

Item 6.2.2 Iowa Assessments Results for Red Oak Schools 2013

– Presented by School Principals

BACKGROUND INFORMATION: One of the key reports brought before the Directors annually addresses the Iowa Assessments. Enclosed are reports from each attendance center. The Directors are asked to allow a significant block of time to hear from school personnel in attendance.

SUGGESTED BOARD ACTION: (no formal action anticipated)

IOWA ASSESSMENT DATA 2013-2014

DISTRICT OVERVIEW

FIRST SNAPSHOT OF DATA...

This data is NOT cohort data. It is all students who took the test in that grade in that year. This is considered "raw" data. This is the percent of the class that tested proficient according to National Standard Scores.

Grade	Reading		Math		Science	
	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014
2nd	85%	67%	79%	74%	67%	61%
3rd	70%	77%	78%	85%	89%	90%
4th	73%	68%	87%	78%	78%	86%
5th	71%	71%	81%	82%	81%	81%
6th	46%	70%	62%	77%	65%	78%
7th	56%	65%	72%	77%	79%	89%
8th	56%	76%	69%	70%	78%	88%
9th	80%	78%	74%	74%	79%	83%
10th	87%	83%	83%	84%	89%	88%
11th	86%	88%	81%	90%	87%	84%

CLOSER LOOK AT COHORT DATA...

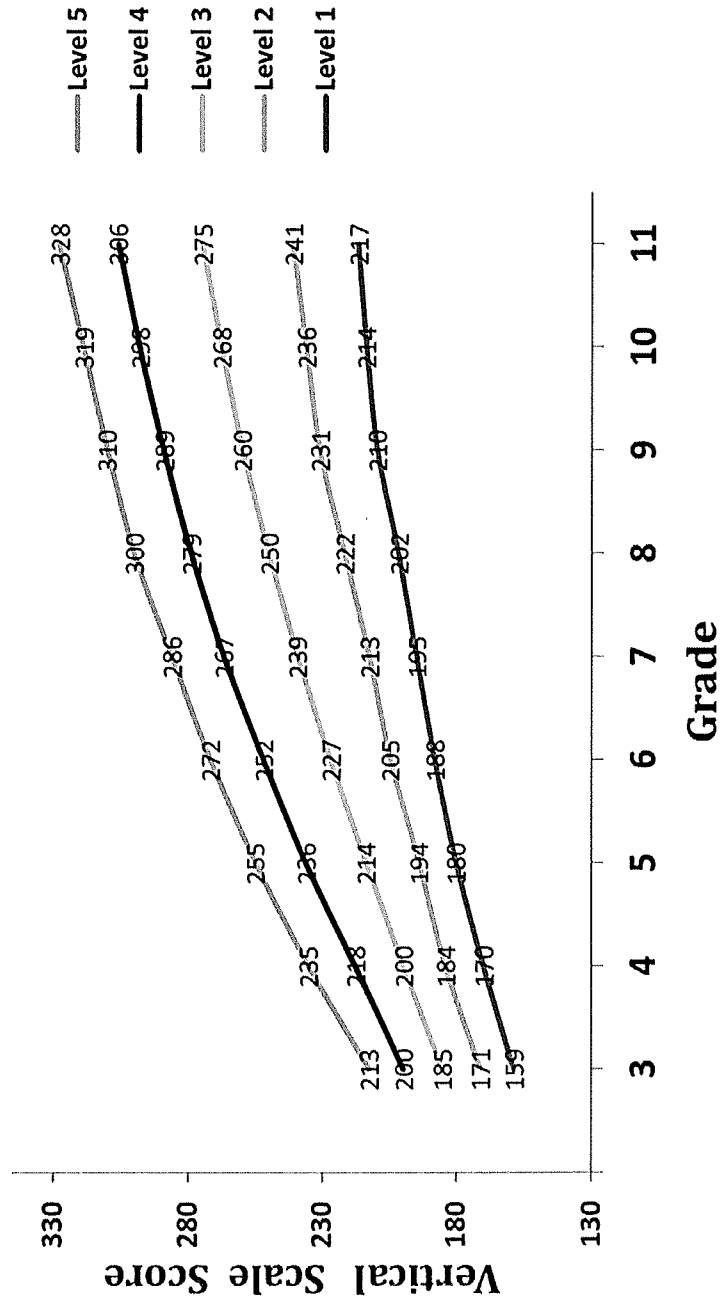
This data IS cohort data. It is all students who took the test in that grade in that year. This is considered "raw" data. This is the percent of the class that tested proficient according to National Standard Scores.

