

# Monitoring Student Growth

2020-2021

# March 13, 2020-September 2020

## March 13, 2020

- Full-remote teaching
- Little time to prepare
- Tech PD/Tech tools
- Scaffolded approach incorporating new learning

## Summer 2020

- Research on best practices in remote instruction
- Focus on high-yield instructional tools
- Planning for assessment/instruction

## September 2020

- All departments/grade levels reviewed content standards/skills from spring
- Planning for assessment/incorporation into current school year

## **Tonight's objectives:**

1. Using general definitions, provide common understanding of types of assessments
  2. Provide qualitative and quantitative data samples K-12 to understand how our students are progressing from last spring - January 2021
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# Common Types of Assessment

## State Testing

- Required in grades 3-8, 11
- Data used in accountability report
- Data is public

## Benchmark

- Nationally standardized assessment
- Used to inform intervention services
- Measures growth over time

## Summative

- End of unit assessment
- Grades accessible to student and parent

## Formative


- Primary use: inform instruction
- Grades may or may not be included in final averages
- Can take many forms/formats

**Question:** *Without state data, how do we know if our students are progressing as they should be?*

1. Standards/Skills assessment in Fall 2020
  2. Current pacing guides
  3. Evaluation of curriculum compacting
  4. Available standardized data
  5. Common formative and summative assessments
  6. Benchmark data
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# Pacing Guides

Pacing guides provide a structured timeline/estimation to guide curriculum implementation. Qualitative samples:

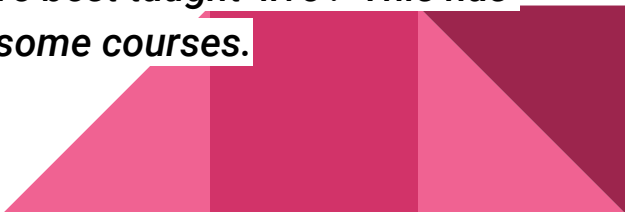
- **K-5 Math** - *“We are in the same place, if not exceeding pace, from last year due to implementation of pre-assessments”.*
  - **MS Science** - *“We are definitely moving slower than we did last year...The biggest challenge has been COVID.” (Curriculum compacting to address RLs and key NGSS concepts/skills). NOTE: \*MS Science is implementing a new, complex curriculum*
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# Pacing Guides

Pacing guides provide a structured timeline/estimation to guide curriculum implementation. Qualitative samples:

- **HS English** - *“We are on pace with where we want to be as a result of longer class periods and continuity of instruction. Less time is spent activating prior knowledge since activities can be completed by the end of one class period.”*
- **HS Math** - *“Some courses are on schedule [with last year] and some are up to three weeks behind. We are addressing deficits from the spring and adjusting to the block schedule and accommodating every remote learner”.*

*\*HS Math has prioritized concepts in the curriculum units that are best taught ‘live’. This has changed the order in which some things are taught and slowed some courses.*



# PSAT Data

Fall 2019

<b>ERW</b>	<b>550</b>
<b>Math</b>	<b>533</b>

Fall 2020

<b>ERW</b>	<b>540</b>
<b>Math</b>	<b>540</b>



# SAT Data

Spring 2018

<b>ERW</b>	<b>580</b>
<b>Math</b>	<b>580</b>

Fall 2020

<b>ERW</b>	<b>574</b>
<b>Math</b>	<b>566</b>

*ERW: 604 Math: 607*

# Summative Assessment : HS English

**2019-2020 Common Assessment gr. 10-11**

<b>11.2</b>	<b>88%</b>
<b>11.1</b>	<b>88%</b>
<b>ECE</b>	<b>87.5%</b>
<b>10</b>	<b>82%</b>

**2020-2021 Same Common Assessment Gr. 10-11**

<b>11.2</b>	<b>88%</b>
<b>11.1</b>	<b>82%</b>
<b>ECE</b>	<b>91.5</b>
<b>10</b>	<b>85%</b>

