



Los Gatos Union School District

Common Core
Math and English Language Art

Northwest Evaluation Association
Progress Monitoring Update

Presented to the Board of Trustees

February 10, 2015

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Agenda

- Update Board on NWEA Assessment
- Using NWEA to Support Learning
- Next Steps
- Appendix / Resources

Purpose of the NWEA

The purpose of using NWEA is to provide:

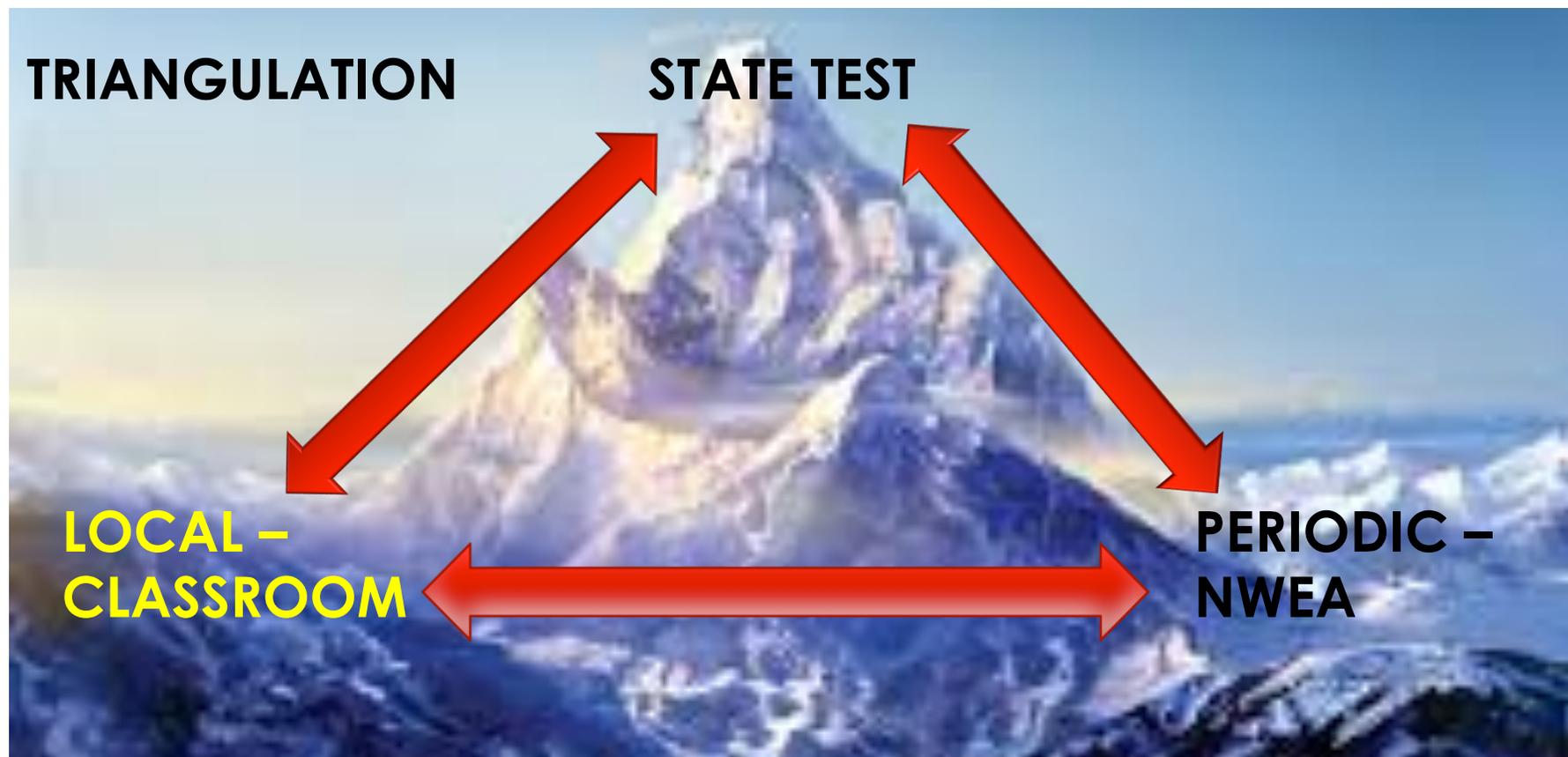
- information about the instructional level of the student
- a road map for students toward achieving mastery

