94	142	157	192	56	206	78	212	81	20				
	92	125	130	190	50	207	80	212	81	22				
	119	140	149	202	79	216	93	212	81	10			(1/30) MAPS not indicitive	
	71	101	148	191	53	195	51	211	79	20			(10/1) Was in Tier 2, RIT 196 in Spring, PBIS 2? Vocab?, Melissa will PM (11/13) PM and check winter benchmark (1/30) Discontinue PM	
	96	123	138	194	61	201	67	211	79	17				
	98	110	116	187	42	208	82	211	79	24	S/L			
A	127	139	175	210	91	208	82	211	79	1			differentiation (portfolio)	
	52	112	126	180	25	200	65	210	77	30	2		(11/13) Tier 2 Lexia 5x/awk 30 min (1/30) Lexia in Lynda's room but Tier 1 - Continue PM	
	182	216	200	193	58	204	74	210	77	17				
	136	149	161	189	48	205	76	210	77	21				
	112	116	128	195	63	196	54	210	77	15				
	106	125	148	186	40	199	62	210	77	24	2	ELL	FRL (10/1) Was in Tier 2, RIT 192 in Spring. Tier 2: vocab (ELL) (11/13) Keep program (1/30) Keep program	
	107	118	137	187	42	210	86	210	77	23				
	108	146	144	195	63	207	80	210	77	15				



# ILLINOIS STATE BOARD OF EDUCATION REVISED ISAT CUT SCORES

ORIGINAL PRESENTATION: FEBRUARY 12, 2013  
FOLLOW-UP TO PRESENTATIONS: JULY 16, 2013





# WHY CHANGE ISAT CUT SCORES?

- ISBE has determined that the current expectations for students in grades 3-8 are too low and do not accurately predict college and career readiness
- ISBE is raising the bar on the ISAT performance expectations in Math and English Language Arts for elementary and middle school students

# WHAT'S THE IMPACT?

- The following slides show the impact on actual District 66 ISAT scores for each of our cohort groups (3<sup>rd</sup> – 8<sup>th</sup> graders for the 2012-13 school year)
- New ISAT cut scores have been applied beginning with the 2013 ISAT scores

