District Common Assessments

October 25, 2018
Board of Trustees

Objectives

- Review purpose of and types of assessments
- Review data from iReady and NWEA (Northwest Evaluation Association) Map assessments
- Show how site leaders use the data from iReady and NWEA Map as part of the continuous improvement cycle

LCAP Goal 1: All students will be proficient in literacy, numeracy, and 21st Century skills through high quality, effective teaching and learning.

Metric/Indicator	2016-17 actual	2017-18 actual
Percentage of students who reach growth targets on iReady and NWEA Map in Reading and Math	**iReady:** 45% of students achieved their growth target in Reading, and 47% of students achieved their growth target in Math. **Map:** 25% of 7th, 46% of 8th, 52% of 9th, and 47% of 10th graders met their projected growth in Reading. 44% of 7th, 45% of 8th, 46% of 9th, and 50% of 10th graders met their projected growth.	**iReady**: % of students meeting growth targets -- Grade 2 = 55% Reading/54% Math Grade 3 = 39% Reading/40% Math Grade 4 = 59% Reading/55% Math Grade 5 = 53% Reading/48% Math Grade 6 = 54% Reading/60% Math **Map:** % of students meeting projected growth – Grade 7 = 36% Reading/47% Language/51% Math Grade 8 = 51% Reading/43% Language/56% Math Grade 9 = 56% Reading/54% Language/59% Math Grade 10 = 54% Reading/70% Language/66% Math

Assessment Types and Examples

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	Formative and Diagnostic	**Interim and Benchmark**	**Summative**
Characteristics	• Not used for grading • Involves students in active learning • Focuses students on learning goals	• Used to evaluate where students are in their learning • Determine whether students are on track • Used to plan for instruction	• Sometimes used for grading • Used to evaluate student learning at the end of a unit of instruction
Examples	• Checking for understanding strategies (whiteboards, exit tickets) • iReady and Map assessments	• Smarter Balanced Interim Assessments • Unit Assessments	• Midterms and Final Exams • Smarter Balanced end of year test • English Learner Proficiency Assessment for California (ELPAC)

Why Diagnostic Assessment?

"Standardized test results frequently have little to no impact on instruction because the test results offer little help in designing instruction that is optimal for an individual student." – Isaac Bejar, 1984

"The research reported here shows conclusively that formative assessment does improve student learning. The gains in achievement appear to be quite considerable...among the largest ever reported for educational interventions." – Black & Wiliam, 1998

"The true purpose of assessment must be, first and foremost, to inform instructional decision making. Otherwise, assessment results are not being used to their maximum potential – improving student achievement through differentiated instruction." – Ainsworth & Viegut, 2006

What does the data show?
iReady Reading Fall 2018

- 36% of 3rd graders are On or Above Level
- High Frequency Words is an area of strength for 2nd graders
- Comprehension: Literature is an area of strength for 3rd – 6th graders

All Schools

● Window 1 - 08/08/2018 - 10/17/2018

Grade	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Number of Total Students
		Below Level (Includes Emerging)	On Level	Above Level			
Grade K	42%	58%	42%	0%	366	19	728
Grade 1	12%	88%	12%	<1%	386	328	670
Grade 2	19%	81%	19%	<1%	437	733	755
Grade 3	36%	64%	35%	<1%	483	724	739
Grade 4	21%	79%	21%	<1%	510	733	745
Grade 5	17%	83%	16%	1%	530	712	720
Grade 6	21%	79%	19%	2%	551	707	714

What does the data show?
iReady Math Fall 2018

- 26% of 6th graders are On or Above Level
- Algebra & Algebraic Thinking is an area of strength for 2nd graders
- Measurement & Data is an area of strength for 3rd – 6th graders

All Schools

● Window 1 - 08/08/2018 - 10/17/2018

Grade	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Number of Total Students
		Below Level (Includes Emerging)	On Level	Above Level			
Grade K	27%	73%	27%	0%	347	11	728
Grade 1	5%	95%	5%	0%	366	321	670
Grade 2	7%	93%	7%	0%	389	734	755
Grade 3	11%	89%	11%	0%	418	720	739
Grade 4	18%	82%	18%	0%	437	737	745
Grade 5	21%	79%	21%	<1%	455	710	720
Grade 6	23%	77%	23%	<1%	469	710	714

What does the data show?

