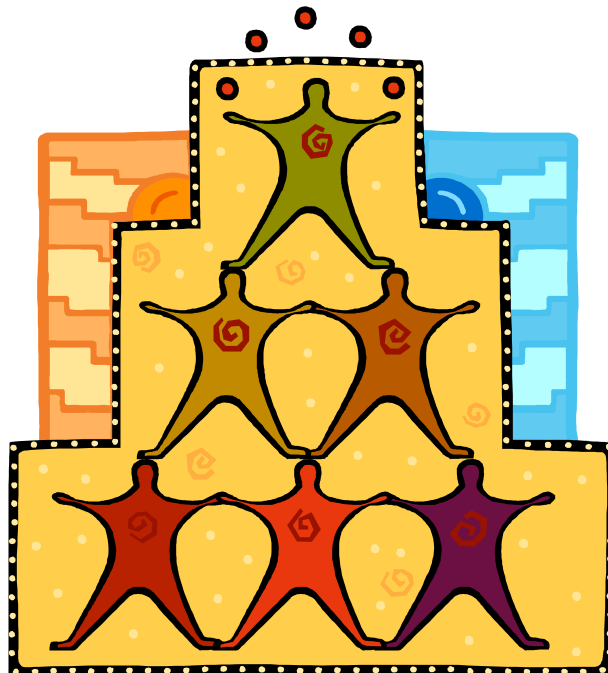


Using MAP to Create Class and Student Goals



Presented by

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TurnAround
SCHOOLS

Creating Site Assessment Plans: <i>Conversations</i>		
	Assessment Committee Meetings	Grade Level / Department Meetings
January	<i>Overview of our goals to create a site-based assessment plan that is focused on utilizing formative assessments with the purpose of differentiating instruction.</i>	<ul style="list-style-type: none"> • What assessments do you value as an individual teacher? • What assessments can you all agree on as a grade level / department team? • What assessments do you find ineffective to the grade level / department team?
February	<i>Share the results from last month's team conversations. Begin the process of developing a school-wide assessment map.</i>	<i>Finalize your agreement on the assessments that you will use as a grade level / department teams. Ask the following questions to guide you:</i> <ul style="list-style-type: none"> • Why do you value these assessments? • How can they be used as assessments "for" learning? • How do these assessments involve students as active participants in their learning?
March	<i>Share the results from last month's team conversations. Focus on <u>Reading</u> Assessments.</i>	<ul style="list-style-type: none"> • Define each assessment (what does it assess?). • Define each assessment's use as an assessment "for" learning.
April	<i>Share the results from last month's team conversations. Focus on <u>Writing</u> Assessments.</i>	<ul style="list-style-type: none"> • Begin to develop your Grade Level / Department "Collective Commitment to Involving Students in the Assessment Process"
May	<i>Share the results from last month's team conversations. Focus on <u>Math</u> assessments.</i>	<ul style="list-style-type: none"> • Finalize your Collective Commitment • Brainstorm any topics for your representative to bring forward during the retreat.
June	<p align="center">Take a full day Assessment Retreat</p> <p>Focus on:</p> <ul style="list-style-type: none"> ➤ Packaging an assessment plan that is easy to understand and endorsed by all. This plan should: <ul style="list-style-type: none"> • Set dates for specific assessments to be administered • Display active engagement by students in the assessment process • Set assessment goals for us as a school 	



"We are committed to creating a school that knows no limits to the academic success of each student."

No Excuses University Pledge

Los Pen Assessment Plan 2006-2007

This assessment plan was generated by the Los Penasquitos Elementary School Staff. It expresses a collective commitment to participate in specific assessments throughout each school year. The process of generating this plan started with individual commitments by teachers to specific assessments within the classroom. Grade levels later came together to endorse a plan that would address the detailed assessment needs that they have as a team. Finally the Curriculum and Assessment committee, comprised of teachers, classified staff, and support team members, took a detailed approach to ensure that we as a school participate in assessments that:

- **Support with Mission, Vision, Shared Commitment, and Goals of Los Pen**
 - **Correlate to Academic Success**
 - **Align with State and District Standards**
 - **Encourage Student Participation Through the Development of Goals**
- **Focus on Assessment "FOR" Learning**
- **Facilitate Differentiated Instruction**

We believe that careful follow through on the assessments and goals within this plan will result in higher achievement for all students. All student data will be stored in a site database that is easily accessible. Data will be openly shared through articulation meetings three times a year. The insightful interpretation of specific student data will allow teachers to tailor their instruction to the unique needs of each student. This document is more than words on paper; it represents the hard work and commitment of this staff as we continue to strive for academic excellence.