Uses of Data of NWEA

- Assess student proficiencies in reading, language usage, and math
- Monitor student progress over time
- Inform instructional decisions and practices

Making Decisions Using Data

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NWEA Testing Window

Testing Cycles	Dates
Fall	October 13-17, 2014
Winter	January 20-23, 2015
Spring	May 26-29, 2015

NWEA Assessment Removes Barriers for Learning

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- Challenging, appropriate, and dynamic
- Test can be paused and resumed
- Untimed
- Measures growth over time

Valid and Reliable

- Normative data
 - Over 5 million students have taken NWEA and their performance on the assessment determines average growth.
 - The group is called a **norming group**, and norming, or using data from a similarly large group, is done every three years.

What does RIT stand for?

- RIT stands for Rasch Unit.
- An achievement scale with an equal interval
- Used to show growth over time
- RIT in other words RIT can be interpreted as where students are Ready for Instruction Today

Sample Norming Chart Using RIT Scores

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2011 MATHEMATICS STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
K	143.7	150.7	159.1
1	162.8	172.4	179.0
2	178.2	185.5	191.3
3	192.1	198.5	203.1
4	203.8	208.7	212.5
5	212.9	217.8	221.0
6	219.6	222.8	225.6
7	225.6	228.2	230.5
8	230.2	232.8	234.5

What have we learned since
October 2014...

How growth is determined & measured...

- RIT scores form a continuous scale.
- Growth is measured by changes in a number called a RIT score.
- Students begin at a certain RIT score when they first take MAP and are expected to achieve increasingly higher scores.

What have we learned since
October 2014...

How NWEA is different from state testing?

- State tests tells us if a student has mastered grade level standards each year.
- NWEA measures growth. It tells us if a student has increased their skills in reading and math each year.

Reports

What We Learned in October

Report	Purpose
Teacher Report	Provides overview of class achievement
Student Progress Report	Charts student growth over time
Student Goal-Setting Worksheet	Helps students set individual growth goals
Class by RIT	Finds specific learning targets of skills
Class Lexile Report	Gives snapshot of each student's reading level

Reports

What We Learned in October Cont.

Report	Purpose
Student Projected Performance Report	Gives prediction of passing California Standards Test
RIT to Reading Range Report	Brand new this year – expands Lexile Report
Achievement Status and Growth Report	Overview of class growth

Highlights since October 2014

- District and school personnel have worked on a successful implementation plan
- Data has been provided and used by our teachers to inform instruction
- NWEA aligns with Common Core Standards
- Immediate feedback to teachers
- Provides reading level
- Effective professional development component

Refresher from Part 1

Teacher Report - Reading Fall 2009

Goal Performance

School: Mt. Bachelor Middle School (NWEA Sample District 2)
 Class: TF070125 Brunsvold Humanities 2(AB)
 Teacher: Brunsvold, Karalyn N.
 Test: Reading Survey w/ Goals 6+ CO V2.1