## Class of 2021 (4<sup>th</sup> grade 2013) - ISAT 4th Reading/Math

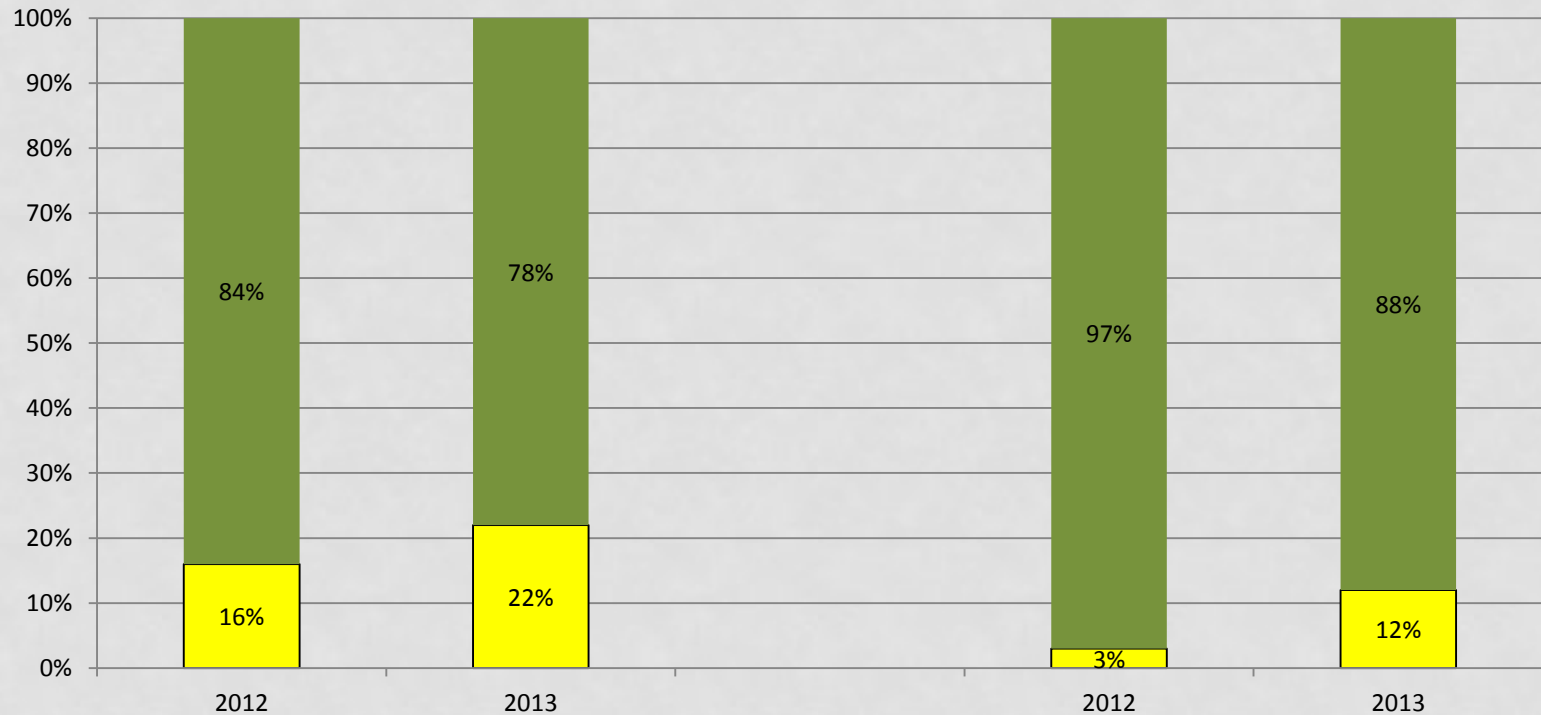
# WHAT'S THE IMPACT FOR CCSD #66?