Los Penasquitos Assessment Plan 2006-2007

	September	February	May
<i>Kindergarten</i>	<ul style="list-style-type: none"> • Letter I.D. • Phonics Skills • Running Record • Math Skills Checklist 	<ul style="list-style-type: none"> • Letter I.D. • Phonics Skills • Word Recognition • Phonemic Awareness • Sentence Dictation • Running Record • Math Skills Checklist • On Demand Writing 	<ul style="list-style-type: none"> • Letter I.D. • Phonics Skills • Word Recognition • Phonemic Awareness • Sentence Dictation • Running Record • Math Skill Assessment 1 /Prob. Solving • On Demand Writing
<i>First</i>	<ul style="list-style-type: none"> • On Demand Writing • Spelling Inventory • Running Record / IRI • Math Skills Assessment 1 • Math Problem Solving 	<ul style="list-style-type: none"> • On Demand Writing • Spelling Inventory • Running Record / IRI • Math Skills Assessment 2 • Math Problem Solving 	<ul style="list-style-type: none"> • On Demand Writing • Spelling Inventory • Running Record / IRI • Math Skills Assessment 3 • Math Problem Solving
<i>Second</i>	<ul style="list-style-type: none"> • On Demand Writing • Running Record / IRI • Everyday Math Beg. Assessment • Math Problem Solving • Spelling Inventory • Fluency • MAPS (Read, Writ., Math) 	<ul style="list-style-type: none"> • On Demand Writing • IRI • Everyday Math Mid-year • Math Problem Solving • Spelling Inventory • Fluency • MAPS (Read, Writ., Math) 	<ul style="list-style-type: none"> • On Demand Writing • IRI • Everyday Math End of Year Assessment • Math Problem Solving • Spelling Inventory • Fluency • MAPS (Read, Writ., Math)
<i>Third</i>	<ul style="list-style-type: none"> • On Demand Writing • Spelling Inventory • Spelling (No Excuses Words) • Everyday Math Beg. Assessment • On- Demand Prob. Solving • MAPS (Read, Writ., Math) • Fluency 	<ul style="list-style-type: none"> • On Demand Writing • Spelling Inventory • Everyday Math Mid-year • MAPS (Read, Writ., Math) • Fluency 	<ul style="list-style-type: none"> • On Demand Writing • Spelling Inventory • Everyday Math End of Year Assessment • On-Demand Math Prob. Solving • MAPS (Read, Writ., Math) • Fluency
<i>Fourth</i>	<ul style="list-style-type: none"> • On Demand Writing (Response to Lit) • GATES – Form S (Acad. October) • Everyday Math Beg. Assessment • Spelling – Word Journeys • MAPS (Read, Writ. , Math) • Fluency (students under 150 wpm) 	<ul style="list-style-type: none"> • On Demand Writing • Everyday Math Mid-year • Spelling – Word Journeys • MAPS (Read, Writ. , Math) • Fluency 	<ul style="list-style-type: none"> • On Demand Writing • Everyday Math End of Year Assessment • Spelling – Word Journeys • Fluency • MAPS (Read, Writ., Math)
<i>Fifth</i>	<ul style="list-style-type: none"> • On Demand Writing (Persuasive Essay) • GATES – Form S (Acad. October) • Everyday Math Beg. Assessment • Spelling – Word Journeys • MAPS (Read, Writ. , Math) • Fluency (students under 150 wpm) 	<ul style="list-style-type: none"> • On Demand Writing • Everyday Math Mid-year • Spelling – Word Journeys • MAPS (Read, Writ. , Math) • Fluency 	<ul style="list-style-type: none"> • On Demand Writing • Everyday Math End of Year Assessment • Spelling – Word Journeys • Fluency • MAPS (Read, Writ., Math)

Assessment Details

Assessment	What does this assess?	How can this assessment be used as an assessment for learning?
Letter ID (K)	This assesses letter recognition. It includes recognition of capital and lowercase letters.	It allows a teacher to set instructional goals by indicating unknowns and revisiting solidifying known letters.
Phonics Skills (K)	This assesses knowledge of letter sounds.	It provides the teacher with the ability to determine needs for individual students in reading and writing.
Running Record / IRI (K – 5 th)	This assesses current reading level, miscue analysis, fluency, word attack skills, comprehension and necessary next steps. <i>* IRI used w/multiple assessments</i>	It can be used to allow a teacher to group according to current level, show the teacher what skills to teach and how to plan individualized instruction and give the teacher one-on-one time and allow him/her to listen to each student read.
Word Recognition (K)	This assesses the knowledge that students have of high frequency words.	It provides a teacher with knowledge of known and unknown words to drive instruction in word knowledge and reading knowledge.
Phonemic Awareness (K)	This assesses knowledge of letter sounds, rhyming, syllables, initial and final sounds in words.	This allows a teacher to target student needs pertaining to phonetic development and teach accordingly.
Sentence Dictation (K)	This assesses the ability to hear and record sounds and words.	It determines developmentally where students are in the writing process with regards to letter sounds and high frequency words.
Math Problem Solving (K – 3 rd)	This assesses a student's reasoning skills and ability to use math strategies to solve real life problems.	Students will learn strategies for problem solving that can be generalized to many kinds of different problems. The teacher can modify instruction through purposeful grouping, whole group instruction and daily or weekly lessons depending on the grade level.
Spelling Inventory (1 st – 3 rd)	This assesses students' developmental spelling level, application of the alphabetic principle to spelling words, and utilization of conventional spelling.	Teachers at all grade levels use these assessments to form flexible homogenous word study groups. Adaptations are made for students who are far beyond derivational relations. Teacher interpretation of this assessment allows students to work in a challenging environment.
Reading Fluency (2 nd – 5 th)	This assesses fluency rate, accuracy and prosody in reading.	Student fluency is monitored through daily graphing. Student fluency data will be collected three times a year during fall, winter, and spring to show progress over time and generalization of skills. Data will reflect