Sample Data

		Below:		Nat' l mean	CA Prof	CA Basic					Word Analysis & Vocabulary	Inform Struct & Critique	Comprehend & Analyze Text	Lit Response & Analysis
Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile Range				
SF06000426	Erchul, Wlizabeth H.	7	S/G	Oct 14	195	3.3	192-198	8	6-11	407-557	LO	LO	LO	LO
F08000107	Roake, Rosalea A.	7	S/G	Sep 2	201	3.5	198-205	14	10-19	514-664	LO	LO	LO	LO
F08000310	Spicher, Kien N.	7	S/G	Oct 14	201	3.5	198-205	14	11-21	520-670	LO	AV	LO	LO
F08000289	Rios, Ryker R.	7	S/G	Sep 1	202	3.3	199-205	16	12-23	542-692	LO	LO	LO	LO
F08000237	Heck, Ervilene E.	7	S/G	Sep 2	203	3.4	200-206	17	12-23	546-696	AV	LO	LO	LO
SF06001374	Manthe, Michyla A.	7	S/G	Sep 2	206	3.3	203-209	23	16-29	604-754	LO	LO	LO	AV
SF06001051	Bainum, Hali Olivia A.	7	S/G	Aug 31	206	3.3	203-209	23	17-29	606-756	AV	LO	LO	LO
F08000303	Cromer, Tomeka A.	7	S/G	Aug 31	207	3.4	204-210	25	19-34	630-780	AV	LO	LO	LO
F08000008	Geleynse, Klinsman N.	7	S/G	Sep 1	208	3.3	205-211	27	19-34	636-786	LO	LO	LO	AV
F08000213	Bisek, Andy R.	7	S/G	Sep 2	208	3.3	205-211	27	21-34	644-794	LO	AV	LO	LO
F08000234	Bounk, Daniella A.	7	S/G	Sep 2	209	3.3	206-212	29	23-37	659-809	LO	AV	LO	AV
F08000072	Giffey, Azya A.	7	S/G	Aug 31	210	3.5	207-214	32	25-43	684-834	LO	AV	LO	LO
S08000005	Doelger, Engen N.	7	S/G	Aug 31	211	3.3	208-214	34	27-46	705-855	LO	AV	LO	AV
F08000235	Gamboa Perez, Carlennys	7	S/G	Aug 31	212	3.3	209-215	37	29-46	720-870	LO	LO	AV	AV
F08000109	Panganiban, Miryssa A.	7	S/G	Aug 31	214	3.3	211-217	43	34-52	754-904	AV	AV	LO	AV
F08000290	Shawkey, Jefferson N.	7	S/G	Sep 2	215	3.3	212-218	46	34-55	765-915	AV	LO	LO	HI
SF06000773	Gesicki, Peter R.	7	S/G	Aug 31	215	3.3	212-218	46	34-55	766-916	LO	HI	AV	AV
F08000029	Ghantous, Norita A.	7	S/G	Aug 31	220	3.4	217-223	61	52-70	860-1010	AV	HI	AV	HI
F08000130	Grajek, Jame E.	7	S/G	Oct 16	222	3.3	219-225	67	58-75	895-1045	HI	AV	AV	HI
F08000313	Alero, Kressa A.	7	S/G	Aug 31	223	3.3	220-226	70	58-78	910-1060	AV	HI	HI	HI
F08000305	Cook-Salazar, Abram M.	7	S/G	Sep 2	224	3.3	221-227	73	64-80	932-1082	AV	AV	HI	HI
F08000021	Adas, Cecileigh H.	7	S/G	Aug 31	226	3.2	223-229	78	70-86	978-1128	HI	HI	HI	HI
F08000037	Lefebvre, Lavandar R.	7	S/G	Aug 31	227	3.4	224-230	80	73-88	996-1146	HI	AV	HI	HI

Most students have a combination of highs and lows in their Goal Areas (Clusters).

Totals For: Reading Survey w/ Goals 6+ CO V2.1

High:	3	4	4	7
Avg:	8	9	4	7
Low:	12	10	15	9
Mean:	211.7	210.5	208.9	214.8
Std Dev:	8.7	9.3	10.6	13.0
Median:	210	211	207	213

Above: CA Advanced

Students:	23
Mean RIT:	211.5
Std Dev:	8.8
Median RIT:	210

"Spread" of class (10-15 is normal.)

The "median RIT scores" have significance. +/- 3 points from the Overall score indicates possible strength or an area of concern.