Grade	Reading		Math		Science	
	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014
2nd - 3rd	85%	77%	79%	85%	67%	90%
3rd - 4th	70%	68%	78%	78%	89%	86%
4th - 5th	73%	71%	87%	82%	78%	81%
5th - 6th	71%	70%	81%	77%	81%	78%
6th - 7th	46%	65%	62%	77%	65%	89%
7th - 8th	56%	76%	72%	70%	79%	88%
8th - 9th	56%	78%	69%	74%	78%	83%
9th - 10th	80%	83%	74%	84%	79%	88%
10th - 11th	87%	88%	83%	90%	89%	84%

AS WE LOOK CLOSER, KEEP IN MIND:

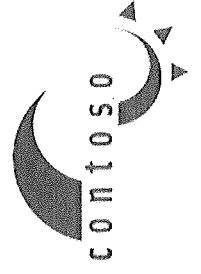
- THE SAME STUDENTS FROM ONE YEAR TO THE NEXT ARE NOT SORTED IN THIS DATA. THEREFORE IT REALLY DOES NOT SHOW INDIVIDUAL, ACCURATE GROWTH.
- WE HAVE INCLUDED ALL STUDENTS WHO MOVED IN AND MOVED OUT IN THIS DATA AND THAT CAN SKEW THE PERCENT.
- THERE IS A GROWTH MODEL FROM THE TESTING CENTER THAT SHOWS HOW MUCH STUDENTS MUST GROW EACH YEAR TO MAKE ONE YEAR'S GROWTH. THIS CHANGES DEPENDING ON WHERE THE STUDENT WAS PERFORMING THE YEAR BEFORE.

Figure 1 - Expected Growth



RED OAK MIDDLE SCHOOL – 2013/2014 IOWA ASSESSMENT DATA

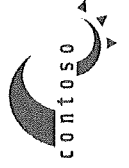
*All data is "raw data," meaning all students are included unless otherwise specified as Full Academic Year (FAY) data. FAY data is data included in NCLB reporting



Percent of Students Proficient – Reading, Math & Science

Note: Like Colors represent cohort data

	Reading		Math		Science	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
8 th Grade	56	76	69	70	79	83
7 th Grade	56	65	72	78	78	89
6 th Grade	46	70	62	77	65	78



Student Quadrants – Reading

Note- FAY DATA

- Quadrants represent % break down of Prof and Non-Prof students.
- Pink is **NOT** a good category to be in
- Model is based upon NSS growth.
- Growth model for NCLB/AYP is based upon expected years growth.
- There is approximately +/- **8%** of students who did not meet expected growth model in right quadrants (depending on subject and grade level).

6th Grade

Proficient – No Growth	Proficient - Growth
4%	71%
NOT Proficient – No Growth	NOT Proficient - Growth
14%	11%

7th Grade

Proficient – No Growth	Proficient - Growth
1%	64%
NOT Proficient – No Growth	NOT Proficient – Growth
5%	30%

8th Grade

Proficient – No Growth	Proficient - Growth
4%	71%
NOT Proficient – No Growth	NOT Proficient – Growth
7%	19%



Student Quadrants – Math

Note- FAY DATA

6th Grade

Proficient – No Growth	Proficient - Growth
7%	73%
NOT Proficient – No Growth	NOT Proficient - Growth
8%	12%

- Quadrants represent % break down of Prof and Non-Prof students.
- Pink is **NOT** a good category to be in
- Model is based upon NSS growth.
- Growth model for NCLB/AYP is based upon expected years growth.
- There is approximately +/- 8% of students who did not meet expected growth model in right quadrants (depending on subject and grade level).

7th Grade

Proficient – No Growth	Proficient - Growth
2%	79%
NOT Proficient – No Growth	NOT Proficient – Growth
1%	18%

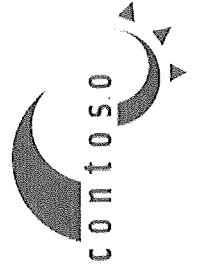
8th Grade

Proficient – No Growth	Proficient - Growth
9%	66%
NOT Proficient – No Growth	NOT Proficient – Growth
6%	22%



SO WHAT EXACTLY DOES THIS DATA MEAN?

I'll tell you what it means...



Building a Core Foundation for Success:

ROMS Wednesday Protocol

Team:

Follow Protocol's steps - in order, without getting stuck on steps due to debate or lack of confidence in content.

Norms- Norms represent everything the group identifies as essential for effective team management and should be reviewed at the beginning of each meeting. DO NOT EVER skip this step! If running late, it is probably because one of the norms has already been broken.

Step 1- You must identify the 3-7 most important outcomes of your unit. You must also approximate dates (minimum of three) you will be assessing your students on the selected outcomes. Note- Of the 3-7 outcomes there could be multiple questions or levels to one outcome.

-Begin Cycle 1 (of a minimum of 3) using steps 2-5

Cycle 1-2-3-4

Step 2- After assessing the students you will break them down into three simple categories. Do not over think this section, look at the student score and place them in category, enter the data points (before you meet on Wednesday) and move on to Step 3.

Step 3- Based upon the results of Step 2, analyze your current reality. What needs to happen? Who needs a lot of attention? Who needs enriched?

