



Measures of Academic Progress

Tools for Data-Based Decision Making



Measures of Academic Progress

- Initial use Fall 2003
- Tool to document continuous improvement
 - Student level
 - Classroom level
 - School level
- Additional data to inform our system
- Similar to paper/pencil Levels Test





Measures of Academic Progress

- Administer through computers using an adaptive technology
- Generates Rasch Units (RIT) scores which measure individual student growth independent of grade level
- Identifies Lexile Range Report: unit of measure for text difficulty linked to RIT score



Measures of Academic Progress

- MAP testing (reading/math) for all students in grades 3-10 during the winter assessment window 2003-2008
- Data used to look at annual growth of individual students and groups of students
- Data also used to identify students needing additional support prior to WASL testing



Measures of Academic Progress

- MAP Assessment available in short (20 minutes) and long (approximately 50 minutes) forms
- Short form functions as a screening tool and measure of annual gain
- Long form provides specific strand data that provides information of areas of mastery and need

Measures of Academic Progress

- Development of Tiered Instruction/Intervention options for students in need of additional support
- Reading Pathway describes tiered instructional settings
 - Areas of instructional focus for each setting
 - Meet individual student needs





Measures of Academic Progress

- Rich data available in Learner Profile for elementary students
 - DIBELS Benchmark Assessment
 - QRI
 - Curriculum Based Measures
 - WASL
 - MAP

Learner Profile – CAST Reports for Elementary

Grade 5 CAST Literacy Report

ID	Last Name	First Name	Age (Y/M)	Attend.		IEP	ELL	ELL Acq. Stage	Level of Intervention/Instruction			Map - Reading				WASL 4 Read			QRI - Initial				
				AB	TD				CAST 1	CAST 2	CAST 3	Prev W RIT	Prev W Lvl	W RIT	W Lvl	Test Type	Scale Score	Level	Date	Text Level (5)	WCPM (105)	%Acc	Comp
				7	1				I	I		190	L2	202	L2	WASL	380	L2	9/19/2007	Level 5	58	92	5/5
			10y/9m	3	1				A	A		205	L3	210	L3	WASL	425	L4	9/19/2007	Level 5	179	100	5/5
			11y/6m	7	2		X	Speech Emergence	I	I		152	L1	170	L1	WASL	366	L1	9/19/2007	Level 3	78	96	1/5
			11y/3m	1.5	0				B	B		207	L3	222	L4	WASL	429	L4	9/19/2007	Level 5	110	100	5/5
			10y/6m	1	0					B				222	L4								
			11y/3m	0	0				S	B		208	L3	210	L3	WASL	409	L3	9/19/2007	Level 5	131	96	5/5
			10y/8m	11	10		X			I				193	L1								
			11y/4m	2.5	1				A	B		210	L4	230	L4	WASL	385	L2	9/19/2007	Level 5	146	98	5/5
			10y/5m	4	0				B	A		206	L3	210	L3				9/19/2007	Level 5	141	98	5/5
			10y/7m	1.5	6				S	S		189	L2	200	L2	WASL	403	L3	9/19/2007	Level 5	92	96	5/5
			11y/2m	1	0				S	S		199	L2	206	L3	WASL	412	L3	9/19/2007	Level 5	80	98	5/5
			10y/10m	3.5	4				S	S				227	L4	WASL	419	L3	9/19/2007	Level 5	103	98	5/5
			11y/3m	1	0				A	B		200	L3	206	L3	WASL	400	L3	9/19/2007	Level 5	145	95	4/5
			10y/9m	0	0				B	B				203	L2				9/19/2007	Level 5	124	98	4/5
			11y/5m	5.5	0				B	B		207	L3	195	L1	WASL	405	L3	9/19/2007	Level 5	143	98	3/5
			11y/4m	17	19				S	S		167	L1	204	L2	WASL	363	L1	9/19/2007	Level 5	112	99	4/5
			11y/3m	1	0				A	A		218	L4	229	L4	WASL	419	L3	9/19/2007	Level 5	166	98	5/5
			11y/5m	17	26				S	S		202	L3	215	L3	WASL	424	L4	9/19/2007	Level 5	81	98	4/5
			10y/6m	5.5	0				B	B		201	L3	202	L2	WASL	419	L3	9/19/2007	Level 5	119	93	5/5
			10y/9m	4	0				A	A		230	L4	248	L4	WASL	475	L4	9/19/2007	Level 5	147	100	5/5
			11y/4m	7	7				S	S		198	L2	203	L2	WASL	403	L3	9/19/2007	Level 5	77	98	5/5

Color-coding provides visual cues.