		a student's rate and accuracy on a "cold" or unpracticed passage. Data is then used to develop individualized fluency programs.
Spelling: No Excuses Words (3 rd)	These 100 "No Excuses" words comprise 50% of all words used in writing.	Teaching students to access the "No Excuses" words effortlessly, gives students the ability to think about the content of their writing rather than struggle with the spelling of a word. This assessment can be useful to the teacher as they design appropriate spelling groups.
MAPS (2 nd -5 th)	This assesses standards noted as "essential learnings" at each grade level in all core subjects.	The teacher can analyze RIT scores in each subject area to determine skills that are yet to be mastered. They can also use the NWEA learning continuum to design instruction. Charting class growth can be done to determine class strengths and weaknesses to impact curriculum. Using this data can support appropriate grouping. Teachers can individualize the assessment as they develop meaningful goals for ALL students based on MAPS scores.
Gates (4 th -5 th)	This assesses vocabulary and reading comprehension skills.	This is an assessment <i>of</i> learning that is mainly used to form groups.
Spelling: Word Journeys (4 th -5 th)	This assesses developmental stages of spelling, gaps within stages i.e.: double consonants, word endings, and stressed/unstressed vowel patterns.	This assessment guides all instruction in spelling. It is a diagnostic tool that helps to form purposeful groups.
Math Skills Assessment (K – 5 th)	This assesses the concepts and skills that should be mastered at each grade level according to trimester benchmarks.	The first three administrations of the test are <i>for</i> learning because the teacher can see where the gaps in learning occur and, in turn, can teach to those gaps. The final administration of this test is <i>of</i> learning.
On Demand Writing (K – 5 th)	This assesses sentence fluency, organization, idea development, voice, use of conventions, spelling and grammar.	It can be used to pinpoint skills that need further instruction, help create flexible groups and create student goals in writing.

Collective Commitment to Involving Students in the Assessment Process

The staff at Los Penasquitos Elementary believes that one of the best ways to increase student achievement is to involve students in the assessment process. Above, we have listed several ways that we “can” involve them in this process. Below, however, are ways that we “will” involve them in the process through what we call a “Collective Commitment”. This commitment has been endorsed by all members of each grade level.

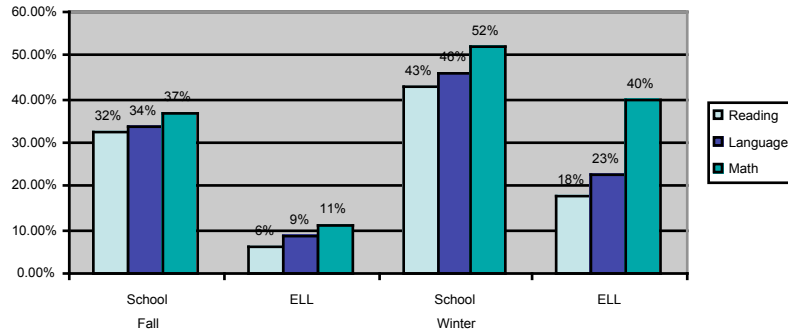
3 rd Grade’s Commitment to Involving Students in the Assessment Process	
<i>Assessment</i>	<i>Commitment</i>
On Demand Writing	Teachers will share the “six traits” child friendly rubrics with their students. We will involve the students in the scoring process, starting with the whole class and working towards individual peer scoring. Teachers will continue to guide students toward mastery in the first three traits, “ideas, organization, and conventions”. Teachers will add “word choice”, as a new area of focus.
Problem Solving	Teachers will also share “Problem Solving” child friendly rubrics with their students and involve them in the scoring process. Students will practice scoring with their peers.
Spelling Inventory	Teachers will share scores with their students. We will explain the spelling stages and make the students aware of their current stage. Teachers will help students set individual goals for themselves based on their needs and group accordingly
Math Skill Assessment	Teachers will meet with students individually to discuss results of the Math Basic Skills Test. All students will receive a check off sheet highlighting the test items that they have not yet mastered. Teachers will assist students in setting goals for the future.
Fluency	Teachers will receive training from Gail Adams in “ Fluency Timings”. Students will participate in fluency timings at least three times a week. Students will score themselves and chart growth. Teachers will instruct students on how to make individual goals for themselves.
IRI	Teachers will share IRI results including miscues, retelling, and comprehension. We will communicate students’ strengths and weaknesses and help students create goals for the future.
MAPS	Teachers will share scores with their students and will set goals with students. Teachers will share lexile range with students to use at home. We will work towards involving parents as we gain experience with MAPS.