# Summative Assessment : HS Math

## 2019-2020 Common Assessment

<b>Alg II</b>	<b>81%</b>
<b>Geom.</b>	<b>86%</b>
<b>Pre-Calc.</b>	<b>88.1%</b>

## 2020-2021 Same Common Assessment

<b>Alg II</b>	<b>88%</b>
<b>Geom.</b>	<b>85%</b>
<b>Pre-Calc.</b>	<b>88.1%</b>

# Summative Assessments: MS ELA / Math

## Short Story/Narrative

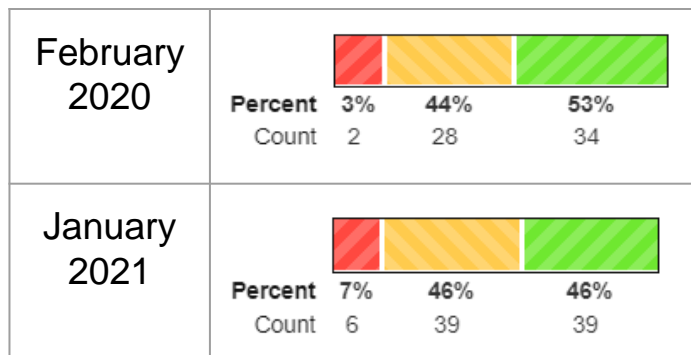
<b>2019-2020</b>	<b>86.6%</b>
<b>2020-2021</b>	<b>81.2%</b>

## End of Unit Test, Math

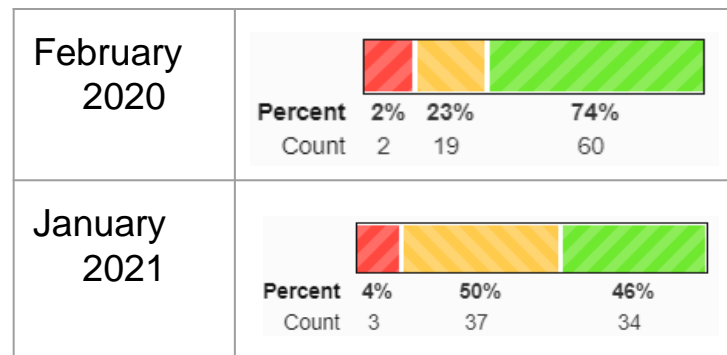
<b>2019-2020</b>	<b>77%</b>
<b>2020-2021</b>	<b>81%</b>

