



# Data/Assessment Presentation:

## **South Harrison Township Elementary School**

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Robert Rosenheim, Data and Assessment Supervisor

# Presentation Objectives

1. Address follow-up questions from the November 2016 PARCC presentation:
  - Examine the relationship of **results from District assessments** in order to use data as a predictor of PARCC performance
  - Dive deeper into the **5<sup>th</sup> grade (*outlier*)** data from 2015-2016 school year
2. Continue to support Goal # 2 of the BOE:
  - Ensure that all students are achieving at a high level as measured by **various assessments utilized** by the District.
  - Goal (2) is aligned with the South Harrison's Strategic Plan: *Vision 2018. **Strategic Plan I: 6, 7, 8***

# Assessment Highlights

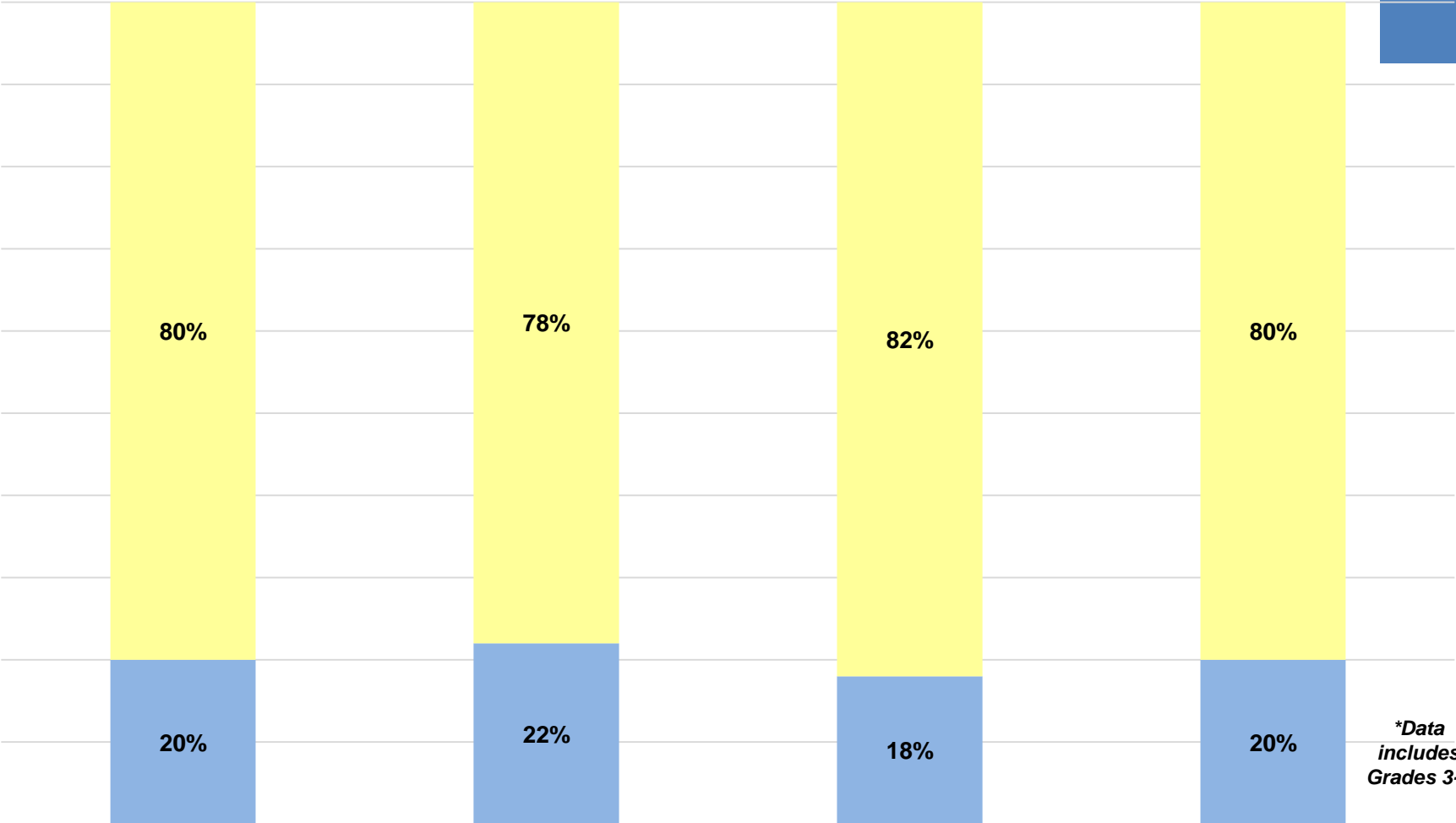
- **Common Summative Assessments (CSAs):**
  - ELA & Math K-6
  - Locally developed/Local curriculum
  - Benchmarks in time – part of student grade
  - Used for RTI placement
- **Measures of Academic Progress (MAP)**
  - ELA & Math 2-6
  - Locally adopted - Norm referenced nationally (11 million)
  - Benchmarks in time – not part of student grade
  - Used for RTI/G&T placement
- **Fountas and Pinnell (F&P)**
  - ELA K-4
  - Locally adopted - Norm referenced
  - Reading level determinant
  - Used for RTI placement
- **Partnership for Assessment of Readiness for College and Careers (PARCC):**
  - ELA & Math 3-6
  - State adopted
  - Summative in nature but can also be used to tailor instruction



