Assessments, Interventions, & Data



November 2020 Dr. Heather Lyon

Independent Assessments

Background

Race to the Top







https://www.hartselletigers.org/Page/4877



https://academictechnologymenu.dpsk12.org/resource.aspx?resourceID=88



https://help.easycbm.com/wp-content/uploads/2020/02/Getting-Started-with-yo ur-easyCBM-Accnt_Fini.pdf

Lew-Port's Choice until 19/20





https://www.hartselletigers.org/Page/4877

- All students in K and 1
- Any student who qualified for reading K-5
- All students 2-8

Lew-Port's Choice Beginning Fall 2020



All students in K-9

aimswebPlus

Background

What is aimswebPlus

aimswebPlus is a web-based solution for universal screening, progress monitoring, and data management for Grades K-12. aimswebPlus provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment.

What is aimswebPlus

At the foundation of aimswebPlus is general outcome measurement, a form of curriculum-based measurement (CBM), used for universal screening and progress monitoring. This form of brief assessment measures overall performance of key foundational skills at each grade level and draws upon over thirty years of scientific research that demonstrates both its versatility to provide accurate prediction of reading and math achievement as well as its sensitivity to growth.

The Power of Curriculum Based Measures

Educators and researchers across the country will tell you CBM is their assessment of choice for progress monitoring and **Response to Intervention** because this method of general outcome measurement is:

- <u>Brief</u>: Can be administered frequently without disrupting instruction
- **<u>Predictive</u>**: Provides accurate predictions of reading and math achievement
- <u>Sensitive to improvement</u>: An increase in ability will be reflected in rising scores on the measure
- Easy to administer and score: Can be used accurately by a wide range of education personnel
- <u>A valid measure</u> of skills that are central to the domain being measured (reading, math, language arts)
- **Standardized and reliable**: Producing consistent results across time or testing conditions
- <u>Available in multiple equivalent forms</u> to reduce practice effects on retesting

Response to Intervention (RTI)

Background

The RTI Pyramid



https://www.pinterest.com/pin/23010648081628992

The Data Are Grouped into Percentile Bands

Well Below Average	Below Average	Average	Above Average	Well Above Average
1-10	11-25	26-74	75-89	90-99

The Goal

Is this student struggling because the child needs instruction in a different way OR is the struggle due to a cognitive disability?

I will attempt interventions and monitor progress to identify the underlying issue.

https://dictionaryblog.cambridge.org/2018/04/25/on-the-other-ha d-words-which-express-a-contrast/

How Do You Know?

During a routine physical, your doctor notices an issue...

- 1. Start with non-invasive measures
 - a. Blood tests
 - b. Change diet and exercise
 - c. See you in a few weeks/months
- 2. At the next appointment did the changes work?
 - a. If yes, keep it up!
 - b. If no, more non-invasive measures
 - i. Additional testing
 - ii. Try medication
 - iii. See you in a few weeks/months
- 3. At the next appointment did the changes work?
 - a. If yes, keep it up!
 - b. If no, potential invasive measures are considered
 - i. Additional testing
 - ii. Schedule surgery



There is a progression from least to most invasive and time is needed to monitor progress...Open heart surgery is the last, not the first option!

How Do You Know?



We should have approximately 24 data points collected over 40 weeks before we have enough data to refer students to the Committee on Special Education. Disclaimers

A Word of Caution

"Seasonal learning research allows researchers to compare student learning patterns when school is in versus out of session. While there is some controversy about the magnitude of summer learning loss three trends are consistent across seasonal learning research findings: achievement typically slows or declines over the summer months, declines tend to be steeper for math than for reading, and the extent (proportionally) of loss increases in the upper grades."



Figure 2. Reading forecast



nweg RESEARCH

Figure 1. Mathematics forecast



nweg Research

Quick Caveat

- The data you are about to see includes students with disabilities (with the exception of 12:1:1 students and the middle and high school).
- That means there are students who have theoretically already progressed through the RTI Pyramid.
- The district's classification rate is listed as 18% on the most recent <u>NYS Report Card</u>

aimswebPlus

Data

Reading Fall 2019

	Well Below Average	Below Average	Average	Above Average	Well Above Average	Totals	% Needing
	1-10	11-25	26-74	75-89	90-99		
К	13	16	58	8	10	105	72%
1	20	18	56	10	8	112	66%
2 (RC)	2	3	71	27	26	129	96%
Multi-Age 3	2	3	18	2	5	30	83%
3	11	13	53	19	13	109	78%
4	6	16	59	34	44	159	86%
5	4	14	74	25	33	150	88%
6	1	8	70	34	36	149	94%
7	2	7	52	33	40	134	93%
8	3	13	76	32	25	149	89%
9	0	3	61	47	43	154	98%
Totals	64	114	648	271	283	1380	87%