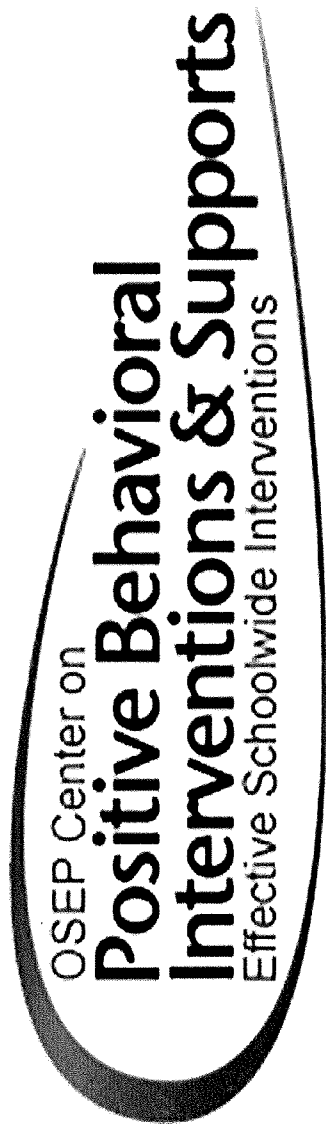
Step 4- Time to set a goal. Make sure you refer to the previous goal. Remember you define what "proficient" is, and make sure the goal is R and A - realistic and attainable!

Step 5- Taking into account results and discussions from Steps 3 and 4 note possible instructional strategies you will use with students throughout the remainder of your unit OR next year when you complete this unit.

Step 6- After your final cycle and round of assessment, record student results (Step 2) and move to the questions of Step 6. DO NOT forget to upload to Curriculum Mapper.



Building a Core Foundation for Success:



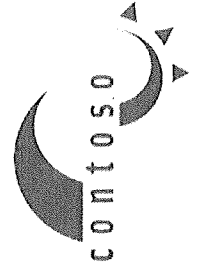
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WAIT... IT GETS BETTER!

Making improvements at all angles!



Percent of Students ADVANCED – Reading, Math & Science

Note: Like Colors represent cohort data

Advan. Sub	Reading		Math		Science	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
8 th Grade	10	20	11	15	12	7
7 th Grade	6	20	12	30	21	21
6 th Grade	8	26	21	24	7	15



Transitional Data – How has this improved? Cohort Data “FAY’s”

	2010-2011		2012-2013	
	5 th grade NSS Avg.	6 th grade NSS Avg.	5 th grade NSS Avg.	6 th grade NSS Avg.
Reading	216	206 (-10)	208	229 (+21)
Math	224	215 (-9)	217	233 (+26)

What has been effective?

- ✓ Hire (or transfer) of At-Risk Para position to help at-risk students complete their homework – Mrs. Amy Confer
- ✓ Transitional Summer School
- ✓ RTI Math @ Washington Intermediate
- ✓ Title I Reading @ 6th grade level



Improvement Over Time... It does not happen all at once! – “FAY’s”

Class of 2018		Average NSS Growth 6 th to 7 th & 7 th to 8 th	
		<u>Reading</u>	<u>Math</u>
Not Proficient 2011		+51	+38
Expected Growth		12-19	15-17
Top 25% in class in 2011		+41	+37
Expected Growth		26-29	27-28

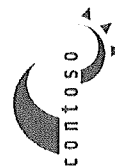
Remember:

- ✓ As you can see, expected growth varies.
- ✓ 7th growth is not shown. However, Reading lost 10% NP, while math dropped 2%.
- ✓ Very encourage to see the to growth of students on top end.
- ✓ Makes our initiatives & collaboration worth every second!



Unfinished Business

- **Allow access to 7th & 8th grade students to take HS courses**
- **Before and After School Programming & More Comprehensive Summer School Programs**
- **WE MUST GET BETTER AT GETTING BETTER**



Inman Primary School:

2013 / 2014

Iowa Assessment Data

*All data is "raw data," meaning all students are included unless otherwise specified as FAY data.