# Assessment Comparison – Reading

## District Performance Summary (Grades 3-6)

■ Below Expectations   ■ Meeting/Exceeding Expectations

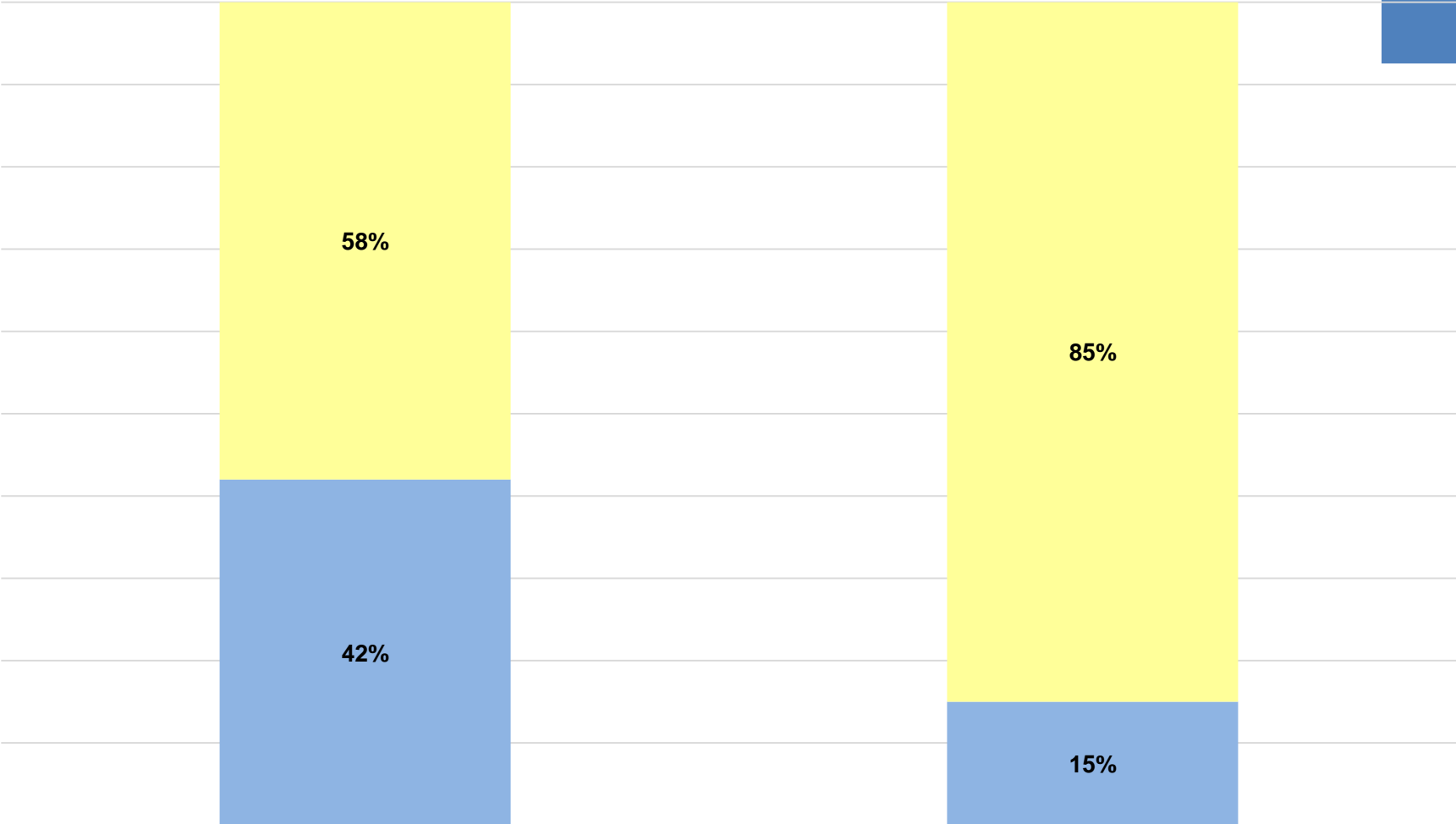


*\*Data includes Grades 3-4*