Reading Fall 2020

	Well Below	Below	Average	Above	Well Above		_	
	Average	Average		Average	Average	Totals	% Needing	Untested
	1-10	11-25	26-74	75-89	90-99		Tier 1 Only	
К	17	29	48	2	2	98	53%	14
1	29	10	18	7	9	73	47%	28
2 (RC)	6	17	45	16	11	95	76%	18
Multi-Ag	2		F	2	2			
е 3	2	0	5	2	2	11	82%	1
3	6	13	53	11	9	92	79%	25
4	7	10	47	21	23	108	84%	29
5	2	5	56	21	30	114	94%	32
6	4	9	65	30	17	125	90%	26
7	1	5	67	30	28	131	95%	26
8	1	8	55	25	25	114	92%	26
9	3	5	38	24	47	117	93%	41
10	0	2	28	24	52	106	98%	41
Totals	78	113	525	213	255	1078	92%	266

Reading Side-By-Side Comparison

	2019 % Needing	2020 % Needing	
	Tier 1 Only	Tier 1 Only	Difference
К	72%	53%	-19%age
1	66%	47%	-19%age
2 (RC)	96%	76%	-20%age
3 (MA)	83%	82%	-1%age
3	78%	79%	1%age
4	86%	84%	-2%age
5	88%	94%	6%age
6	94%	90%	-4%age
7	93%	95%	2%age
8	89%	92%	3%age
9	98%	93%	-5%age
10	-	98%	N/A
Average	85%	82%	-3%age

Math Fall 2019

	Well Below Average	Below Average	Average	Average Above Average		Totals	% Needing
	1-10	11-25	26-74	75-89	90-99		THEFT OTHY
K (NNF)	8	18	51	20	11	108	76%
1 (MFF)	5	24	40	39	4	112	74%
2	14	17	61	16	19	127	76%
Multi-Age 3	1	3	18	4	4	30	87%
3	6	18	51	25	9	109	78%
4	7	22	70	35	25	159	82%
5	11	18	66	33	22	150	81%
6	5	11	60	42	31	149	89%
7	7	10	65	39	16	137	88%
8	7	26	67	44	11	155	79%
9	-	-	-	-	-		-
Averages	58	125	458	277	141	1128	78%

Math Fall 2020

	Well Below Average	Below Average	Average	Above Average	Well Above Average	Totals	% Needing	Untested
	1-10	11-25	26-74	75-89	90-99		THEFT OTHY	
K (NNF)	10	32	41	10	5	98	57%	6
1 (MFF)	13	22	33	3	1	72	51%	29
2	10	17	45	17	3	92	71%	20
Multi-Age 3	3	2	2	2	2	11	55%	1
3	14	7	35	11	7	74	72%	30
4	16	8	48	18	13	103	77%	34
5	7	11	51	23	18	110	84%	36
6	12	17	56	25	16	126	77%	25
7	5	17	52	39	18	131	83%	26
8	18	15	43	33	6	115	71%	25
9	6	14	32	16	2	70	71%	70
10	4	6	24	40	26	100	90%	70
Totals	118	168	462	237	117	1002	81%	302

Math Side-By-Side Comparison

	2019 % Needing	2020 % Needing	
	Tier 1 Only	Tier 1 Only	Difference
K (NNF)	76%	57%	-19%age
1 (MFF)	74%	51%	-23%age
2	76%	71%	-5%age
Multi-Age 3	87%	55%	-32%age
3	78%	72%	-6%age
4	82%	77%	-5%age
5	81%	84%	3%age
6	89%	77%	-12%age
7	88%	83%	-5%age
8	79%	71%	-8%age
9	-	71%	N/A
10	-	90%	N/A
Averages	82%	72%	-10%age

Who Needs More than Tier 1 in Fall 2020?



https://www.pinterest.com/pin/23010648081628992/

	Reading	Math
К	47%	43%
1	53%	49%
2	24%	27%
3 (MA)	2%	5%
3	19%	21%
4	17%	24%
5	7%	18%
6	13%	29%
7	6%	22%
8	9%	33%
9	8%	20%
10	2%	10%
Average	16%	22%

Strategic Planning & Board Governance

Next Steps

Strategic Plan

One Purpose.

Your Pathway.

Our Promise.



We will support each learner in defining success in his or her own way.

By 2025:

YEAR

5

EAF

- Students will regularly set and meet their own academic and personal goals
- The district will track student growth over time in addition to other measures
- As a result: Families will understand how their student's learning is growing over time

We will start by:

- Creating a portrait of a Lewiston-Porter learner
- Exploring practices in student goal-setting
- Establishing a district report card



When we succeed, we hope to hear a parent say:

"I now have a clear understanding of my child's learning goals and access to individual data that shows how my child has grown towards meeting her full potential."

Now What?



OUESTIONS FEEDBACK