FAY data = data included in NCLB reporting

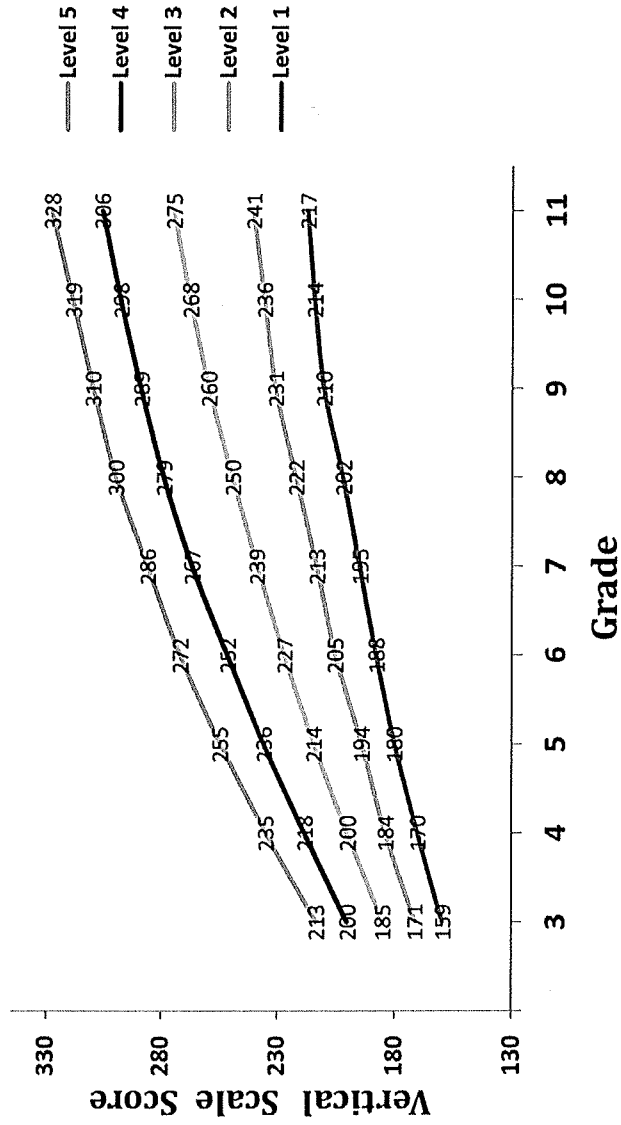
IPS Iowa Assessments 2013-2014

	Reading		Math		Science	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
4 th Grade	73	68	87	78	78	86
3 rd Grade	70	77	78	85	89	90
2 nd Grade	85	67	79	74	67	61

Note: Like Colors represent cohort data

IITP's Expected Growth Graph

Figure 1 - Expected Growth



Iowa Testing Program: Iowa Assessments

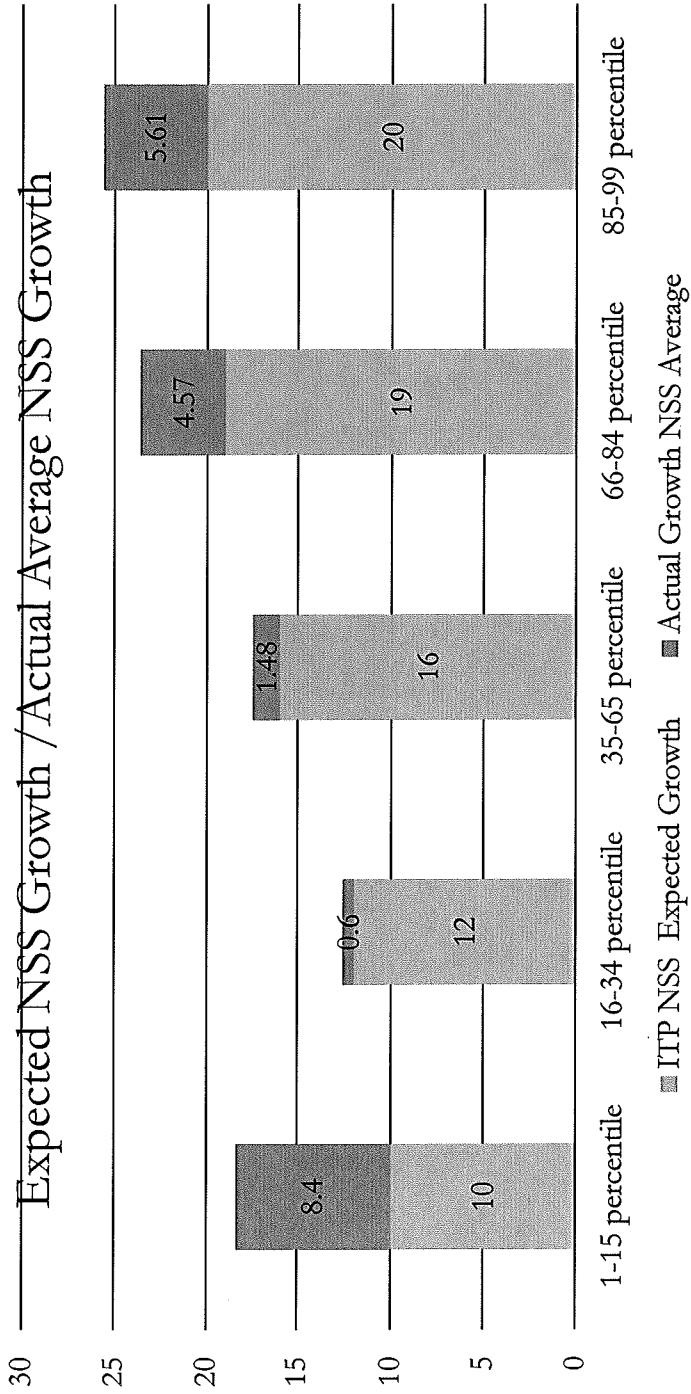
May 2012

NSS Growth Quadrants: Reading (FAY Students)

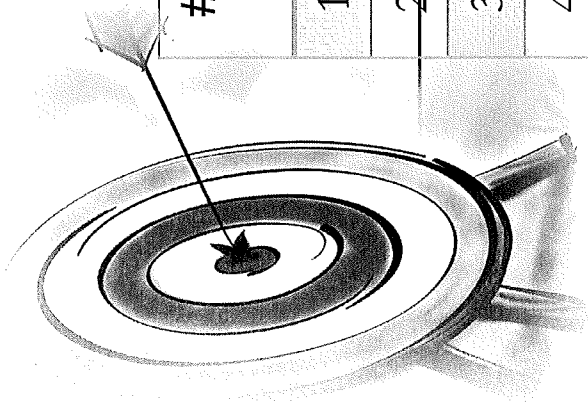
3rd graders (n=76)