Map Reading Fall 2018

Grades 7 – 12 students

- 31% of students are above the 80th percentile
- 49% of students score Below Average in Informational Text and Literature
- Vocabulary Acquisition and Use is a strength

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
🔵 81 - 99	12%	345
🟢 61 - 80	19%	562
🟡 41 - 60	22%	650
🟠 21 - 40	20%	570
🔴 1 - 20	27%	771
Total Students Tested		**2898**

Average RIT Score

District N=3468	215
Group N=3451	215
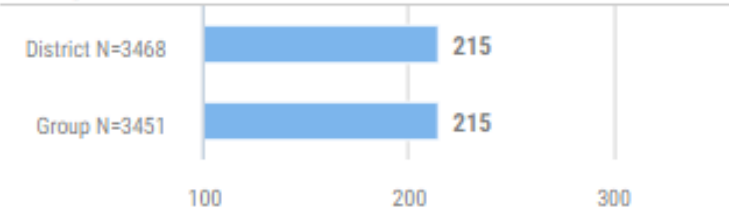
Goal Results: RIT & Performance Bands

		Avg RIT	Low	Lo Avg	Avg	Hi Avg	High
Growth: Reading 6+ CA 2010 V2	Informational Text	215	29% 826	20% 573	21% 618	18% 535	12% 343
	Literature	215	29% 837	20% 592	20% 574	18% 533	12% 362
	Vocabulary Acquisition and Use	217	23% 664	20% 593	21% 621	22% 626	14% 393

What is a RIT Score? A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school.
What is a Percentile? Percentiles describe how a student's score compares with other students who took the test by showing scores that range from 1 to 99.
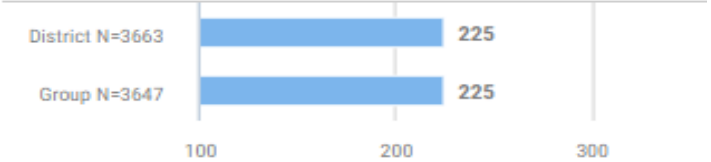**What is a Lexile?** A Lexile level measures a student's reading ability.

What does the data show?
*Map Math Fall 2018*

Grades 7 – 12 students

- 28% of students are above the 80th percentile
- Int Math I and III – area of growth for students is Descriptive Statistics
- Int Math II – area of growth for students is Applications of Probability

Overall Performance: Percentile & RIT Scores

Percentile Range	Percentage	Students
81 - 99	12%	390
61 - 80	16%	520
41 - 60	22%	702
21 - 40	24%	753
1 - 20	25%	800
Total Students Tested		**3165**

Average RIT Score

District N=3663	225
Group N=3647	225

Goal Results: RIT & Performance Bands

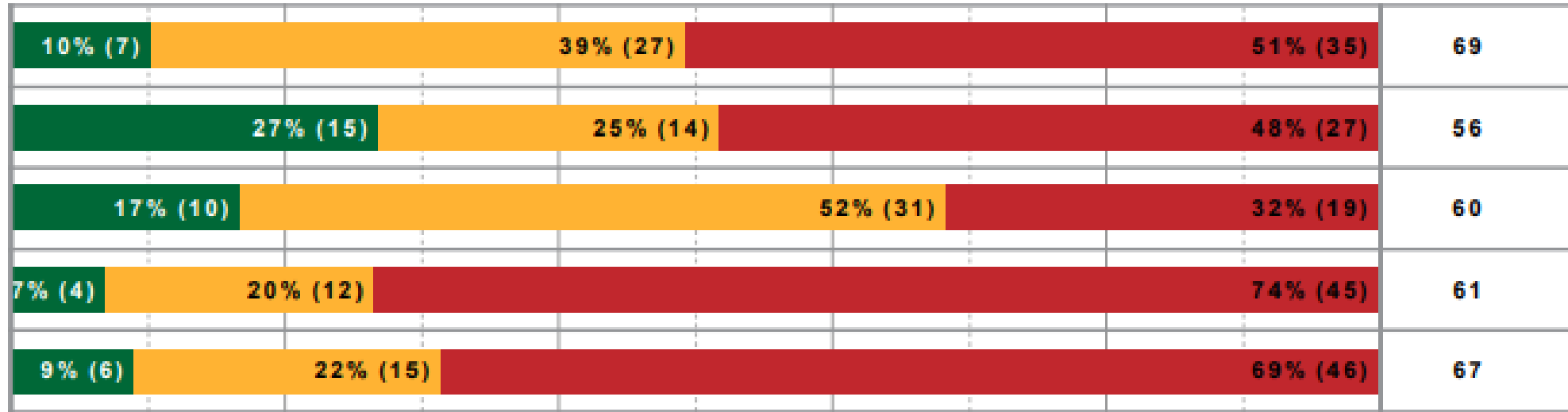|		Avg RIT	Low	Lo Avg	Avg	Hi Avg	High
Growth: High School Integrated Math 1 CCSS 2010	Algebra and Quantities	222	28% 194	24% 164	27% 186	16% 109	6% 43
	Descriptive Statistics	217	44% 303	25% 175	18% 123	10% 72	3% 23
	Functions	220	33% 230	24% 167	26% 178	12% 82	6% 39
	Geometry	226	25% 173	22% 150	24% 164	23% 157	7% 52
Growth: High School Integrated Math 2 CCSS 2010	Algebra and Number	232	15% 91	18% 114	24% 152	27% 172	16% 98
	Applications of Probability	227	18% 111	30% 185	25% 155	18% 112	10% 64
	Functions	231	12% 76	27% 172	22% 141	21% 133	17% 105
	Geometry	231	14% 88	22% 140	28% 175	22% 138	14% 86
Growth: High School Integrated Math 3 CCSS 2010	Algebra and Number	242	7% 33	16% 78	23% 116	23% 112	32% 157
	Descriptive Statistics	238	12% 59	19% 93	21% 104	24% 117	25% 123
	Functions	242	3% 16	21% 102	24% 121	24% 117	28% 140
	Geometry	242	10% 51	11% 53	16% 81	26% 130	36% 181