Measures of Academic Progress

- Need for universally applied criterion for student placement at the secondary level
- MAP scores are used as criteria for determining which setting provides support aligned with student needs
- Data used in vertical teams in grades 5-10 in forecasting for the next year

Personalized Learning Opportunities and Standardized Test Score Indicators

Gr. 5 in 2007-2008 to Gr. 6 in 2008-2009

Personalized Learning Opportunities for 2008-2009	Level 1 (Intensive Intervention) <i>Summer Lit. & Math Academy Intensive Literacy Intensive Math I</i>	Level 2 (Strategic Intervention) <i>Summer Lit. & Math Academy English 6 + Lit Focus Math I + Math Lab 6</i>	Level 3 (Benchmark Instruction) <i>English 6 Math I</i>	Level 4 (Advanced Instruction) <i>Challenge English 6 Math II</i>
Literacy	Gr.5 MAP Reading score below 196 Gr.4 WASL Reading score below 375 Reading level below 3.0 grade equivalent	Gr. 5 MAP Reading score 196-205 Gr. 4 WASL Reading score 375-386 Reading level between 3.0 and 4.9 grade equivalent	Gr.5 MAP Reading score 206-215 Gr. 4 WASL Reading score 387-418 Reading level between 5.0 and 7.0 grade equivalent	Gr. 5 MAP Reading score above 215 Gr. 4 WASL Reading score above 418 Reading level above 7.0 grade equivalent
Math	Gr. 5 MAP Math score below 202 Gr. 4 WASL Math score below 375	Gr. 5 MAP Math score 202-210 Gr. 4 WASL Math score 375-386	Gr. 5 MAP Math score 211-220 Gr. 4 WASL Math score 387-421	Gr. 5 MAP Math score above 220 Gr. 4 WASL Math score above 421

Gr. 6 in 2007-2008 to Gr. 7 in 2008-2009

Personalized Learning Opportunities for 2008-2009	Level 1 (Intensive Intervention) <i>Intensive Literacy Math II + Math Lab 7 Intensive Math II (if student took Intensive Math I)</i>	Level 2 (Strategic Intervention) <i>English 7 + Lit Focus Math II + Math Lab 7</i>	Level 3 (Benchmark Instruction) <i>English 7 Math II</i>	Level 4 (Advanced Instruction) <i>Challenge/Honors English 7 Math III Integrated Algebra</i>
Literacy	Gr. 6 MAP Reading score below 200 Gr. 5 WASL Reading score below 375 Reading level below 3.0 grade equivalent	Gr. 6 MAP Reading score 200-210 Gr. 5 WASL Reading score 375-386 Reading level between 3.0 and 5.9 grade equivalent	Gr. 6 MAP Reading score 211-219 Gr. 5 WASL Reading score 387-418 Reading level between 6.0 and 8.0 grade equivalent	Gr. 6 MAP Reading score above 219 Gr. 5 WASL Reading score above 418 Reading level above 8.0 grade equivalent
Math	Gr. 6 MAP Math score below 206 Gr. 5 WASL Math score below 375	Gr. 6 MAP Math score 206-216 Gr. 5 WASL Math score 375-387	Gr. 6 MAP Math score 217-227 Gr. 5 WASL Math score 387-425	Gr. 6 MAP Math score above 227 Gr. 5 WASL Math score above 425