Proficient – No Growth	Proficient – Growth
5% (4 students)	72% (55 students)
	NOT Proficient – Growth
	12% (9 students)

Reading

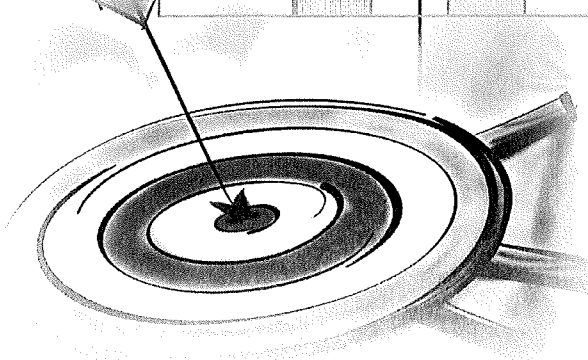


So..... Are **WE** Moving Students **CLOSER** to the Target in Reading?



#	2 nd Grade NSS (151)	3 rd Grade NSS (166)	Expected Growth	Actual Growth
1	130	164	10	34*
2	148	178	12	30
3	124	146	10	22*
4	145	164	12	19
5	128	146	10	18*
6	148	164	12	16
7	132	143	10	11*
8	130	137	10	7*
9	149	152	12	3
10	148	143	12	-5
Average Growth for 2012 NP Students = 15.5 NSS Points				

So..... Are **WE** Moving Students **CLOSER** to the Target in Reading?



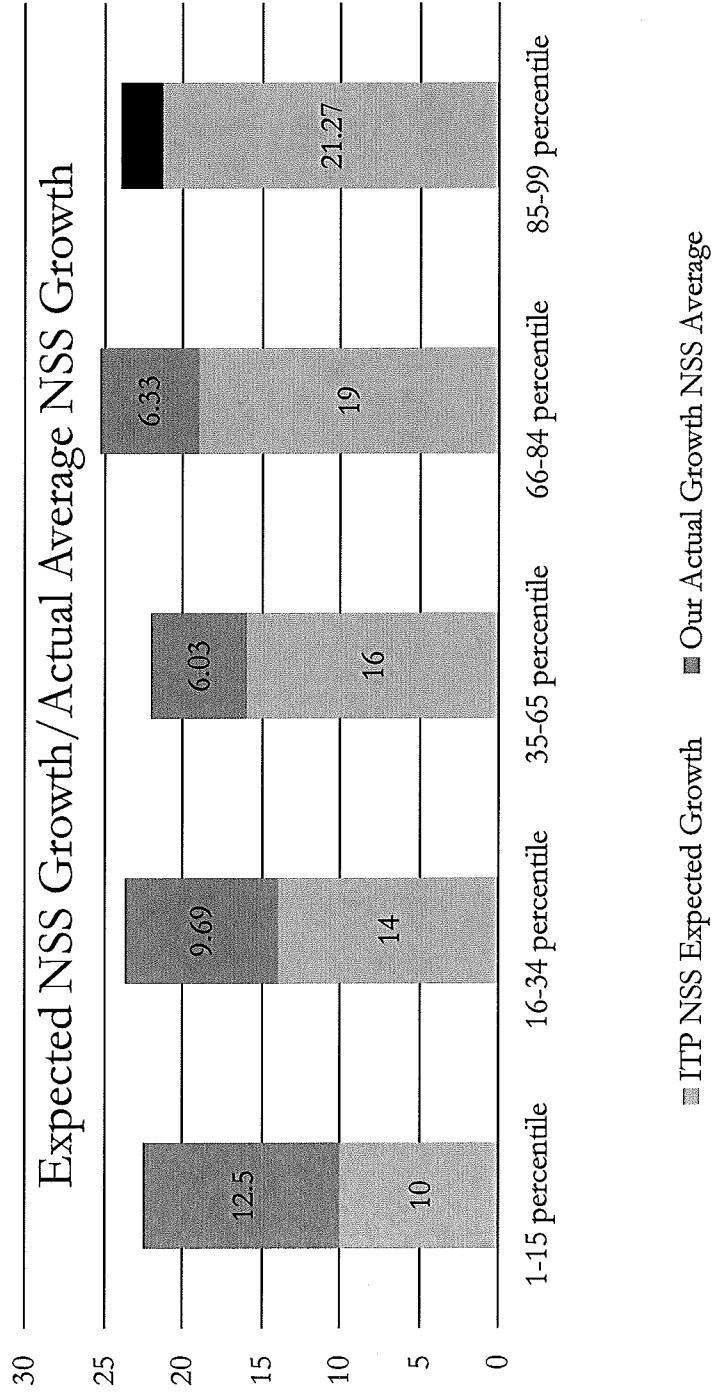
#	2 nd Grade NSS (151)	3 rd Grade NSS (166)	Expected Growth	Actual Growth
1	130 (21)	164 (2)	10	34*
2	148	178	12	30
3	124 (27)	146 (20)	10	22*
4	145 (6)	164 (2)	12	19
5	128 (23)	146 (20)	10	18*
6	148 (3)	164 (2)	12	16
7	132	143	10	11*
8	130	137	10	7*
9	149	152	12	3
10	148	143	12	-5
Average Growth for 2012 NP Students = 15.5 NSS Points				

