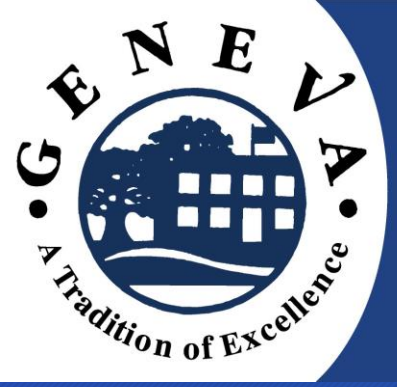


we are

self-directed, lifelong learners

effective communicators

complex, creative & adaptive thinkers

collaborative & productive citizens

We Learned A Lot…

So What Now?

GENEVA
A Tradition of Excellence

we are

self-directed, lifelong learners

effective communicators

complex, creative & adaptive thinkers

collaborative & productive citizens

GENEVA
Innovation For Excellence

“At root here is a fundamental dilemma. Those personal qualities that we hold dear — ***resilience and courage in the face of stress, a sense of craft in our work, a commitment to justice and caring in our social relationships, a dedication to advancing the public good in our communal life*** — are exceedingly difficult to assess. And so…we are apt to measure what we can, and eventually come to value what is measured over what is…unmeasured. The shift…occurs gradually…In neither academic nor popular discourse about schools does one find nowadays much reference to the important human qualities. The language of academic… tests has become the primary rhetoric of schooling.”

National Academy of Education, 1987

Data and Their Purpose

- Remember Dr. Cordogan's 12,675 pieces of data…
- Data is only as valuable as how we use it.

Moving Forward with Data: Forest and Trees

Forest Data: The Medical Model

- Big Picture Evaluation
- Overall health
- Where we stand
- Are there *red flags*?

Tree Data: The Athletic Model

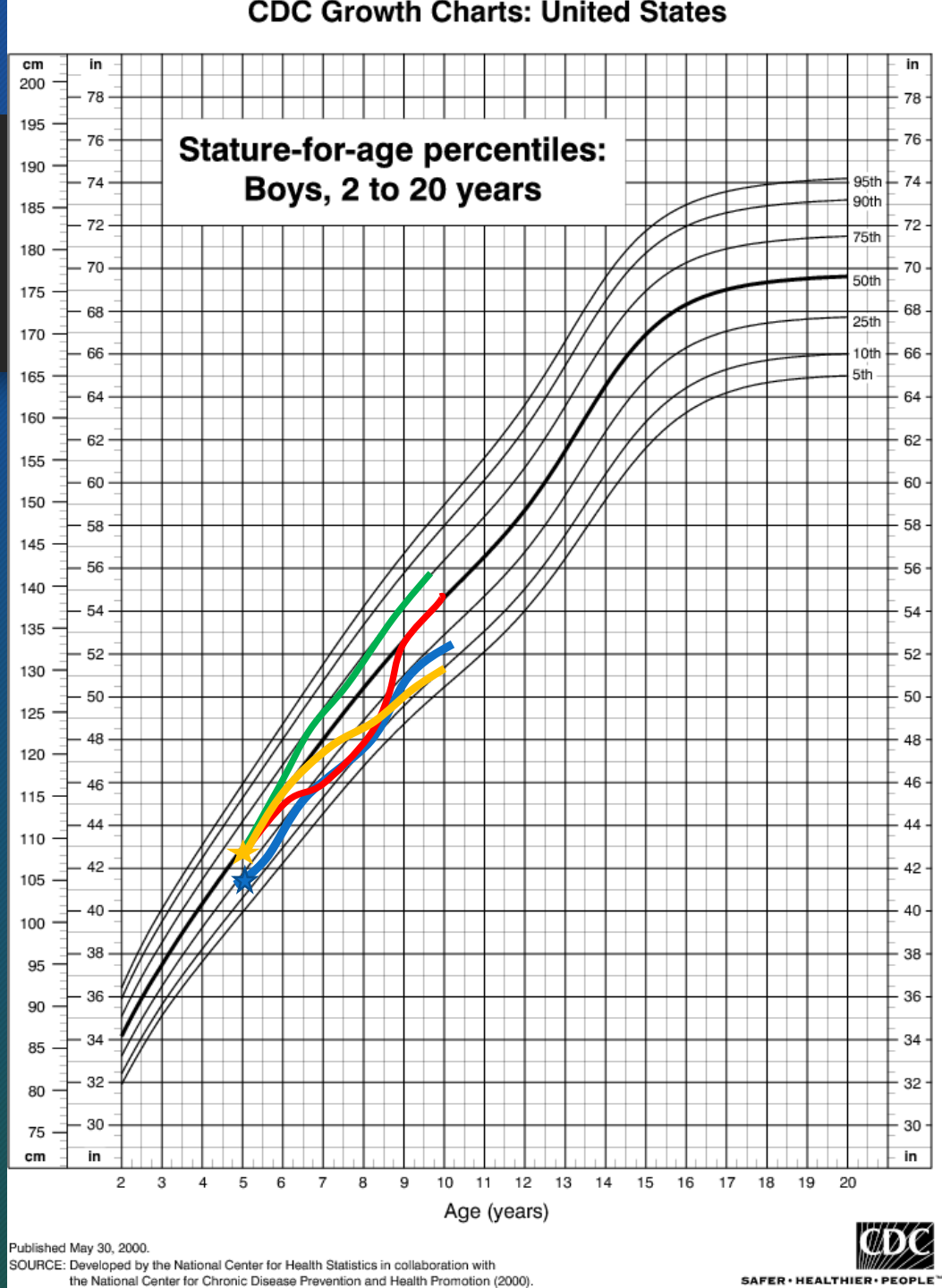
- Specific strengths and weaknesses
- Detailed diagnosis
- Alignment to Practice
- Areas for improvement