Assessment Schedule

August 29th - September 16th	Assessment Window (K-5)
September 5th – 16th	CELDT Testing
September 12th – October 14th	MAPS (3-5)
September 23rd	FALL Articulation (K-2)
September 26th	First Progress Report (K-5) (3-5 reports based on assessments given to date)
September 19th – October 21st	Student Goal Conferences: FALL
October 21st	FALL Articulation (3-5)
October 31st – November 1st	Report Cards & Parent/Teacher Conferences
December 12th	Second Progress Report (K-5)
January 4th – February 10th	MAPS (2-5)
January 23rd - February 10th	Assessment Window (K-5)
January 23rd - February 17th	Student Goal Conferences: WINTER
February 13th	Report Cards
February 16th - 17th	Articulation (K-5)
March 7th	STAR Writing (4th Grade)
April 28th – May 12th	STAR TESTING (2-5)
May 1st	Third Progress Report (K-5)
May 22nd - June 9th	Assessment Window (K-5) & Student Goal Reflection: SPRING
May 15th - June 16th	MAPS (2-5)
June 14th -16th	Articulation/Class Placement (K-5)
June 21st	Report Cards

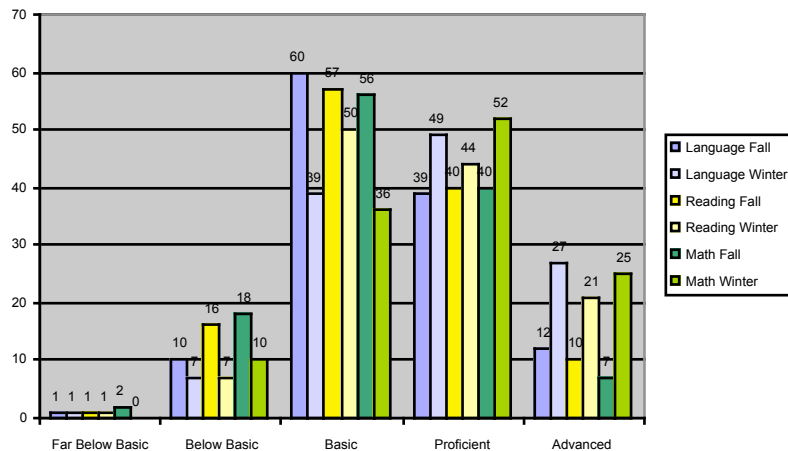
School-Wide Data

MAPS 2004-2005
Proficient or Advanced



Grade Level / Department Data

Fourth Grade MAPS 2004-2005



Sub-Group Brainstorming



Edson

Grade: 03

Adams

CELDT Fall 2005: N/A

STAR May 2006: ELA Basic Math Basic

	MAPs RIT Fall 2006	Spring RIT sufficient to be proficient on CST
Reading	186	203
Language	183	206
Math	170	202

What strategies are being used to close the achievement gap?

What new strategies need to be considered?

What specific learning challenges does this child bring to school?

How can these learning challenges be neutralized by our combined efforts?

What specific support do I need?

Individual Teacher Data

	MAPS			CST	
	Reading	Language	Math	ELA	Math
Teacher X					
% showed growth	96.77%	90.32%	96.67%	84.00%	92.00%
% did not show growth	3.23%	9.68%	3.33%	16.00%	8.00%
Fourth Grade					
% showed growth	74.38%	76.03%	93.28%	67.00%	69.70%
% did not show growth	25.62%	23.97%	6.72%	33.00%	30.30%
School					
% showed growth	73.87%	76.86%	86.18%	53.67%	55.13%
% did not show growth	26.13%	23.14%	13.82%	46.33%	44.87%

	MAPS			CST	
	Reading	Language	Math	ELA	Math
Teacher Y					
% showed growth	88.89%	77.78%	66.67%	13.33%	20.00%
% did not show growth	11.11%	22.22%	33.33%	86.67%	80.00%
Third Grade					
% showed growth	80.56%	86.36%	80.77%	36.56%	48.39%
% did not show growth	19.44%	13.64%	19.23%	63.44%	51.61%
School					
% showed growth	73.87%	76.86%	86.18%	53.67%	55.13%
% did not show growth	26.13%	23.14%	13.82%	46.33%	44.87%

Our Mission, Vision, Shared Commitment and Goals

Mission: Everyone involved at Los Penasquitos Elementary believes that the academic potential of each student is tremendous. We refuse to accept difficult challenges that confront some students as excuses for poor learning. We know that one of the greatest predictors of life success is educational success. Therefore, we are committed to creating a school that knows no limits to the academic success of each student.