# Assessment Comparison – Writing

## District Performance Summary (Grades 3-6)

■ Below Expectations    ■ Meeting/Exceeding Expectations



PARCC (n=206)

May 2016

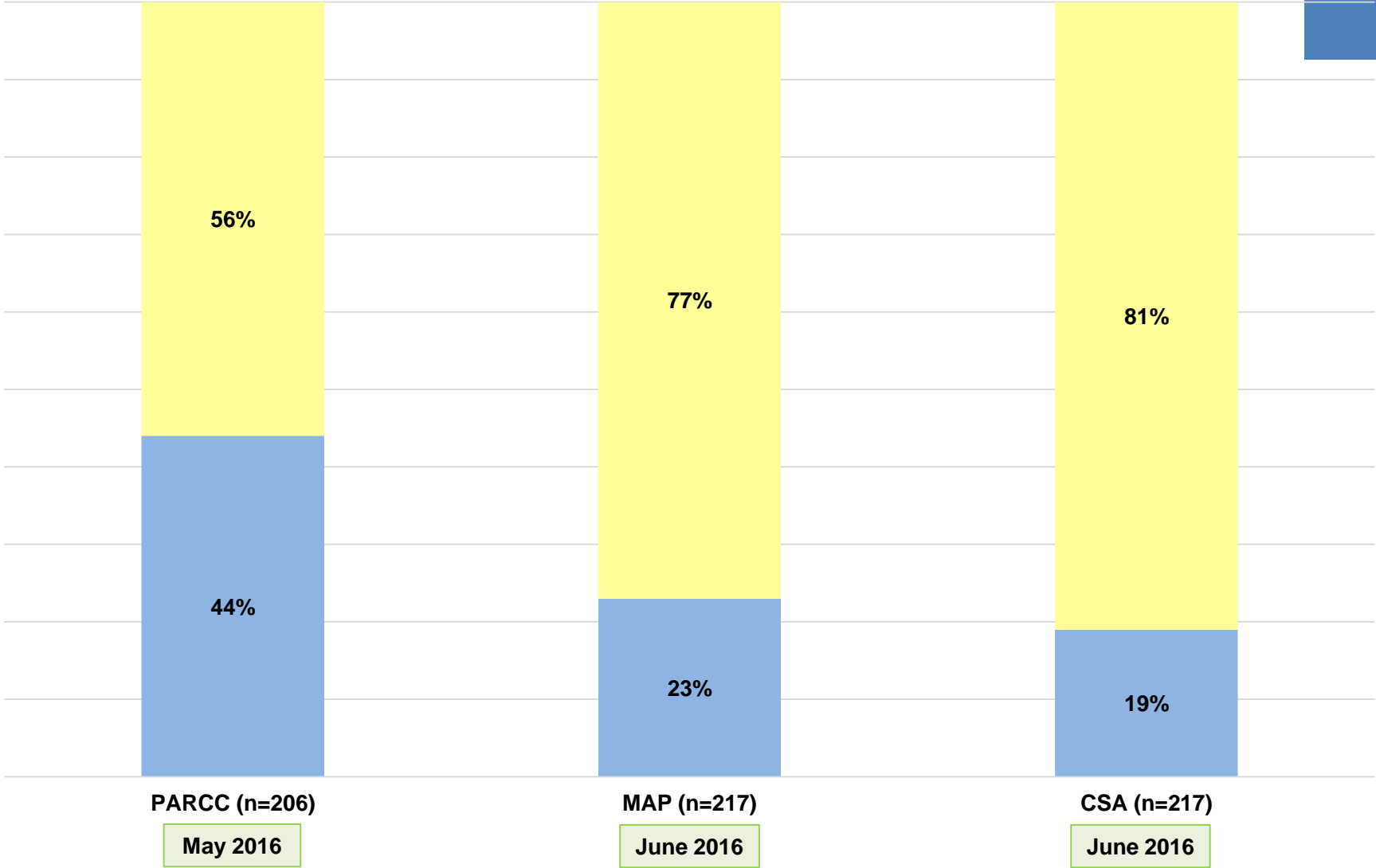
CSA (n=217)