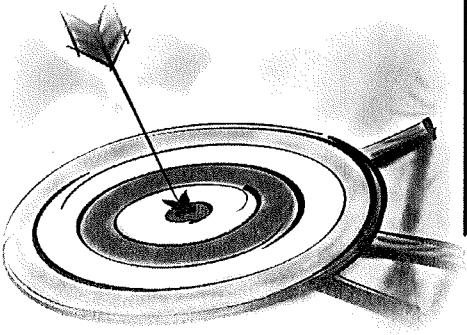
NSS Growth Quadrants: Math (FAY Students)

3rd graders (n=76)

Proficient – No Growth	Proficient – Growth
1% (1 student)	84% (64 students)
	NOT Proficient – Growth
	13% (10 students)

Math





And, Math?

	2 nd Grade NSS 152	3 rd Grade NSS 166	Expected	Actual
1	145	181	14	36
2	147	183	14	36
3	150	185	14	35*
4	147	181	14	34
5	145	173	14	28*
6-7	145	171	14	26
8	147	171	14	24*
9	136	160	12	24
10	141	162	12	21
11	145	165	14	20
12	143	160	14	17
13	143	154	14	11
14	145	154	14	9
15	150	156	14	6*

Average Growth for 2012 NP Students = 23.5 NSS Points

IPS Iowa Assessments 2013-2014

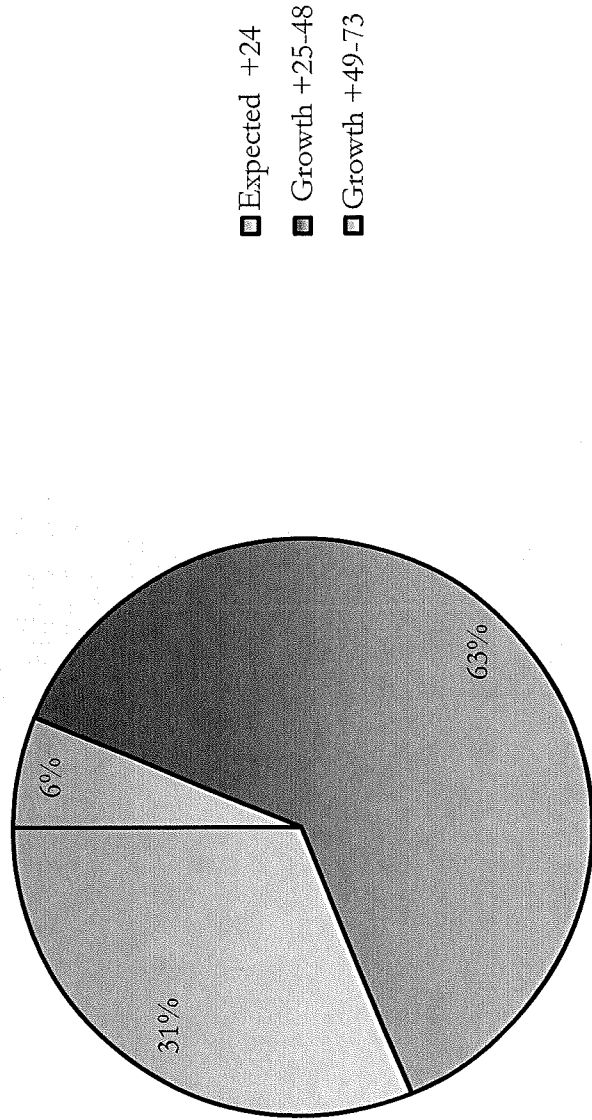
	Reading		Math		Science	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
4 th Grade	15	13	31	24	17	13
3 rd Grade	9	20	18	28	16	20
2 nd Grade	16	17	13	8	10	8

Note: Like Colors reprcohort data

3rd Grade Advanced Student Results

Reading

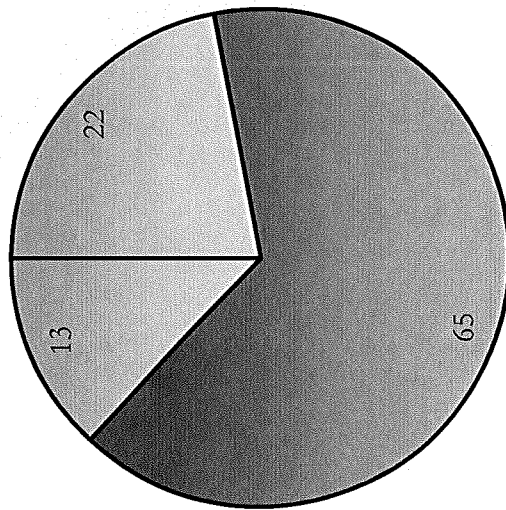
Percentage (N=16)