# MS IAB: Formative

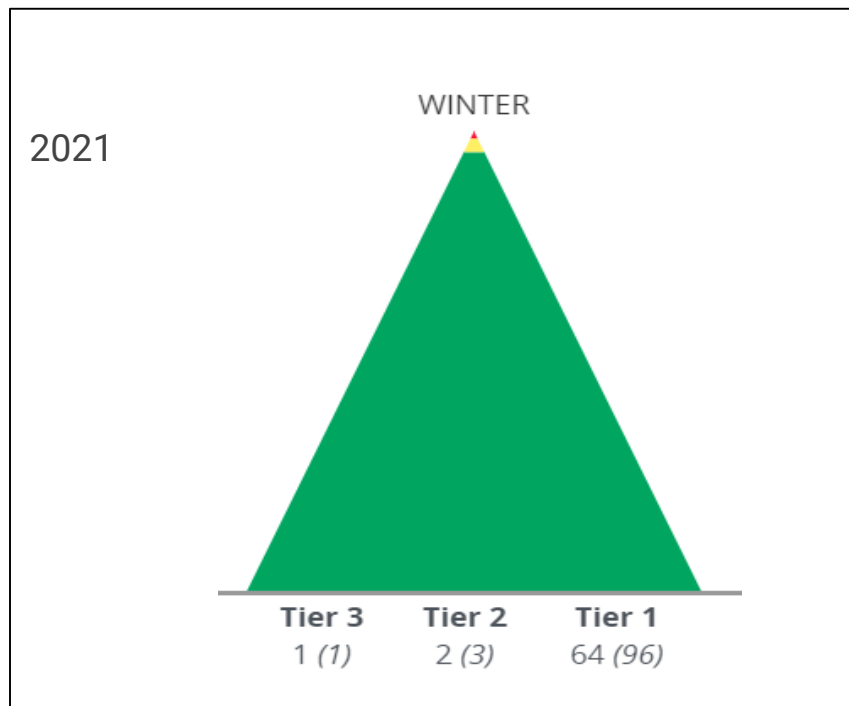
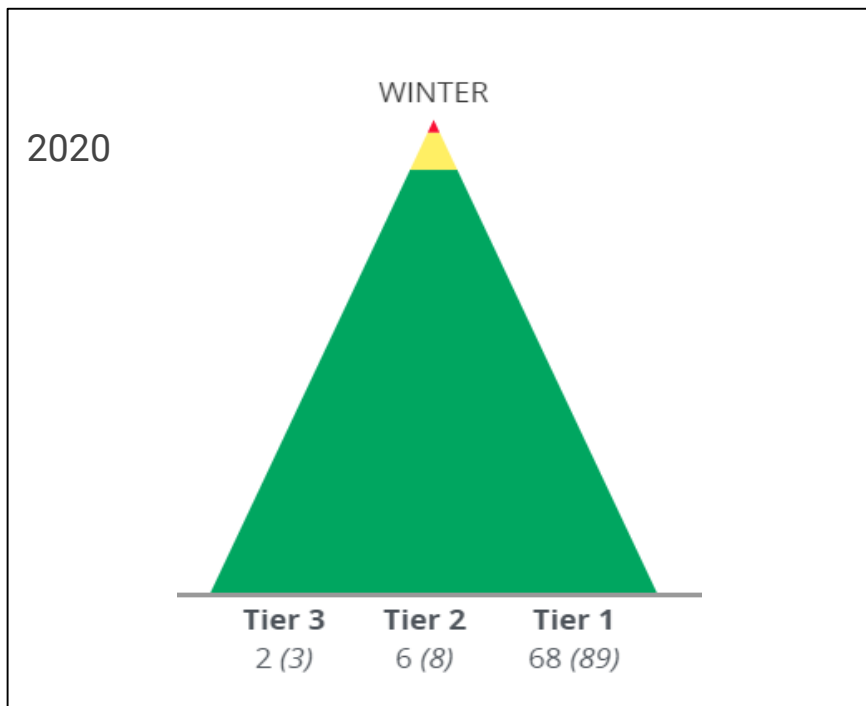
## Listening and Interpreting (Cohort Score)