■ Meets/Exceeds

■ Below/Warning

Reading

Math



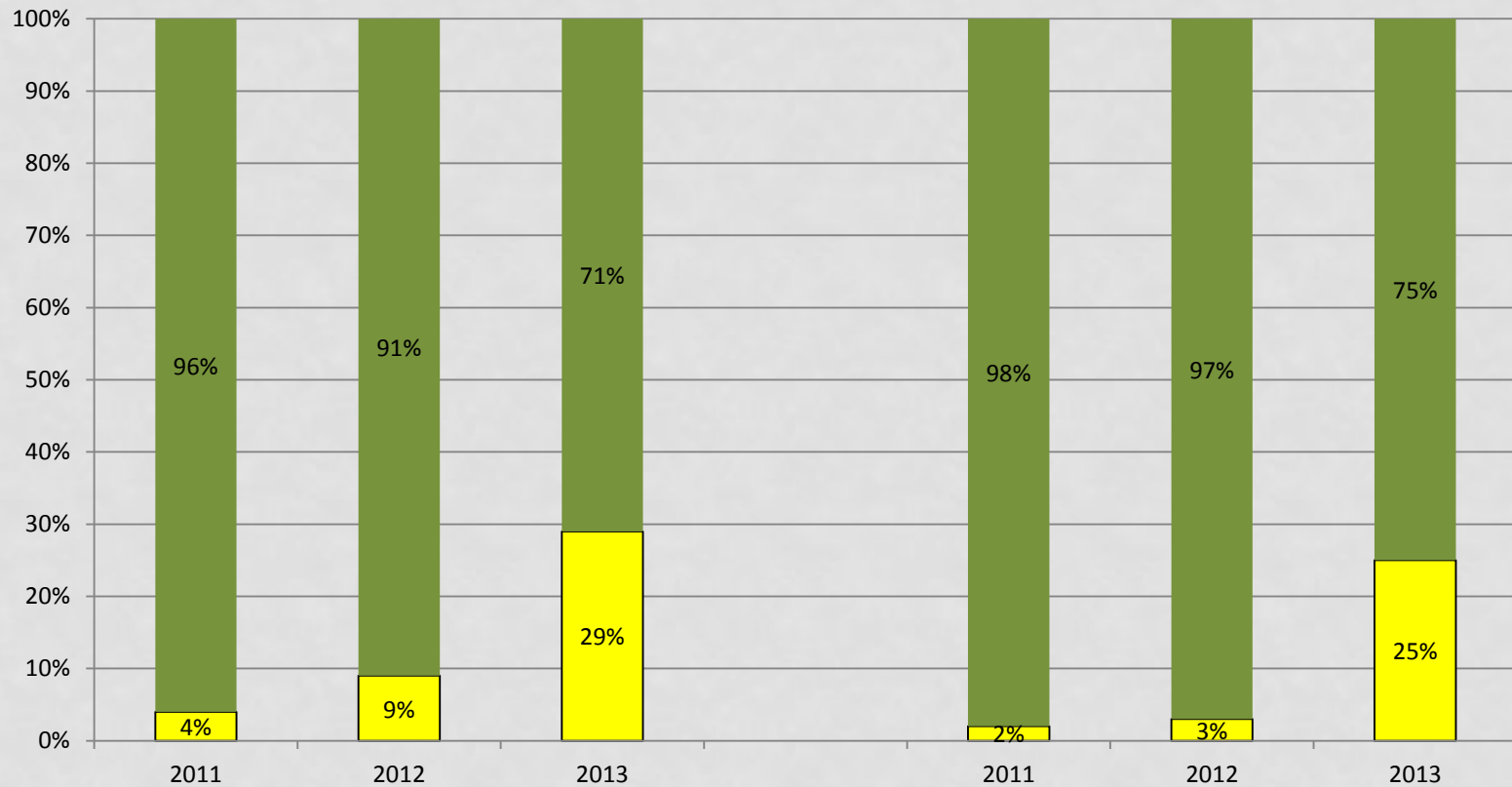
# Class of 2020 (5<sup>th</sup> grade 2013) - ISAT Reading/Math