Vision: Students at Los Penasquitos Elementary will be the most academically successful students in the Poway Unified School District. English Language Learners (ELL), Special Education students, and all other students who have been in the Poway Unified School District for at least one year will lead the district in academic achievement when compared to other students in their group.

Shared Commitment: The teachers at Los Penasquitos Elementary pledge to:

- Accept no limits on the learning potential of any child
- Meet the individual learning needs of each child
- Create serious classroom learning environments
- Treat students, parents and colleagues with courtesy and respect
- Hold students, parents, and each other to the highest standards of performance.
 - Collaborate regularly with colleagues to seek and implement more effective strategies for helping each child to achieve his or her academic potential
- Do whatever it takes - go the extra mile - to ensure that every student achieves or exceeds grade level academic expectations.

Goals: At the end of each school year, the staff at Los Penasquitos Elementary will examine data to appropriately compare the academic achievements of our students with those attending other elementary schools in P.U.S.D. It is our goal and our expectation that, by the year 2011, students at our school will be the highest performing students in the district based on API scores. By meeting this goal, students at Los Pen will be able to accomplishing what few people thought possible.

(view this year's goals at lospenasquitos elementary.com)

Los Penasquitos Elementary School

Parent Assessment Guide



Third Grade

"We are committed to creating a school that knows no limits to the academic success of each student."

The Los Pen Pledge

Our Commitment To Assessment

Our assessment plan was generated by the Los Penasquitos Elementary School Staff. It expresses a collective commitment to participate in specific assessments throughout each school year.

We, as a school, participate in assessments that:

- Support the Mission, Vision, Shared Commitment, and Goals of Los Pen
- Correlate to Academic Success
- Align with State and District Standards
- Encourage Student Participation Through the Development of Goals
- Focus on Assessment "FOR" Learning
- Facilitate Differentiated Instruction

We believe that careful follow through on assessments and goals will result in higher achievement for all students. All student data will be stored in a site database. The insightful interpretation

of specific student data will allow teachers to tailor their instruction to the unique needs of each student.

Third Grade Assessments

Reading Fluency-

This assesses fluency rate, accuracy and expression in reading.

Spelling Inventory-

This assesses a student's developmental spelling level, application of the alphabetic principle to spelling words, and utilization of conventional spelling.

Spelling: No Excuses Words-

These 100 "No Excuses" words comprise 50% of all words used in writing.

On Demand Writing-

This assesses sentence fluency, organization, idea development, voice, use of conventions, spelling and grammar.

Math Skills Assessment-

This assesses the concepts and skills that should be mastered at each grade level.

Math Problem Solving-

This assesses a student's reasoning skills and ability to use math strategies to solve real life problems.

MAPS-

This assesses standards noted as "essential learnings" at each grade level in all core subjects.

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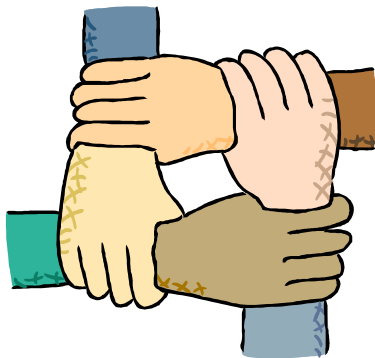


Every family plays a key role in supporting the academic and social growth of a No Excuses University Student. Just as students set academic goals, parents should also set goals to support the success of their child. Below is a template used for parents to develop two very important goals. First, parents should develop one goal to support the academics of their child. Second, plans should be made to continue to support the social and emotional growth of their student through a goal to enhance parenting skills. Both goals should include specific steps that will be taken to ensure success.

NAME: _____ DATE: _____

NEU Parenting Goals	
Academic Goal	Goal to Enhance Parenting
Goal _____	Goal _____
Steps for Success:	Steps for Success:
_____	_____
_____	_____
_____	_____

Developing a Grade Level Commitment to Common Assessment Practices



The most successful grade level teams display a clear purpose on the way that they take a joint effort to utilize valuable assessment practices. These teams exhibit the following characteristics:

- 1) ***Speak the same language, the language of data.*** Successful teams continue to go back to the numbers. While emotion is often an important quality that helps us to nurture and teach from the heart, getting results is the ultimate goal. If a team is kind and nurturing, but their students are failing then they have not done their job. Take the emotion out of the situation and look at the numbers.
- 1) ***Share data openly with one another.*** One of the hardest things for us to do as teachers is to share our data. We hide it out of embarrassment and fear of being judged. Successful teams make commitments to looking openly at their data with the purpose not to cast blame, but to help one another.
- 1) ***Take responsibility for all students at a grade level.*** The easiest way for teams to get over their fear of sharing data is to decide that they are responsible as a whole for every student at a grade level. Being a team means working interdependently, this starts with the way you collaborate about students.
- 1) ***Make plans to continue to pursue the very best assessment practices.*** The perfect assessment is yet to be discovered. New practices are created every year. Some work, some don't. Be a team that is committed to finding the ones that work and changing when you find that they don't work. Making yearly goals for assessment is key to a school's mission to create academic success for all.
- 1) ***Tie assessments to strategies and interventions that work.*** It is often said that we are "data rich and information poor". No one would argue the fact that assessments are crucial to ensuring academic success for students. However, assessments that are given without plans to turn data into strategies that create success are useless. **Simply put: Once you know where students stand, it is your responsibility to make use of that information and generate academic success as you teach them.**