3rd Grade Advanced Student Results

Math

Percentage (N=23)

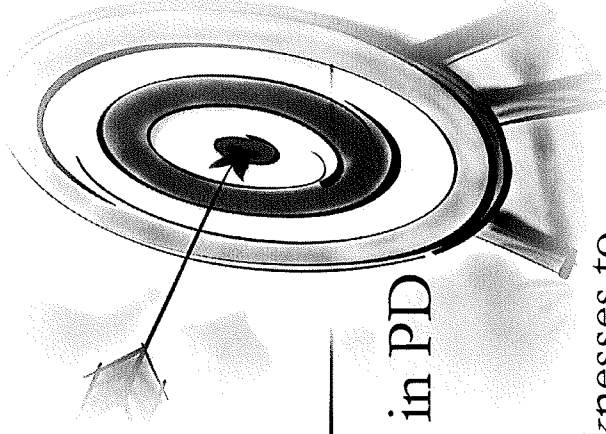


- Expected +24
- Growth +25-48
- Growth +49-73

Protect What's Working!

- **Weekly collaboration** around student protocol data
- Continue deeper implementation of **RTI** (intervention match)
- Quarterly review of services for student's not meeting **academic benchmark expectations**
- Continue the development of **essential standards** pacing guides through **Instructional Planner/Curriculum Mapper™** for literacy

Next Steps...



- Work the classroom data with teachers in PD
 - Item analysis grades 2-4
 - Comparison of overall strengths and weaknesses to classroom data
 - Continue vertical alignment conversations
- Share data with parents at p/t conferences February
- Align SINA work with areas of concern

- "In order to become a leading home run hitter, a batter must be surrounded by good hitters, otherwise, the pitchers will 'pitch around' him. Likewise, many successful people became that way from being on a good team."

- Laing Burns Jr.

WASHINGTON INTERMEDIATE

IOWA ASSESSMENT DATA 201302014

PERCENT OF STUDENTS PROFICIENT

	Reading	
Grade	2012-2013	2013-2014
3rd	70%	77%
4th	73%	68%
5th	71%	71%

	Math	
Grade	2012-2013	2013-2014
3rd	78%	85%
4th	87%	78%
5th	81%	82%

	Science	
Grade	2012-2013	2013-2014
3rd	89%	90%
4th	78%	86%
5th	81%	81%

Like colors are cohort data. This is “raw” data and includes all students. This includes students who scored proficient according to National Standard Scores, and includes students in both the proficient and advanced groups.

LOOKING AT GROWTH:

- THE FOLLOWING DATA WILL USE THE STUDENTS THAT RED OAK COMMUNITY SCHOOLS HAVE HAD SITTING IN CLASSROOMS FOR A FULL ACADEMIC YEAR (FAY).
- USING THIS DATA, WE CAN USE GROWTH QUADRANTS. WE LOOK AT STUDENTS

WHO:

1. SCORED PROFICIENT OR ABOVE AND GREW AS WELL
2. SCORED PROFICIENT BUT DID NOT SHOW GROWTH
3. SCORED NON-PROFICIENT BUT DID SHOW GROWTH
4. SCORED NON-PROFICIENT AND DID NOT SHOW GROWTH

NSS GROWTH QUADRANTS:

READING

(FAY STUDENTS)

4th Grade n = 86

5th Grade n = 84

Proficient – No Growth	Proficient – Growth
2% (2 students)	65% (51 students)
NOT PROFICIENT – NO GROWTH	NOT PROFICIENT – Growth
68% (58 students)	27% (21 students)

Proficient – No Growth	Proficient – Growth
7% (6 students)	63% (50 students)
	NOT PROFICIENT – Growth
	20% (16 students)

NSS GROWTH QUADRANTS:**MATH****(FAY STUDENTS)****4th Grade****n = 86****5th Grade****n = 84**

Proficient – No Growth	Proficient – Growth
4% (3 students)	77% (61 students)
NOT Proficient – No Growth	NOT Proficient – Growth
13% (10 students)	

Proficient – No Growth	Proficient – Growth
7% (6 students)	75% (60 students)
NOT Proficient – No Growth	NOT Proficient – Growth
	9% (7 students)

LOOKING CLOSER AT THOSE WHO GREW:

READING

- 4TH GRADE READING STUDENTS WHO WERE PROFICIENT AND GREW, GREW AN AVERAGE OF 1 YEAR AND 9 MONTHS EACH.
- 5TH GRADE READING STUDENTS WHO WERE PROFICIENT AND GREW, GREW AN AVERAGE OF 2 YEARS AND 7 MONTHS EACH.

MATH

- 4TH GRADE MATH STUDENTS WHO WERE PROFICIENT AND GREW, GREW AN AVERAGE OF 1 YEAR AND 8 MONTHS EACH.
- 5TH GRADE MATH STUDENTS WHO WERE PROFICIENT AND GREW, GREW AN AVERAGE OF 1 YEAR AND 9 MONTHS EACH.

ADVANCED STUDENTS?

