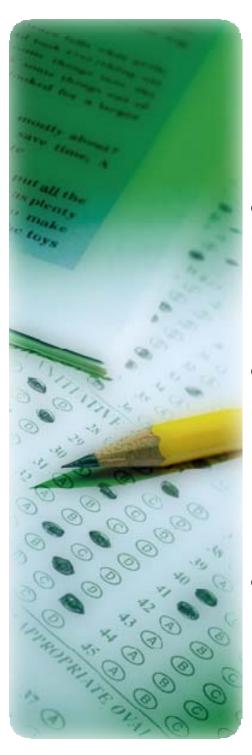


Tools for Data-Based Decision Making





- 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



 Administer through computers using an adaptive technology

 Generates Rasch Units (RIT) scores which measure individual student growth independent of grade level

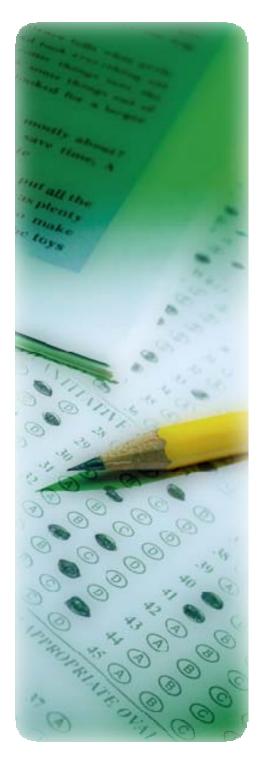
 Identifies Lexile Range Report: unit of measure for text difficulty linked to RIT score



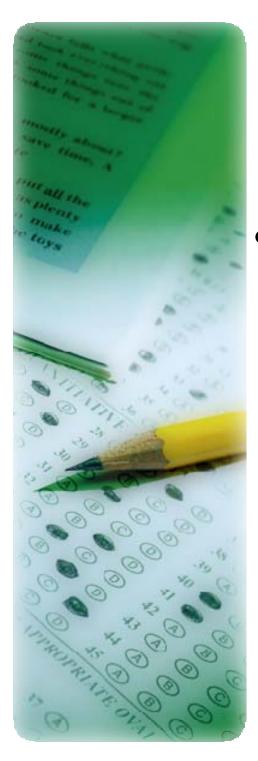
- MAP testing (reading/math) for all students in grades 3-10 during the winter assessment window 2003-2008
- Data used to look at annual growth of individual students and groups of students
- Data also used to identify students needing additional support prior to WASL testing



- 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



- 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

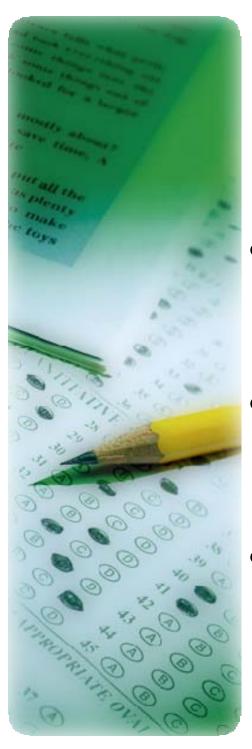


- Rich data available in Learner Profile for elementary students
 - DIBELS BenchmarkAssessment
 - -QRI
 - Curriculum Based Measures
 - -WASL
 - -MAP