Fall Grade 6 Reading Placement Pathway

SCREENING	Teacher administers <i>MAP</i> or <i>SRI</i> Assessment or checks prior <i>MAP</i> & <i>STAR</i> scores.			
Diagnosis: Criteria	Lexile range: TBD Reading level GE below 3.0. Level 1 on 5 th grade reading WASL Previous spring MAP reading percentile rank below 21 OR Lang. Acquisition Stage Preproduction/Early Production	Lexile range: TBD Reading level GE: 3.0 and 4.9 Level 2 on 5 th grade reading WASL Previous spring MAP reading percentile rank 21-44 OR Lang. Acquisition Stage Speech Emergence or early Intermediate Fluency	Reading level GE: 5.0 and 7.0. Met standard on 5 th grade WASL Majority of scores for comprehension reflect good progress (HM) Previous spring MAP reading percentile rank 45-80	Reading level GE above 7.0. Scored at level 4 on 5 th grade reading WASL Majority of scores for comprehension excellent progress (HM). Previous spring MAP reading percentile rank above 80
Focus	Intensive Instructional emphasis on oral language development, phonemic awareness, phonics/decoding and motivation and including specially designed instruction to meet the needs of students with special needs	Strategic Instructional emphasis on fluency, vocabulary, comprehension, motivation, cognition and knowledge and including specially designed instruction to meet the needs of students with special needs	Benchmark Instructional emphasis on vocabulary, comprehension, motivation, cognition, knowledge and grade level GLEs	Advanced Instructional emphasis on vocabulary, comprehension, motivation, cognition and knowledge
Intervene: Program Placement	<ul style="list-style-type: none"> • <i>System 44/ReadAbout</i> • <i>Earobics with Classroom Connections</i> 	<ul style="list-style-type: none"> • <i>Reading Apprenticeship</i> • <i>Soar to Success</i> • <i>Read Naturally</i> • <i>Jamestown Readers</i> • <i>REWARDS</i> 	<ul style="list-style-type: none"> • <i>Language of Literature</i> (McDougal Littell) 	<ul style="list-style-type: none"> • <i>Language of Literature</i> (McDougal Littell) with extensions
Delivery	Two period block of intensive instruction <u>in lieu of</u> benchmark instruction. (maximum ratio 1:24)	Differentiated instruction in English 6 1 period Lit Focus class with flexible groups at students' instructional levels (1:6 ratio optimal; 1:8 maximum)	Differentiated instruction in English 6 1 period Literature with flexible groups at students' instructional levels (1:6 ratio optimal; 1:8 maximum)	Independent reading and focused mini-lessons to expand reading across genre and extend reading and writing activities.
Verify Progress Monitor response to intervention/instruction	<ul style="list-style-type: none"> • <i>STAR</i> as needed • <i>System 44 Assessments</i> • <i>Scholastic Reading Inventory (SRI)</i> • <i>Earobics Report</i> • <i>QRI</i> • <i>Wa State English Lang. Development Standards</i> • <i>L2 Descriptors/Proficiency Levels</i> 	<ul style="list-style-type: none"> • <i>STAR</i> as needed • <i>Read Naturally</i> • <i>Soar to Success Retelling Protocol</i> (minimum 3) • <i>QRI</i> • <i>Wa State English Lang. Development Standards</i> 	<ul style="list-style-type: none"> • <i>STAR</i> as needed • <i>Extended Reading Response (LA checklist)</i> 	<ul style="list-style-type: none"> • <i>STAR</i> as needed • <i>Extended Reading Response (LA checklist)</i>
Certify Progress	Meets state reading standard on WASL			

These materials shall serve as guidelines for reading placement, instruction, and resources, but should not substitute for informed teacher judgment. Placement in Reading Pathway intervention settings requires alignment of individual student needs with specific program design. Based on continuous progress monitoring, students who have not responded successfully over time to multiple and varied academic instructional methods and materials (Response to Intervention—RTI) per the above reading placement pathway may be referred for more strategic or intensive services and/or referred for special education services. At any time during this process a student may be referred for consideration for a 504 and/or a special education evaluation. Cohort 1 & 2 Reading First schools use Harcourt materials. 9/2008



MAP: Going Forward

- Changes for the 2008/2009 school year
 - Long form assessment used in grades 4-9 during the spring window
 - Targeted training for key staff
 - Detailed information about specific student needs



MAP: Going Forward

- Detailed information has caused many schools to assess in the fall
 - Skills to enhance
 - Skills to develop
 - Skills to introduce



MAP: Going Forward

- Break down strands and help students understand why they need continued support
- Connect to Student Learning Plans
- Pinpoint struggles
- Teach strategically

MAP: Going Forward

- Create instructional groupings based on RIT score ranges
- Differentiation of instruction
- Subgoals become objectives for backwards planning



Measures of Academic Progress: Next Steps

- Continued professional development for key staff
- Review of district assessment plan
- Consider additional levels and required windows





Measures of Academic Progress

Questions?