Grade Level Assessments



The purpose of this time together is to dialogue and agree upon specific assessments that are valued by all team members. These assessments will in-turn be used to drive instruction and create results for all students.

Questions to frame our work:

- 1) What assessments do we value?
- 1) Why do we value these assessments? How do we know that they correlate to academic success?
- 1) How will we involve students in the assessment process?
- 1) What is our plan to use them collectively as a grade level? (Share data, group appropriately, tie to specific strategies and interventions)

<i>List Assessments that you personally value</i>	
<i>Why do you value these assessments?</i>	
<i>Which of your assessments match that of your teammates?</i>	
<i>How do you currently use these assessments with your students?</i>	
<i>How can you make better use of these assessments with students?</i>	

Developing Class Goals



Listen for . . .

Introducing the specific assessment and the idea of a class goal

Looking at the data

Selecting the target

Specific learning needed

Involving students in the process

Plan of action

Timeline

Wrapping it up

- 1. What strategies did you see that you might duplicate in your class / school tomorrow?**
- 2. What did you observe that might take more time to implement?**
- 3. What components of Class Goal setting do you feel are unachievable for you and your staff?**

Room 8's Fall Reading Goal

Goal Area: _____

Class Average Score: _____

Specific Learning Needed:

Plan of Action:

Timeline:



Room 8's Fall Reading Scores

Average Overall Score: **209.70**

Word Analysis and Vocabulary: **209.11**

Literal Comprehension: **211.56**

Interpretive Comprehension: **209.67**

Literary Response: **209.67**



Room 8's Fall Reading Goal

Goal Area: *Word Analysis & Vocabulary*

Class Average Score: **209.1**

Specific Learning Needed:

- ✓ *Syllables and patterns*
- ✓ *Prefixes, suffixes, root/base words*
- ✓ *Context clues*
- ✓ *Synonyms/antonyms*
- ✓ *Homographs/homophones*

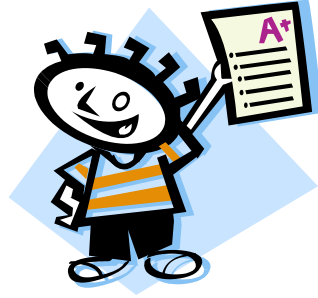
Plan of Action:

- ✓ *Pay careful attention to DLR*
- ✓ *Add prefix/suffix per week to DLR*
- ✓ *Work in our guided reading groups*
- ✓ *Add to guided reading menu*

Timeline:

- ✓ *Create bulletin board to track what has been learned*
- ✓ *Put questions on weekly Friday Finals*
- ✓ *Winter MAPs scores*

Student Goals Conferences



Every student in the school has created at least one goal with their teacher based on their greatest need.

Every goal is based on assessments that are a part of the Los Pen Assessment Plan.

Students and teachers use templates to make the process explicit and ensure unity from one class to the next.

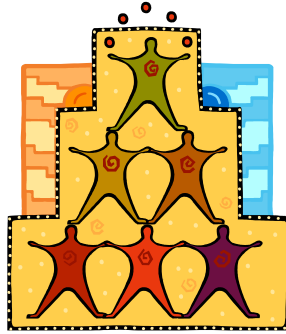
Every student is asked:

What is your student goal? (*Ownership*)

What are some strategies that you are using to achieve your student goal?
(*Planning*)

How will you know when you have achieved your student goal? (*Assessment Based*)

Student Goals Reflection



Special Thanks to Katie Schneider from Schaumburg District 54
katieschneider@sd54.org

Student Goals Conference

1. How do we measure progress through student goals?
2. What do students gain from developing their own goals?
3. How do teachers benefit from student goals?

Student Reflection Conference

1. Why is follow-up important?
2. How would you use this information to drive instruction?
3. How might you modify this process to fit the needs of your own classroom?



My Goals

Student Name

School Year

Subject : _____

My Goal for the trimester is: _____

Three things that I can do to help me achieve my goal are:

1. _____

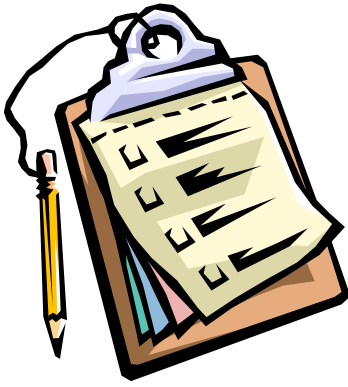
2. _____

3. _____

Parent Signature

Student Signature

Teacher Signature



Intervention Inventory



Generate a list of your school's interventions. Are they working? If so, how do you know they are working?