The "4 R's": Research, Recall, Reflect, and Respond
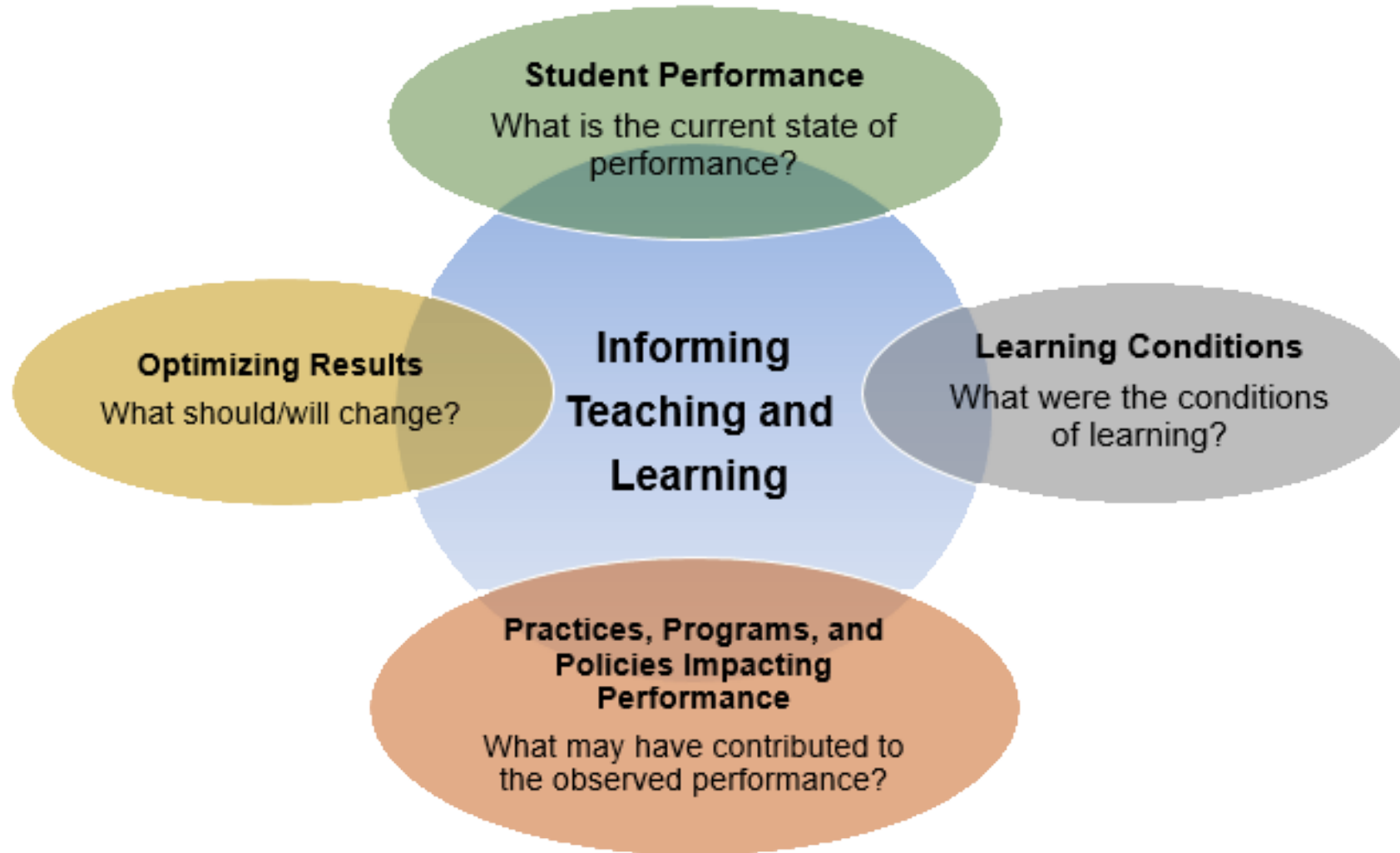
Voices from the Field