HI-percentile > 66 AV-percentile between 66 and 34 LO-percentile < 34
 Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP

SAMPLE: COMPARISON OF DATA , FALL TO WINTER, Gr. 6 READING

Teacher Report - Reading Fall 2009										Goal Performance				
School: Class: Teacher: Test: Reading Survey w/ Goals 6+ CA V2.1										Word Analysis & Vocabulary	Inform Struct & Critique	Comprehend & Analyze Text	Lit Response & Analysis	
Student ID Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Reading Range*					
Totals For: Reading Survey w/ Goals 6+ CA V2.1										High:	15	13	14	17
										Avg:	10	11	10	9
Students: 35										Low:	10	11	11	9
Mean RIT: 212.9										Mean:	213.1	210.5	213.1	214.8
Std Dev: 13.2										Std Dev:	16.3	12.6	14.6	14.5
Median RIT: 214										Median:	214	211	213	216

Teacher Report - Reading Winter 2010										Goal Performance				
School: Class: Teacher: Test: Reading Survey w/ Goals 6+ CA V2.1										Word Analysis & Vocabulary	Inform Struct & Critique	Comprehend & Analyze Text	Lit Response & Analysis	
Student ID Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Reading Range*					
Totals For: Reading Survey w/ Goals 6+ CA V2.1										High:	20	9	14	17
										Avg:	5	16	8	7
Students: 35										Low:	10	10	13	11
Mean RIT: 214.4										Mean:	216.1	213.0	213.2	215.0
Std Dev: 13.9										Std Dev:	14.5	14.8	16.1	16.2
Median RIT: 218										Median:	221	215	214	219

Professional Development & Collaboration Time

Next Steps:

Focus February – May

- Analyze data looking for growth targets
 - By Class
 - By Student
 - By Strands
- Use data to differentiate instruction
- Triangulate data: NWEA and Smarter Balance, and classroom assessments

Overview of Our Work...

Sample: Data Ladder

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What is it that none of my students know?

What is it that a few of my students know?

What is it that most of my students know?

What is it that all of my students know?

Areas for Growth:

- Alignment with Smarter Balance still unknown
- Making meaning of all data using a balanced approach for assessment
- Communicating the data to parents that is effective and meaningful

Communication Plan

Next Steps:

- February – Work with principals and teachers to gather feedback on our communication plan
- March – Finalize communication plan
- April – May = Communicate the plan to the community
- June – Letter sent home to parent

Questions



Appendix A

Parent Resources

Smarter Balanced Practice and Training Tests	The Smarter Balanced Practice Test allows teachers, students, parents, and other interested parties to experience a full grade-level assessment and gain insight into how Smarter Balanced will assess students' mastery of the Common Core.	http:// www.smarterbalanced.o rg/practice-test/
Common Core State Standards Initiative	What Parents Should Know	http:// www.corestandards.org/ what-parents-should- know/
California Department of Education	Common Core State Standards	http://www.cde.ca.gov/ re/cc/index.asp
Frame Works Institute	What's cooking with the Common Core in California - Video	http://vimeo.com/ 99383000
NWEA	NWEA Parent Resource	https://www.nwea.org/ assessments/resources- for-parents/

Appendix B

SAMPLE PARENT LETTER

Dear Parent:

Enclosed you will find your child's Measures of Academic Progress® (MAP®) test results. These tests determine your child's instructional level and measure academic growth throughout the school year, and from year to year in the areas of Mathematics and Language Arts.

MAP tests are unique in that they are adaptive tests your child took on a computer. That means that the test became more difficult the more questions your child answered correctly. When your child incorrectly answered a question, the test became easier. Therefore, your child took a test specifically created for his or her learning level. In addition, your child should have had the opportunity to learn the information presented on the test because the tests are aligned with the California Common Core State Standards.

Your child's MAP results are reported in **RIT scores**. This is a different type of score than a typical test that provides a percentage correct. It is also different from many tests that provide results based on your child's score compared to others in his or her grade. Instead, the RIT score is an equal-interval scale, like feet and inches that is independent of grade level. As a result, we can easily measure growth in learning. This type of score increases the value of the tests as a tool to improve student learning because it enables teachers to recognize where to focus attention for your child's learning.

MAP testing is a powerful tool for monitoring student growth over time. Attached to this letter is a document called **Normative Data**. This document provides an overview of the 2011 norms including the scope of the study, the methodology used, and the ways norms can be used by educators to review their student data. This document provides status norms of RIT scores, with norms samples for Mathematics, Reading, Language Usage, General Science, and Science Concepts & Processes.

I hope you find the enclosed reports informative. If you have questions, please contact your child's principal.

For more information on resources for parents, download the **Parent Toolkit** at www.nwea.org
>> Partner Support.