Identify your greatest academic and social needs for students.



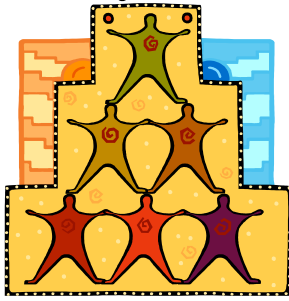
Choose one need at a time and develop results driven, data specific interventions.



Make a list of interventions that take place **before**, **during**, and **after** school. Create interventions supported by money, time, and volunteer partnerships.

	<i>Before School</i>	<i>During School</i>	<i>After School</i>
 Money			
 Time			
 Volunteer Partnerships			

Using MAP to Create Class and Student Goals

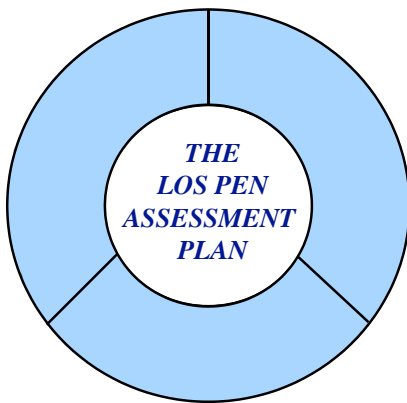


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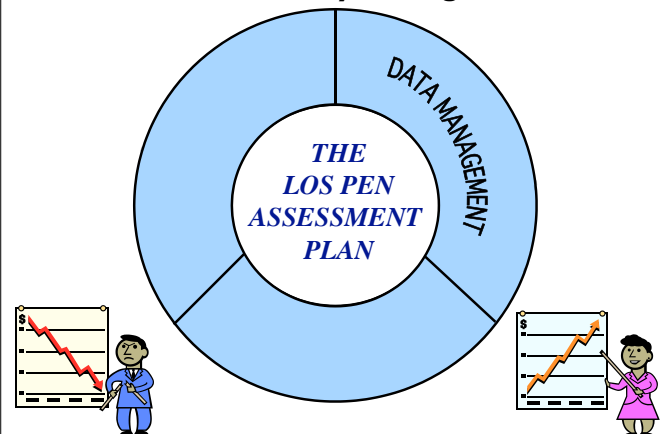


A Few Assessment Givens

- The difference between OF and FOR learning assessments
- Assessments do not just belong to the teacher, they belong to the STUDENT!
- Assessments should correlate to academic success



Easily Accessible, Openly Shared, and Deliberately Arranged



Easily Accessible

- Site database offers access to timely assessment information.
- District database offers a second option for teachers.
- EVERY staff member has the ability to retrieve data with support of data clerk or through the district database.
- Assessment scores are inputted according to the assessment calendar timeline.



Openly Shared

- The use of assessment data is founded on the principle that everyone takes ownership of every student.
- Sharing data has become easier as grade levels collaborate closer and share responsibility for all students.
- Articulation meetings are held three times a year to brainstorm ways that teachers can use assessments to drive instruction.



Deliberately Arranged

- Data should be a guide for your journey, not a roadblock to your destination.
- Examples of Deliberately Arranged Data
 - ✓ Articulation Meeting Notes
 - ✓ School-wide Data
 - ✓ Grade Level / Department Data
 - ✓ Individual Teacher Data



Collective Brainstorming

Sub-Group Brainstorming



Edison	Grade: 55	Adams
CELDT Fall 2005: Not		
STAR May 2005: ELA Basic Math Basic		
Reading	100	100
Language	100	100
Math	100	100

What strategies are being used to close the achievement gap?

What new strategies need to be considered?

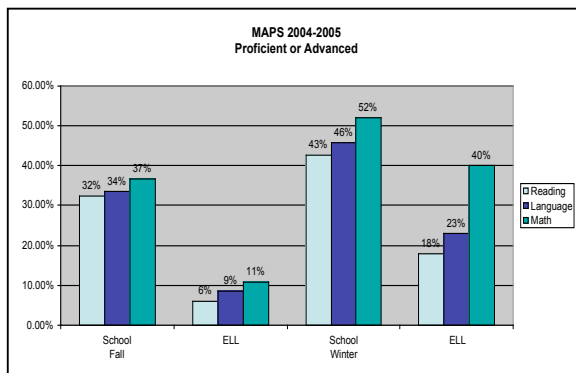
What specific learning challenges does this child bring to school?

How can these learning challenges be neutralized by our combined efforts?