Learner Profile – CAST Reports for Elementary

2	Grade 5 CAST Literacy Report																							
e.		100		Age	- CTG	• у	I CO																	
				Aye							Level of													
			First	(Y/M)	Atte	nd						Map - Reading			WASL 4 Read			QRI - Initial						
			Na	(1/W)	Atte	na.	1			merver	Intervention/Instruction		Prev	Prev			Test Scale		Text WCPM					
	La ID Na				\ D	TD	IED	EI I	ELL Acq. Stage	CAST 1	CASTA	CACTO			W DIT	WIN		Scare	Lovel	Data			0/ ^ 00	Comm
-	ID Na	ame	me		7	10	IEP	CLL	ELL Acq. Stage	CAST 1	CAST Z	CASIS	190	L2	202	L2	Type WASL	380	Lever L2	Date 9/19/2007	Level (5)	(105) 58	%Acc 92	5/5
-	_	-+		10/0	3	1				Λ	Ι Λ		205	L2	210	L2	WASL	425		9/19/2007	Level 5	179	100	5/5
	+	\longrightarrow		10y/9m	3	1			0	Α	Α		205	L3	210	L3	WASL	425	L4	9/19/2007	Level 5	1/9	100	5/5
				11y/6m	7	2		X	Speech Emergence	1			152	L1	170	L1	WASL	366	L1	9/19/2007	Level 3	78	96	1/5
3	+	$\overline{}$		11y/3m	1.5	0			Lineigence	В	В		207	L3	222	L4	WASL	429	L4	9/19/2007	Level 5	110	100	5/5
1	+	\dashv	$\overline{}$	10y/6m	1.3	0					В		201	LU	222	L4	WAGE	423	LT	3/ 13/2001	Level 3	110	100	3/3
1	+	$\overline{}$		11y/3m	0	0				S	В		208	L3	210	L3	WASL	409	13	9/19/2007	Level 5	131	96	5/5
-	+	\dashv		10v/8m	11	10	Х			- 3	ı		200	LJ	193	L1	WAGE	403	LJ	3/ 13/2001	Level 3	131	30	3/3
0	+	$\overline{}$		11y/4m	2.5	1	^			Α	В		210	L4	230	L4	WASL	385	L2	9/19/2007	Level 5	146	98	5/5
2	\top	\neg		10y/5m	4	0				В	A		206	L3	210	L3	*******			9/19/2007	Level 5	141	98	5/5
-	\top	\neg		10y/7m	1.5	6				S	S		189	L2	200	L2	WASL	403	13	9/19/2007	Level 5	92	96	5/5
7				11y/2m	1	0				S	S		199	L2	206	L3	WASL	412	L3	9/19/2007	Level 5	80	98	5/5
					3.5	4				S	S				227	L4	WASL	419	L3	9/19/2007	Level 5	103	98	5/5
6	\top			11y/3m	1	0				Α	В		200	L3	206	L3	WASL	400	L3	9/19/2007	Level 5	145	95	4/5
6	\top	\neg		10v/9m	0	0				В	В				203	L2				9/19/2007	Level 5	124	98	4/5
	\top	\neg		11v/5m	5.5	0				В	В		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
79				11y/3m	1	0				Α	Α		218	L4	229	L4	WASL	419	L3	9/19/2007	Level 5	166	(1)	5/5
				11y/5m	17	26				S	S		202	L3	215	L3	WASL	424	L4	9/19/2007	Level 5	81	98	4/5
13				10y/6m	5.5	0				В	В		201	L3	202	L2	WASL	419	L3	9/19/2007	Level 5	119	93	5/5
				10y/9m	4	0				Α	Α		230	L4	248	L4	WASL	475	L4	9/19/2007	Level 5	147	100	5/5
1				11y/4m	7	7				S	S		198	L2	203	L2	WASL	403	L3	9/19/2007	Level 5	77	98	5/5
1	3		- 4	11y/4m	7	7	(2)			S	S		198	L2	203	L2	WASL	403	L3	9/19/2007	Level 5	77	98	5

Color-coding provides visual cues.



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

		Gr. 6 in 2	2007-2008 to Gr. 7 in 2		
(9)	Personalized Learning Opportunities for 2008-2009	Level 1 (Intensive Intervention) Intensive Literacy Math II + Math Lab 7 Intensive Math II (if student took Intensive Math I)	Level 2 (Strategic Intervention) English 7 + Lit Focus Math II + Math Lab 7	Level 3 (Benchmark Instruction) English 7 Math II	Level 4 (Advanced Instruction) Challenge/Honors English 7 Math III Integrated Algebra
0	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
(0)	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 adminis	ters MAP or SRI Assessr	nent or checks prior MA	P & STAR scores.	
	1	1	1	1	
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 5th 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 5th grade readin WASL Majority of scores for comprehension excellent progress (HM). Previous spring MAP reading percentile rank above 80	
	1	1	1	1	
	Intensive	Strategic	Benchmark	Advanced	
Focus	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	Instructional emphasis on fluency, vocabulary, comprehension, motivation, cognition and knowledge and including specially designed instruction to meet the needs of students with special needs	Instructional emphasis on vocabulary, comprehension, motivation, cognition, knowledge and grade level GLEs	Instructional emphasis on vocabulary, comprehension, motivation, cognition and knowledge	
Intervene: Program Placement	System 44/ReadAbout Earobics with Classroom Connections	Reading Apprenticeship Soar to Success Read Naturally Jamestown Readers REWARDS	Language of Literature (McDougal Littell)	Language of Literature (McDougal Littell) with extensions	
Delivery	Two period block of intensive instruction in lieu of 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 acros genre and extend reading and writing activities.	
Verify Progress Monitor response to intervention/instruction	STAR as needed System 44 Assessments Scholastic Reading Inventory (SRI) Earobics Report QRI Wa State English Lang. Development Standards L2 Descriptors/Proficiency Levels	STAR as needed Read Naturally Soar to Success Retelling Protocol (minimum 3) QRI Wa State English Lang. Development Standards	STAR as needed Extended Reading Response (LA checklist)	STAR as needed Extended Reading Response (LA checklist)	
Certify Progress		Meets state reading standard	d 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.



- 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



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



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



 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



Questions?