## WHAT'S THE IMPACT FOR CCSD #66?

■ Meets/Exceeds    ■ Below/Warning

Reading

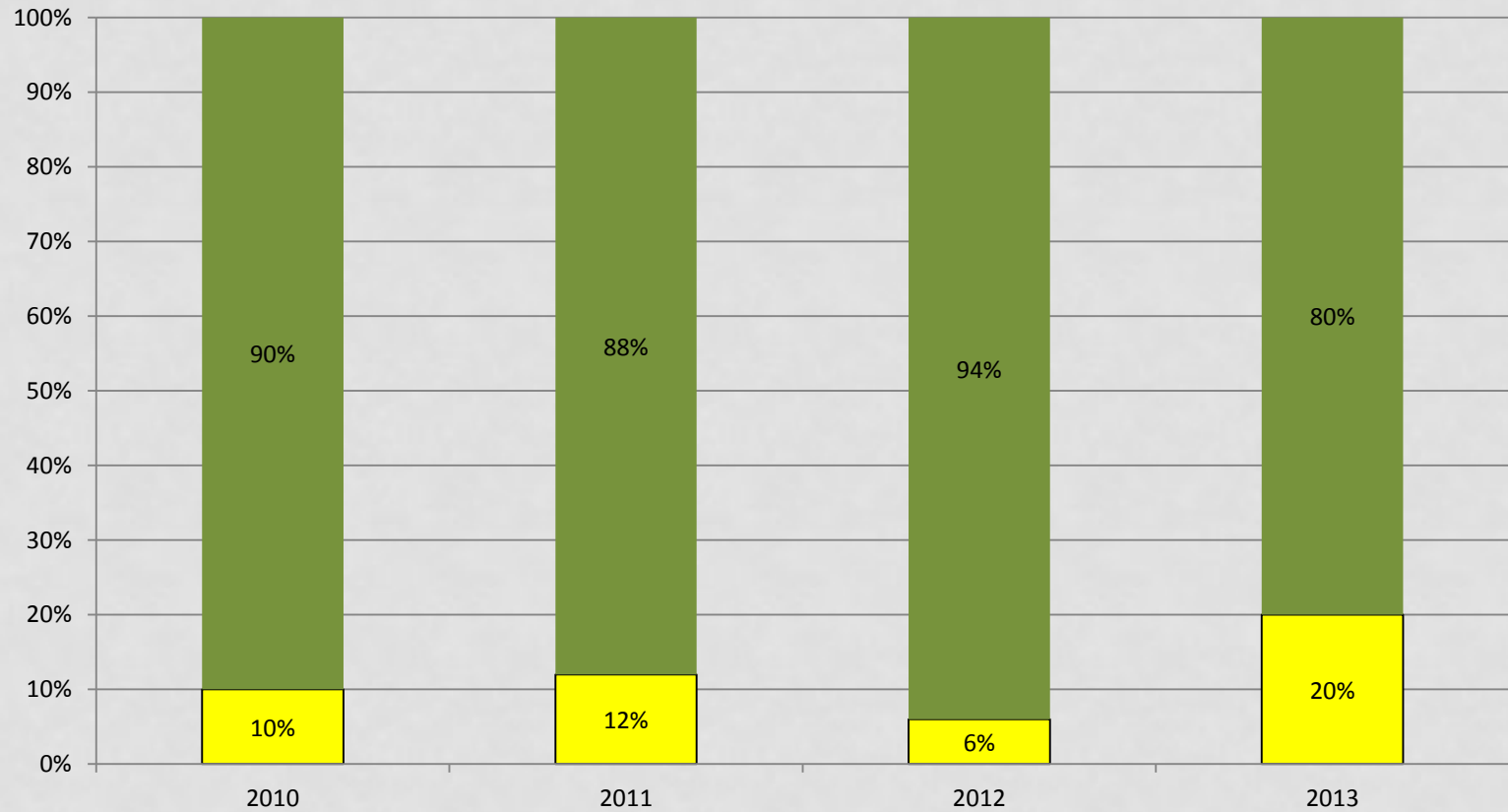
Math



## Class of 2019 (6<sup>th</sup> grade 2013) - ISAT Reading

# WHAT'S THE IMPACT FOR CCSD #66?

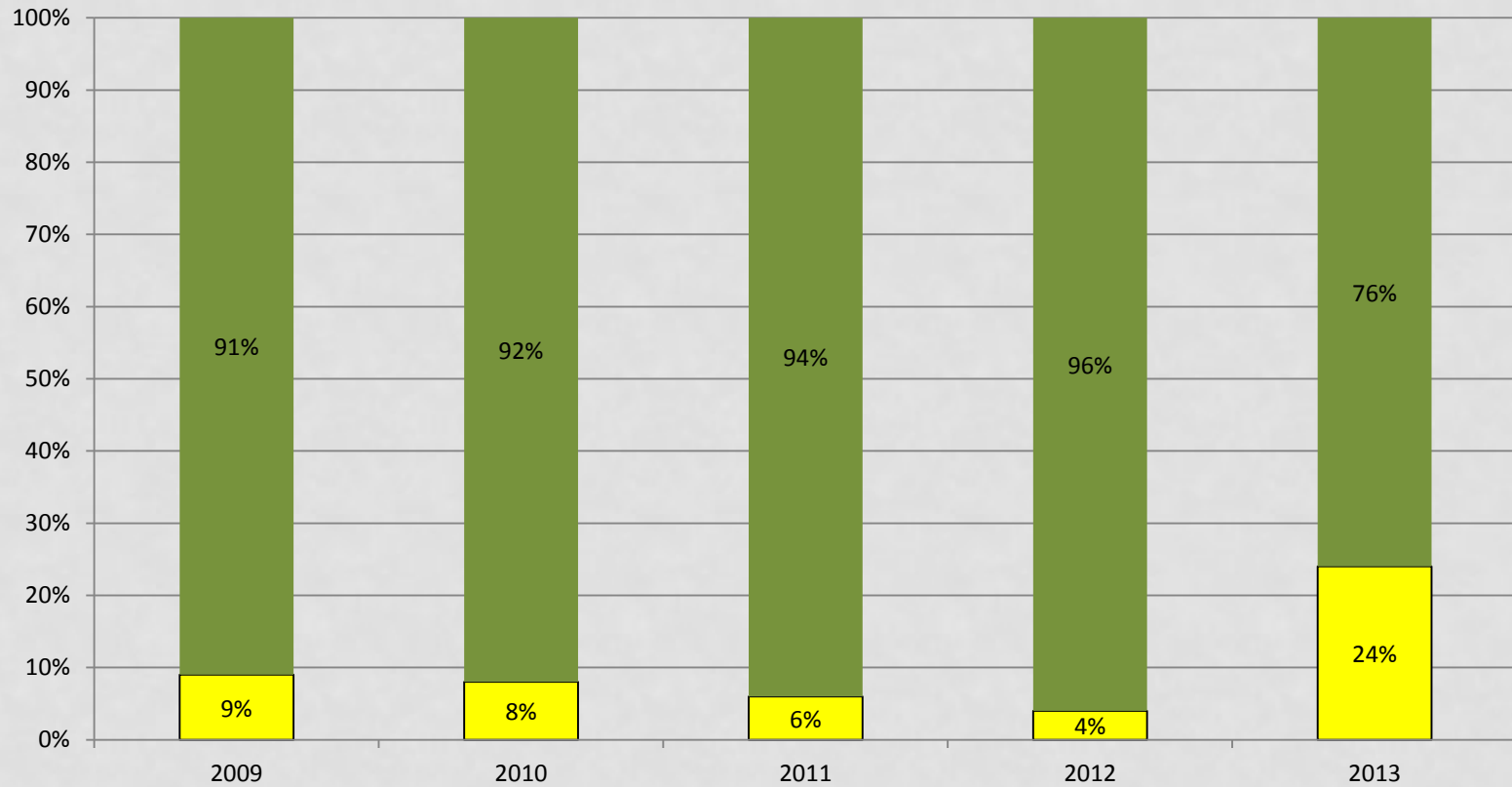
■ Meets/Exceeds      ■ Below/Warning



## Class of 2018 (7<sup>th</sup> grade 2013) - ISAT Math

# WHAT'S THE IMPACT FOR CCSD #66?

■ Meets/Exceeds      ■ Below/Warning

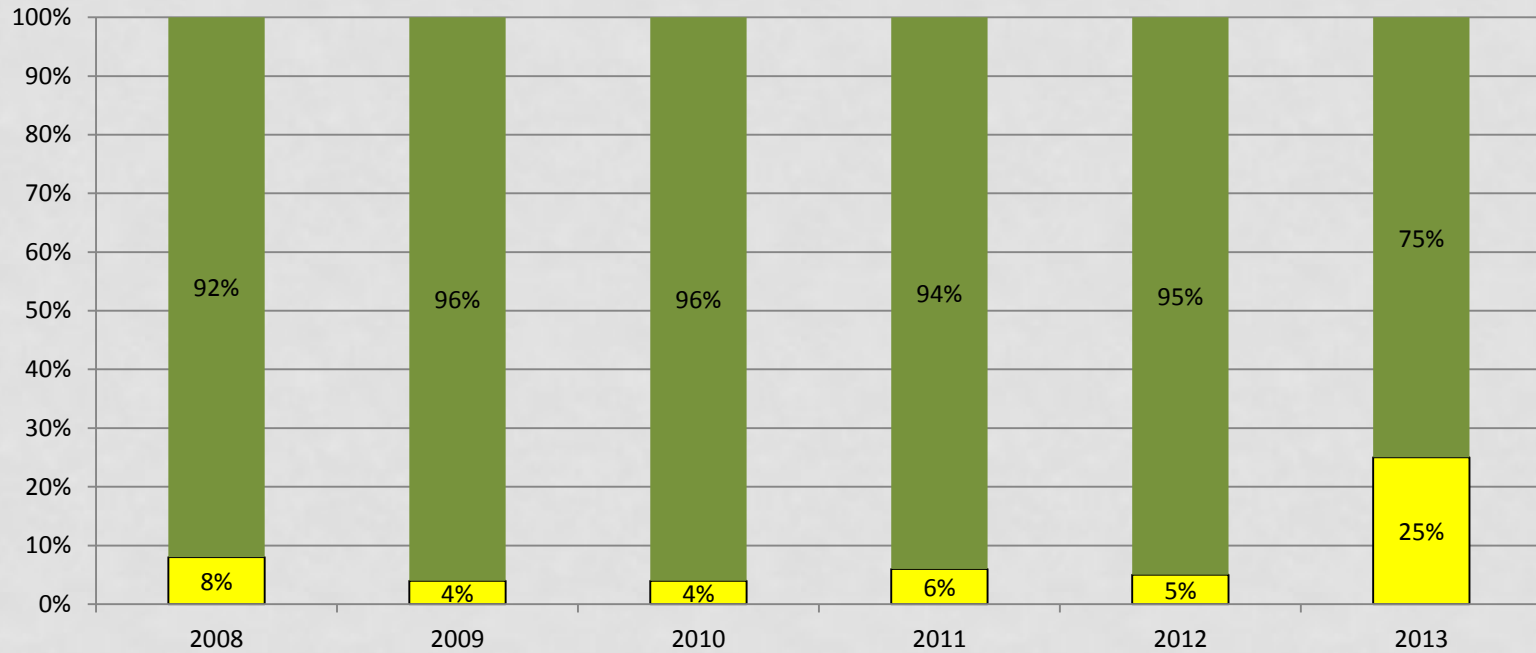


# Class of 2017 (8<sup>th</sup> grade 2013) - ISAT Math

## WHAT'S THE IMPACT FOR CCSD #66?

■ Meets/Exceeds

■ Below/Warning



# WHAT DOES THIS MEAN?

- However, these new expectations **do not** mean that our students know less than they did before or are less capable than they were in previous years
- Instead, ISBE is simply **expecting more** of students going forward to show their progress toward college and career-readiness benchmarks



# WHAT ABOUT HIGH SCHOOLS?

- The Prairie State Achievement Examination (PSAE), which is the sister test to the ISAT for high school students that includes the ACT, already provides a good indicator of college and career readiness
- The PSAE performance levels will not change

# WHAT WILL THE NEW CUT SCORES DO?

- The new expectations for the ISAT will better predict whether a student is on track for college and the workforce
- The new expectations will lead to the state replacing the ISAT tests with the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments

# WHAT IMPACT WILL PARCC HAVE?

- The PARCC exams will align to the Common Core State Standards and provide better information about students' abilities to master the appropriate skills and content benchmarks for college and careers
- Unlike the ISAT, which is given once a year, the PARCC will be given more than once during the school year.

# WHAT IMPACT WILL PARCC HAVE?

- The PARCC exams will provide teachers, parents and students a clearer, more detailed picture of students' strengths and areas that need improvement
- The transition to the PARCC tests is scheduled for the 2014-2015 school year.

# CONCLUDING QUESTIONS??????