June 2016

# Assessment Comparison – Math

## District Performance Summary (Grades 3-6)

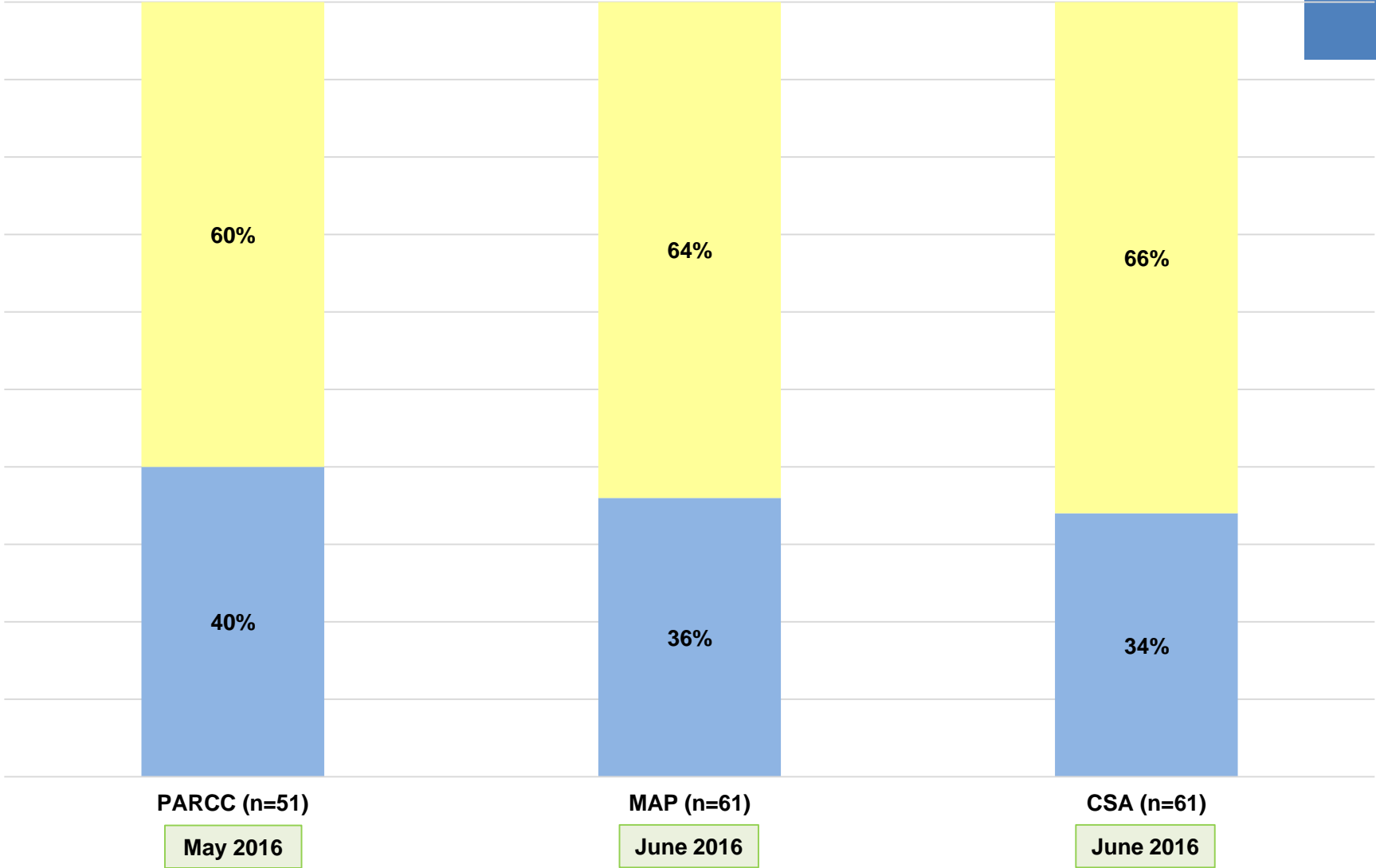
■ Below Expectations    ■ Meeting/Exceeding Expectations