Medical Model – key indicators

Fig. 2. Height measurement. (Image shown with consent.)

Reflective *NOT* Reactive

- In Context
- Over Time
- Measuring Height



District Model – key indicators

- PARCC
- MAP
- AP
- ACT

- Monitor Progress and Track Growth.
- Watch for ‘red flags’.
- Continue to contextualize the data over time.

❖ Disaggregation is critical!

PARCC

- Acknowledge the significance of PARCC as an accountability measure.
- Watch as more information unfolds and be prepared to evaluate our data accordingly.
- Continue to be reflective as we receive ongoing data and the assessment improves.

❖ Disaggregation is critical.

MAP

- Continue administering the MAP and evaluate patterns.
- Explore appropriate analytical perspective for certain circumstances
  - RiT vs Percentile, etc.)
- Reflect and analyze use at the K-1 Level.
- Explore usefulness of the data at the building/classroom level and curriculum/assessment alignment.

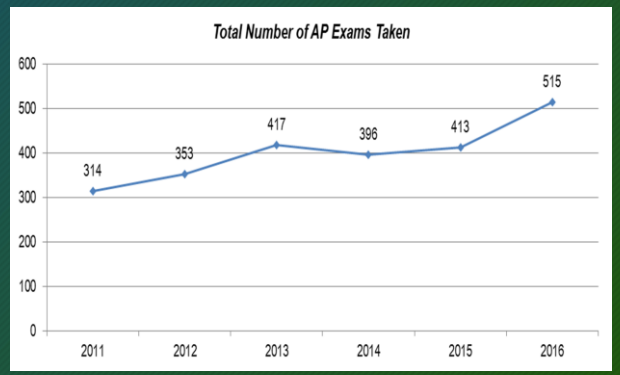
❖ Disaggregation is critical.

	Ka	Kb	1a	1b	1c	2a	2b	3a	3b	4a	4b	5a	5b
Norm Growth	19	19	19	19	19	15	15	13	13	11	11	10	10
Class Growth	23	25	20	24	24	14	14	12	16	14	8	8	12
Gd. Level Growth	23	23	23	23	23	14	14	14	14	9	9	10	10
District Growth	21	21	21	21	21	13	13	13	13	12	12	12	12

Advanced Placement (AP)

- Evaluate course level data and seek potential areas for growth.

- Continue to explore opportunities for expansion of AP *
  - Who can/should take course?
  - Consider potential for additional courses.

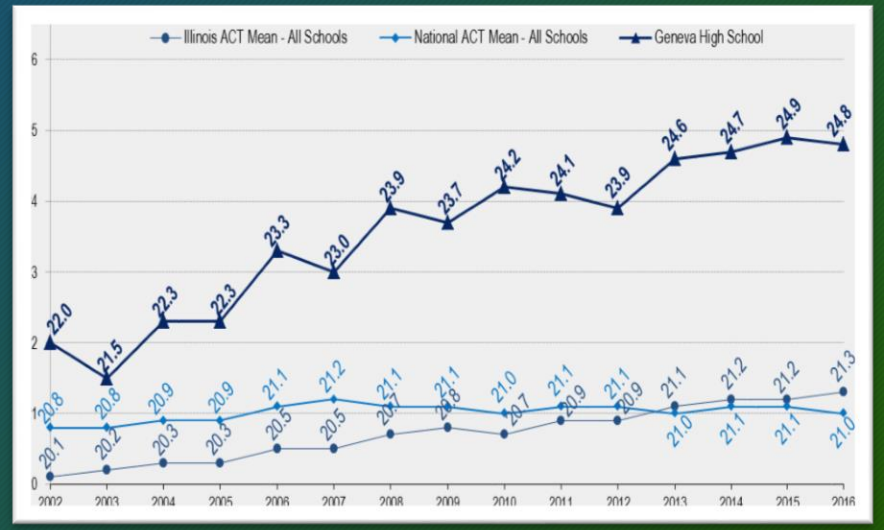


* Remember to focus on our vision in the work.