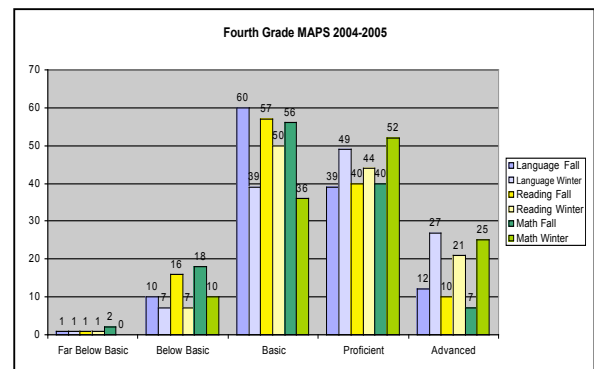
What specific support do I need?



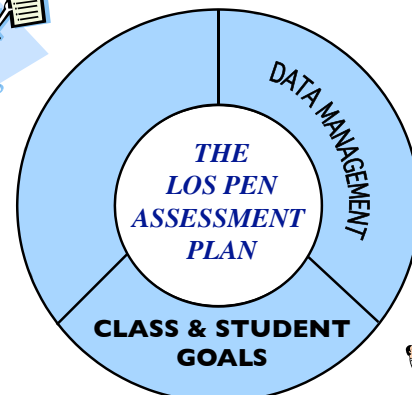
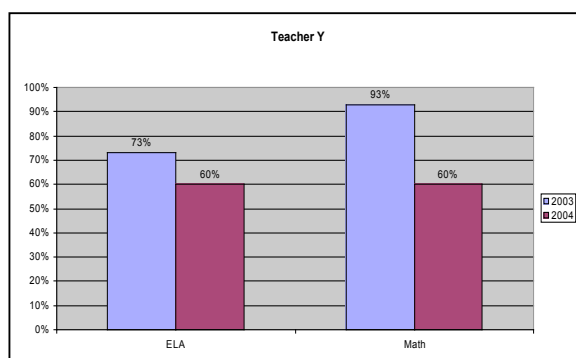
School-wide Data



Grade/Dept. Data



Individual Teacher Data





Class Goals

- Listen for . . .
- Three Questions:
 - ✓ What strategies did you see that you might duplicate?
 - ✓ What did you observe that might take more time?
 - ✓ What components are unachievable?

Developing Class Goals

Listen for . . .

Introducing the specific assessment and the idea of a class goal

Looking at the data

Selecting the target

Specific learning needed

Developing students in the process

Plan of action

Timeline

Wrapping it up

1. What strategies did you see that you might duplicate in your class / school tomorrow?
2. What did you observe that might take more time to implement?
3. What components of Class Goal setting do you feel are unachievable for you and your school?

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Student Goals

- Every student has at least one student goal.
- Students are asked:
 - ✓ What is your student goal? (*Ownership*)
 - ✓ What are some strategies that you are using to achieve your student goal? (*Planning*)
 - ✓ How will you know when you have achieved your student goal? (*Assessment Based*)

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Student Goal Conferences

- How do we measure progress through student goals?
- What do students gain from developing their own goals?
- How do teachers benefit from student goals?

Student Goals Reflection

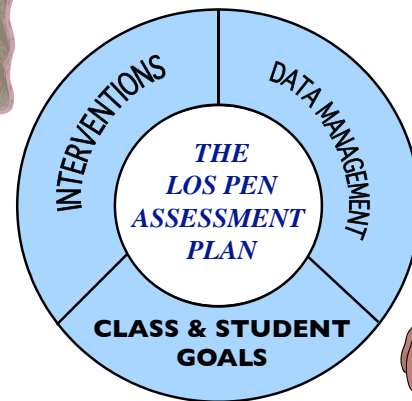
Student Goals Conference

1. How do we measure progress through student goals?
2. What do students gain from developing their own goals?
3. How do teachers benefit from student goals?

Student Reflection Conference

1. Why is follow-up important?
2. How would you use this information to drive instruction?
3. How might you modify this process to fit the needs of your own classroom?

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Interventions

- Interventions are plugged in to support at-risk students with their goals.
- Students with Math Goals might:
 - ✓ Join Math Booster Clubs
 - ✓ Work with Early Intervention Teacher
 - ✓ Practice skills with parents from packets developed by the classroom teacher
 - ✓ Participate in consistent one on one or small group with the classroom teacher
- Each school should seek to utilize assessment results in a way that triggers specific interventions.



Intervention Inventory

- Generate a list of current interventions. Are they working? If so, how do you know they are working?
- Identify your greatest academic and social needs for students.
- Choose one need at a time and develop results driven, data specific interventions.
- Make a list of interventions that take place *before*, *during*, and *after* school. Create interventions supported by money, time and volunteer partnerships.

	Before School	During School	After School
Money			
Time			
Volunteer Partnerships			

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**If your school or district would
like specialized support setting up
site-based common assessment
practices, contact me at:**

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