# Assessment Comparison – Reading

## Performance Summary – Grade 5

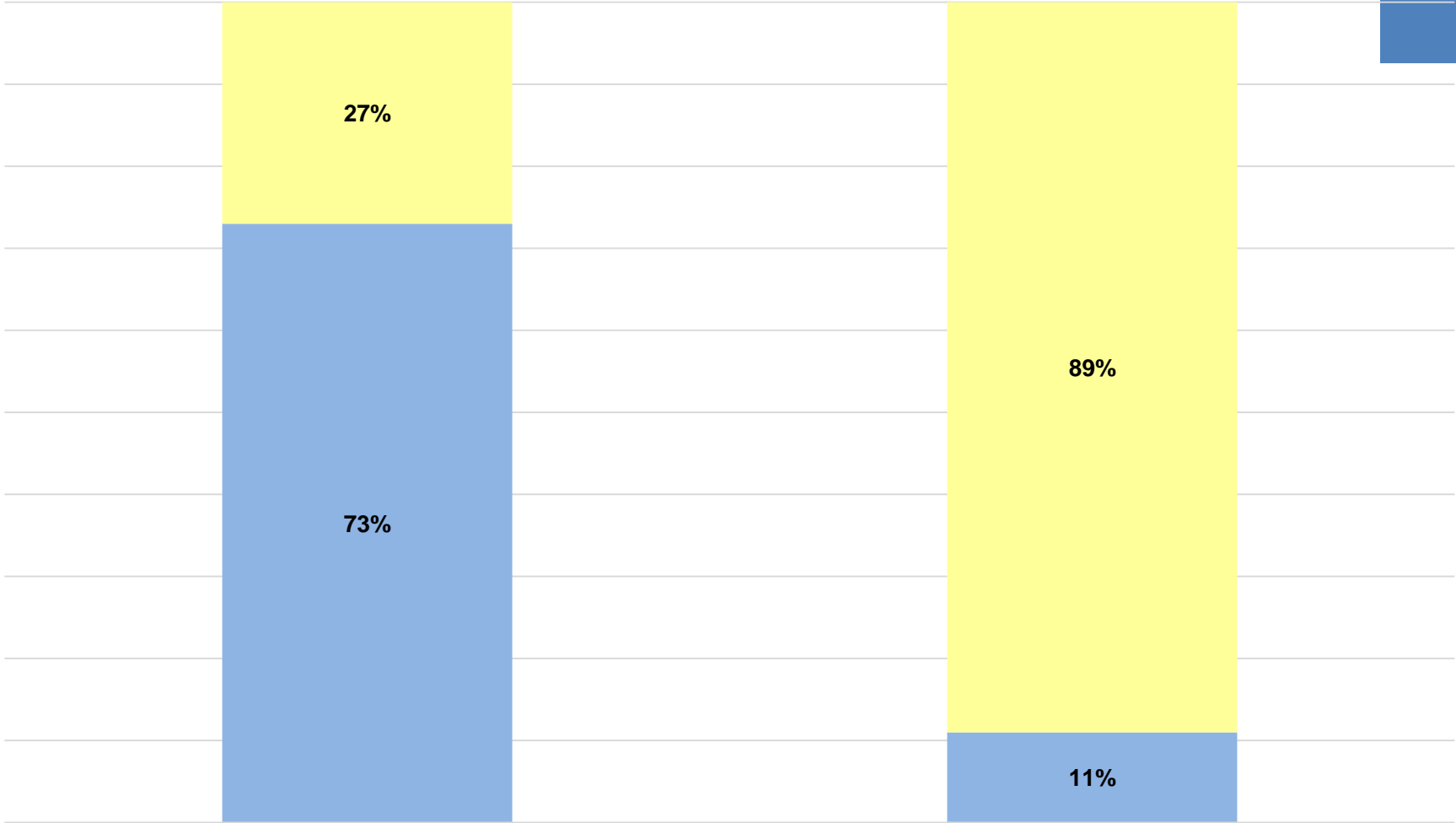
■ Below Expectations   ■ Meeting/Exceeding Expectations



# Assessment Comparison – Writing

## Performance Summary – 5<sup>th</sup> Grade

■ Below Expectations    ■ Meeting/Exceeding Expectations



PARCC (n=51)

May 2016

CSA (n=61)