## Reading informational text (Cohort Score)

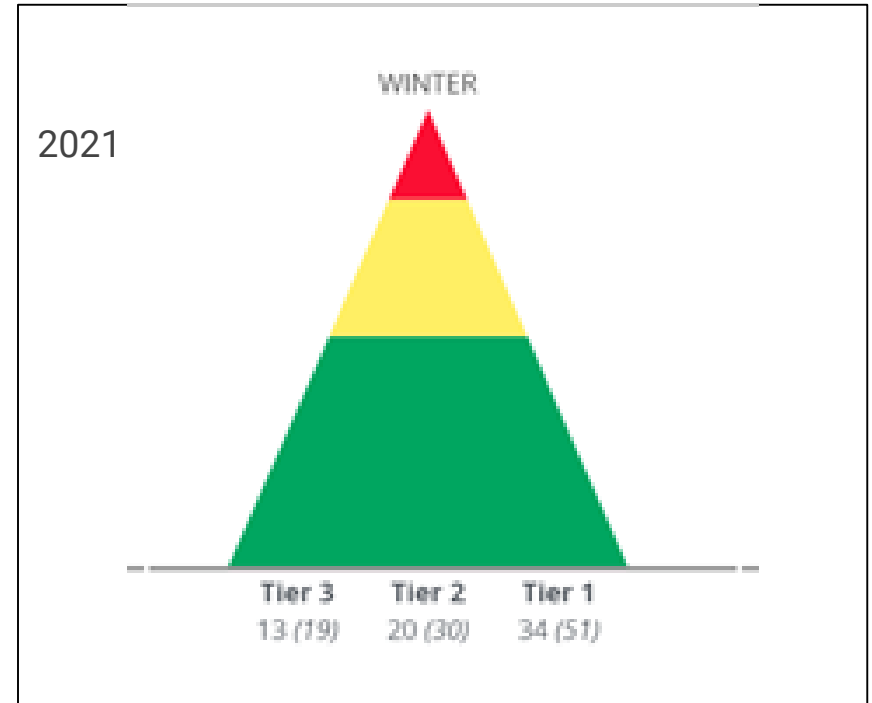
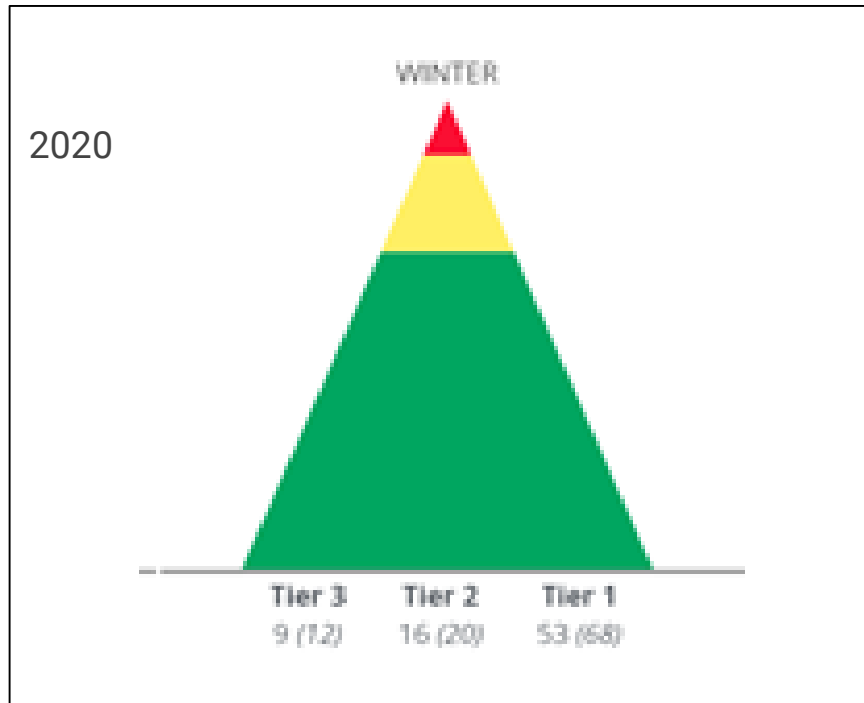


# Aimsweb Benchmark Cohort Comparison (Math)



Tier: **1** Low Risk **2** Moderate Risk **3** High Risk

# Aimsweb Benchmark Cohort Comparison (E.Lit)



Tier: **1** Low Risk **2** Moderate Risk **3** High Risk

# ELA Foundations Tracker (Formative/Summative)

Test Date	Sounds (5)	WORDS		SENTENCES		Total % Correct
		Spelling (5)	Marking (5)	Phonetic (5)	Trick (5)	
12/18/2020	5	5	5	5	5	100%
12/18/2020	5	4	5	4	4	88%
12/18/2020						
12/18/2020	5	4	5	5	4	92%
12/18/2020	4	5	4	4	4	84%
12/18/2020	5	4	5	3	4	84%
12/18/2020	5	5	5	3	2	
12/18/2020	4	5	5	4	5	92%
12/18/2020	4	3	0	4	5	64%
12/18/2020	4	3	3	4	1	60%
12/18/2020	4	5	5	5	5	96%
12/18/2020	4	4	4	4	2	72%

**Grade level sample from recent unit assessment:**

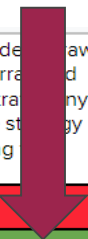
**83% of students scored at or above benchmarks**

*Data is used to inform instruction:*

- Re-teaching
- Targeted intervention
- Monitor growth over time



# Bridges Pre-Assessment (Formative)



MCE Student solves at least 6 facts correctly.	MCE Student draws a 6 x 8 array and demonstrates any accurate strategy for finding product.	MCE Student solves at least three problems correctly.	MCE Student solves at least three problems correctly.
1	0	1	1
1	1	1	1
1	1	1	1
1	0	1	1
1	1	1	1
1	1	1	1
1	1	1	1
1	1	1	1
1	1	1	1
1	1	1	1
1	1	1	1
1	0	0	1