- WE INCREASED THE NUMBER OF ADVANCED READING STUDENTS BY 4% FROM 3RD TO 4TH GRADE, AND 12% FROM 4TH TO 5TH GRADE.
- WE INCREASED THE NUMBER OF ADVANCED MATH STUDENTS BY 6% FROM 3RD TO 4TH GRADE, AND 8% FROM 4TH TO 5TH GRADE.

WHAT IS WORKING?

- TEACHER COLLABORATION AND DATA ANALYSIS. FORMATIVE ASSESSMENTS AND OTHER DATA STORED ON OUR GOOGLE DOC FOR ALL TO SEE AT ANY TIME.
- RESPONSE TO INTERVENTION IN BOTH READING AND MATH. CONTINUED WORK WITH STUDENTS ON WED. EARLY OUTS, AND TIME DURING THE SCHOOL DAY FOCUSED ON FINDING WHAT IS KEEPING THEM FROM LEARNING – NOT JUST HOMEWORK COMPLETION; AND WORKING TO CHALLENGE THOSE WHO ALREADY KNOW IT.
- TEACHERS WORKING ON BEST PRACTICES IN TEACHING STRATEGIES. PROFESSIONAL DEVELOPMENT PROVIDED BY THE AEA LAST SCHOOL YEAR IN BOTH READING AND MATH PRACTICES.
- COLLABORATION ACROSS BUILDINGS. TEACHERS MEETING WITH THOSE ABOVE AND BELOW TO DISCUSS STUDENTS, CURRICULUM, AND EXPECTATIONS AND WEAKNESSES. MORE SHARED INFORMATION GOING FROM BUILDING TO BUILDING REGARDING TESTING, BEHAVIORS, AND BACKGROUND ON EACH STUDENT.
- CONTINUED WORK WITH INITIATIVES SUCH AS CHARACTER COUNTS, OLWEUS, CURRICULUM MAPPER, AND RTI.
- AT-RISK COUNSELOR TO WORK WITH STUDENTS WHO ARE HAVING DIFFICULTIES WITH ATTENDANCE OR OTHER ISSUES THAT EFFECT PERFORMANCE AT SCHOOL.
- SUMMER SCHOOL PROGRAM FOR IDENTIFIED STUDENTS WHO MAY HAVE PROBLEMS WITH TRANSITION AND/OR MAINTAINING ACADEMIC PERFORMANCE.

UNFINISHED WORK AHEAD

- BEFORE AND AFTER SCHOOL PROGRAMS
- DISCUSSIONS ABOUT THOSE WHO CAN TEST, BUT NOT MAINTAIN FROM YEAR TO YEAR
- FINDING A WAY TO STREAMLINE TIME TO WORK WITH STUDENTS MORE INDIVIDUALLY
- EQUALIZE RESOURCES ACROSS THE DISTRICT – LOOK FOR MORE WAYS TO SHARE AND HELP (EXAMPLE: IPS SENDING PARAS OVER TO WIS TO HELP WITH STUDENTS ON WED. AFTERNOONS WHEN POSSIBLE)
- GET BETTER AT WHAT WE ARE ALREADY DOING – PLC, RTI, CM, AND OTHER INITIATIVES
- WORK WITH THE COMMUNITY OF RED OAK AND MONTGOMERY COUNTY TO FIND HELP FOR THOSE STUDENTS WHO ARE EXPERIENCING THINGS THAT EFFECT PERFORMANCE AT SCHOOL, BUT THE SCHOOL HAS NO AUTHORITY OVER. GET BETTER AT COMMUNICATION AND SHARING INFORMATION WITH OTHER AGENCIES.

QUESTIONS?

Dropout Update and Report for January, 2014

10/12-9/13	Program	End Date	Notes	
Student A	Alt Program	2/25/2013	Dropped 2x in one year	Soc Sec Benefits
Student B	Alt Program	1/21/2013	Dropped in 11-12	Dropped in 12-13
Student C	Mixed Sched	4/24/2013	Dropped 2x in one year	Dropped before 10/1/12
Student D	High School	5/7/2013	For 7 days in 4th quarter	Out of state boyfriend
Student E	High School	10/30/2012	Long time RO student	
Student F	Alt Program	9/6/2013	Long time RO student	
Student G	High School	10/12/2012	In and out of district	Attendance Issues
Student H	Alt Program	4/12/2013	Long time RO student	
Student I	Alt Program	4/19/2013	One Month	Prison Issues
Student J	Alt Program	2/25/2013	4 years in Alt Prog	
Student K	High School	3/15/2013	Enrolled at 20	Out of state girlfriend
Student L	Alt Program	2/6/2013	Dropped in 12-13	Dropped in 13-14
This Year	Program	Since 10/1	Notes	
Student M	Alt Prog	11/6/2013	2 weeks	live w/ boyfriend
Student N	Alt Prog	10/24/2013	3 months	transferred in
Student O	Alt Prog	10/22/2013	Long time RO student	
Student P	ROHS	10/9/2013	Long time RO student	Mental Health facility
Student Q	Alt Prog	10/14/2013	Long time RO student	Special Ed
Student R	Alt Prog	10/11/2013	3 months in Alt Prog	transferred in
				2 years in Alt Prog