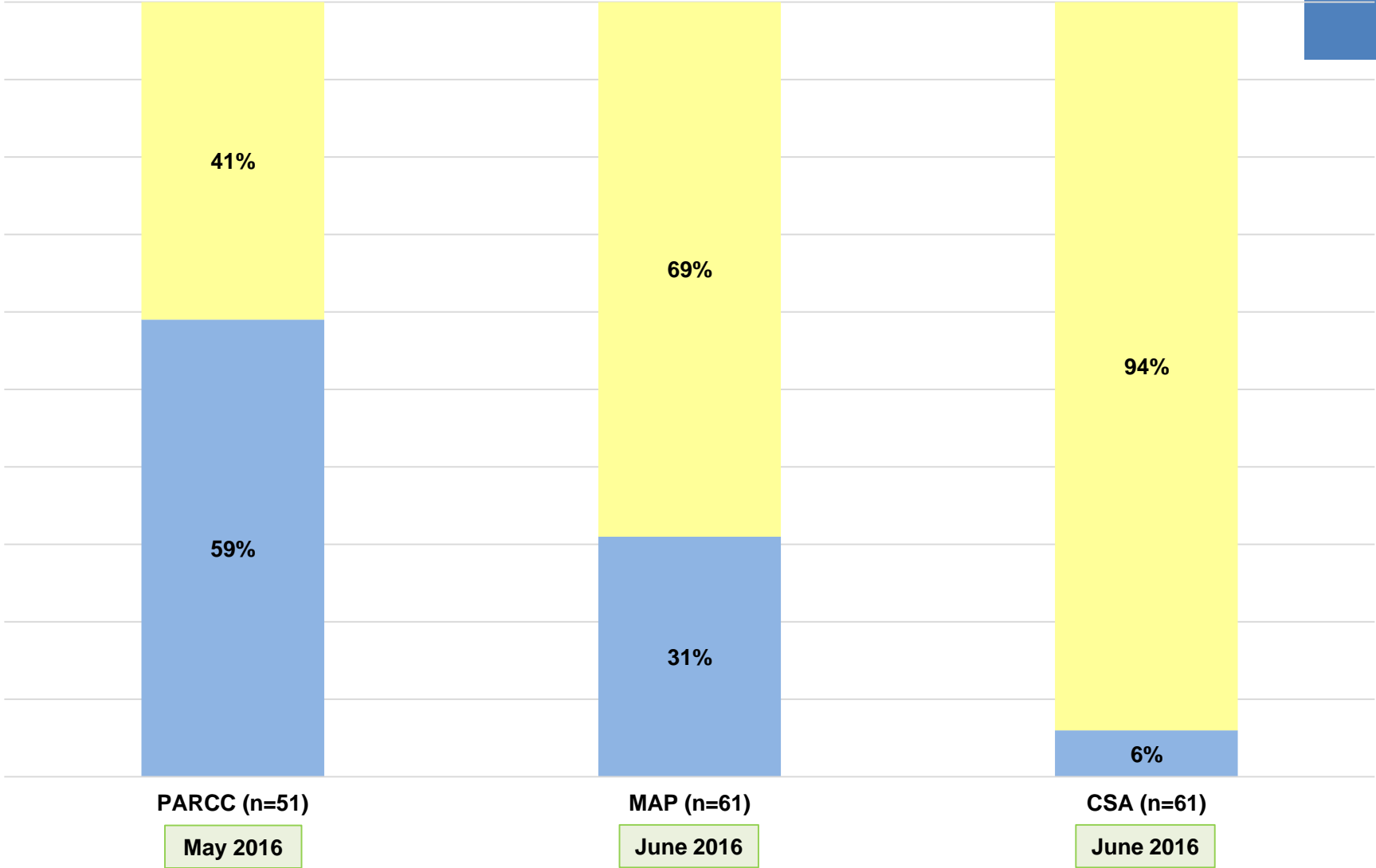
June 2016



# Assessment Comparison – Math

## Performance Summary – Grade 5

■ Below Expectations   ■ Meeting/Exceeding Expectations



# Our Assessment Work

## During the 2015-2016 School Year, we...

- Revised and aligned all of the **ELA Common Summative Assessments** (Units 1-4 across grades 2-6)
- Developed **scoring guides and writing rubrics** for each unit assessment – aligned to new writing (Calkins)
- Developed **Common Reporting Protocols** for each unit assessment (ELA)

## During the 2016-2017 School Year, we are...

- Revising and aligning all of the **Math Common Summative Assessments** (Units 1-4 across grades 2-6)
- Developing Math **scoring guides** for each unit assessment
- Revising and aligning all of the **ELA & math Common Assessment Tasks** (Units 1-4 across grades K-1) and embedding into curriculum
- Developing **Common Reporting Protocols** for each unit assessment (math)

# What Does this Mean?

- **Parent's ability** to use assessment results to:
  - Identify individual student strengths/weaknesses (*specific sub claim and standards*)
  - Discuss with child's teacher specific strategies to support child
- **Teacher ability** to use assessment results to:
  - Identify individual student weaknesses – **TARGET** (*Tier I and Tier II interventions – i.e. RTI*)
  - Make curricular revisions to ensure proper exposure to concepts/skills in a timely manner
  - Identify individual student strengths – **MAGNIFY**
- **District's ability** to:
  - Use assessments in a manner that identifies curricular strengths and weaknesses.
  - Use CSA and MAP data as predictors of PARCC readiness success