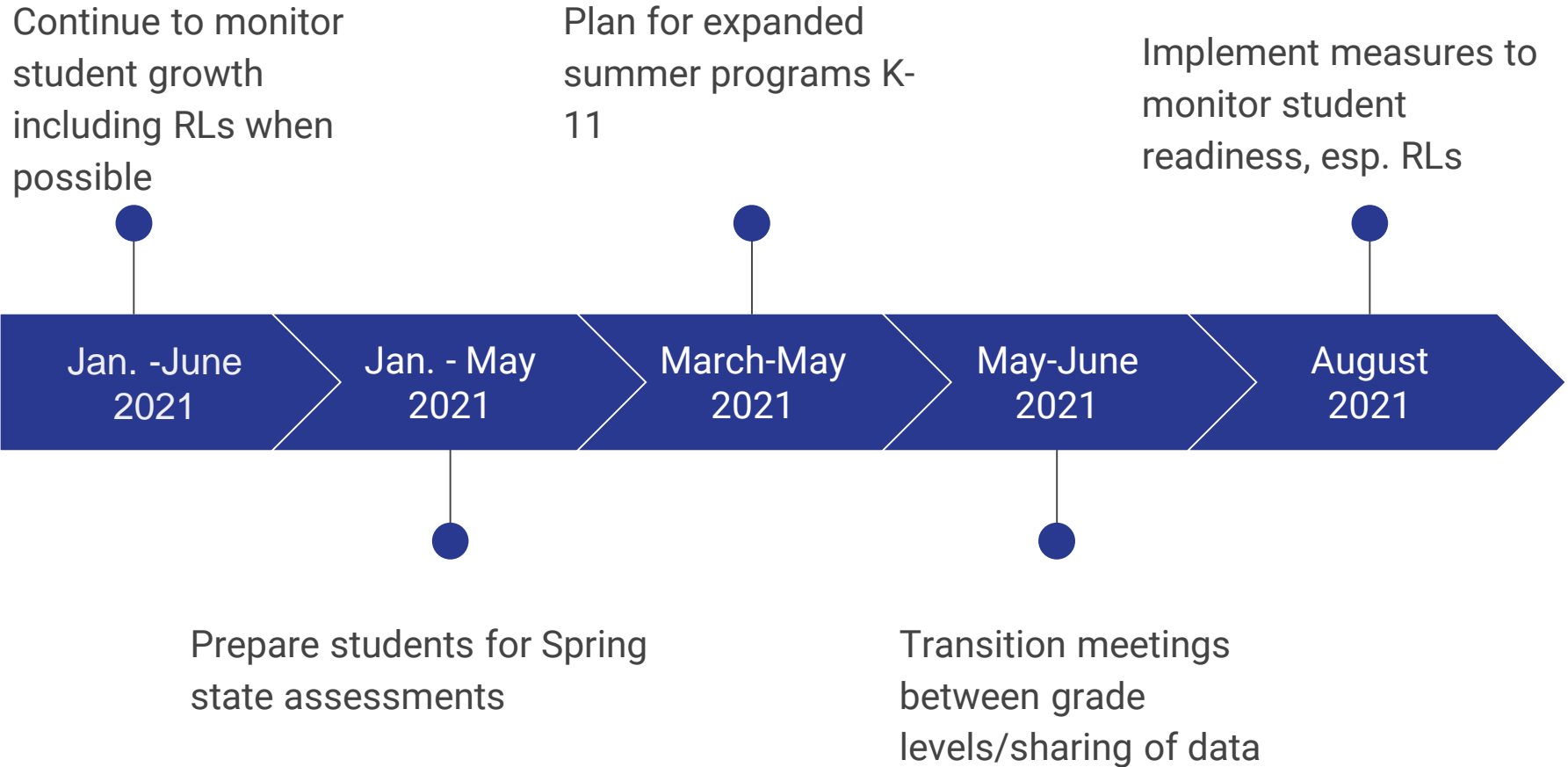
**Grade level sample from recent unit pre-assessment:**

**90% of students scored at overall mastery level**

*Data is used to inform instruction:*

- What off grade level standards need review/reteaching
- Whole class vs. targeted support
  - Curriculum compacting

***2021-2022 school year:***



While we are pleased and confident in the growth students are making, we would be remiss if we didn't **CELEBRATE** our teachers.

Thank you to our staff, students and families who have worked to support in-person learning and managing safety protocols.