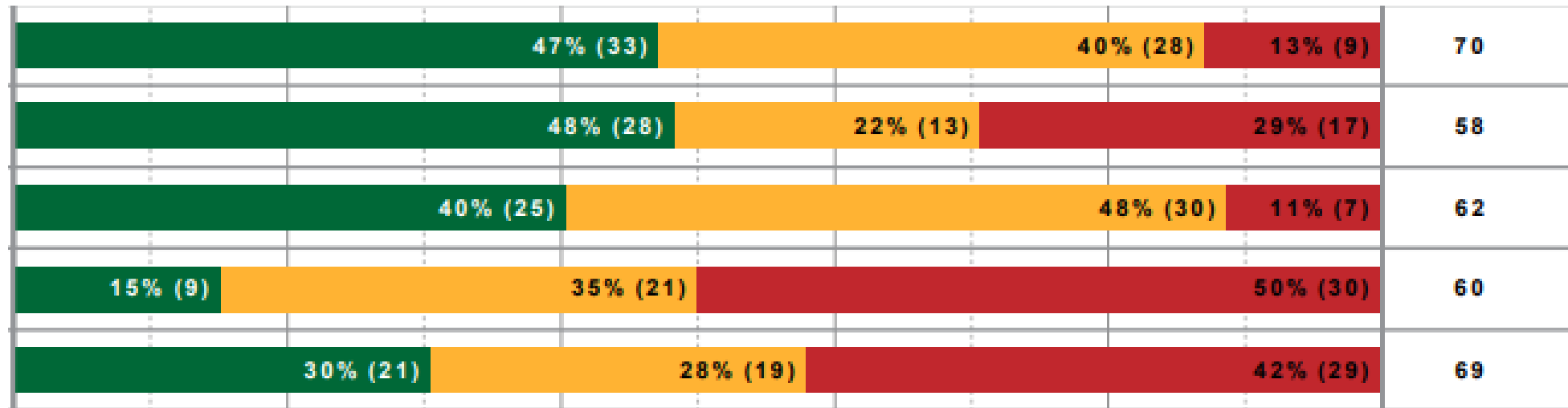*How teachers and administrators use iReady and Map assessment data*

Data Snapshot – One Year's Growth at Freeman

Fall

10% (7)	39% (27)	51% (35)	69
27% (15)	25% (14)	48% (27)	56
17% (10)	52% (31)	32% (19)	60
7% (4)	20% (12)	74% (45)	61
9% (6)	22% (15)	69% (46)	67

Spring

47% (33)	40% (28)	13% (9)	70
48% (28)	22% (13)	29% (17)	58
40% (25)	48% (30)	11% (7)	62
15% (9)	35% (21)	50% (30)	60
30% (21)	28% (19)	42% (29)	69

iReady at Freeman

- Checkpoints 3 times per year (Progress Monitoring)
- ASES
- Tutoring (Club Z, Saturday School, Before/After School)
- Summer School Alignment
- Extra Lessons for Reinforcement

2017-2018

Subject	I-ready Predictability Report	Actual SBAC Score
Math	35% (30%-40%)	30%
ELA	37% (32%-42%)	35%

Differentiating Instruction Based on Assessment Data

- Formative data only makes a difference when you use it to adjust instruction.

- Even then, do all students need the same remediation?

- Odysseyware (OW) uses Common Core assessment data from NWEA to create individualized pathways to address gaps in learning.

CCHS Data (Fall 2017 to Fall 2018)

Same Students

Fall 17	Duration	Fall 18	Duration	Growth	Duration Change
Math					
206.7	36.8	216.7	46.1	10.0	9.2
Reading					
202.3	35.2	204.9	50.1	2.6	14.9
Language					
205.6	32.7	210.4	51.6	4.8	18.9

Next Steps

- Seek teacher input
- Additional training for teachers on using assessment data to inform instruction
- Provide additional support for site implementation

Questions and Comments