❖ Disaggregation is critical!

ACT (Now SAT)

- Recognize that we are beginning with a new assessment.
- Maintain the positive trajectory that has been underway with ACT.
- Continue to focus on quality instruction and curricula.



General Diagnosis

Our district is Very healthy.

District Model – key indicators

- PARCC
- MAP
- AP
- ACT

- Monitor Progress and Track Growth.
- Watch for ‘red flags’.
- Continue to contextualize the data over time.

The Athletic Model-Evaluation and Improvement

CAREER BATTING STATISTICS

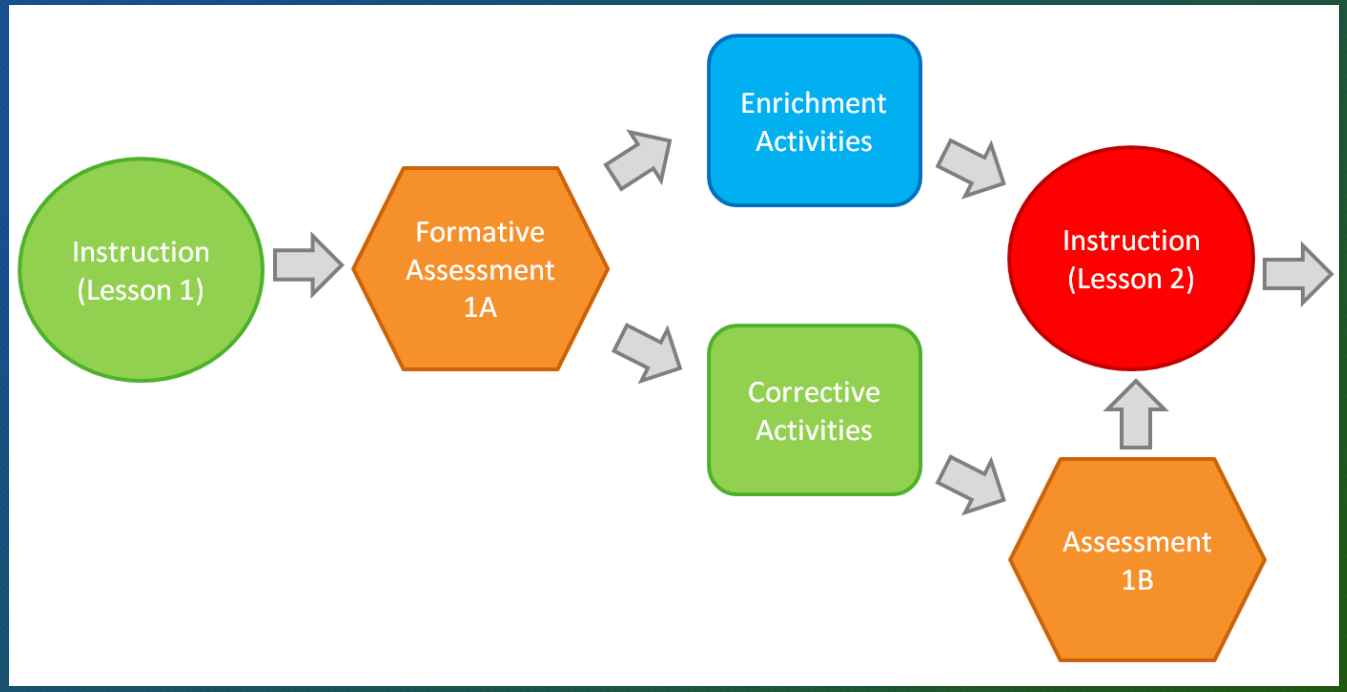
YEAR	TEAM	GP	AB	R	H	2B	3B	HR	RBI	BB	SO	SB	CS	AVG	OBP	SLG	OPS	WAR
2015	CHC	151	559	87	154	31	5	26	99	77	199	13	4	.275	.369	.488	.857	6.0
2016	CHC	155	603	121	176	35	3	39	102	75	154	8	5	.292	.385	.554	.939	7.7
Total	Total	306	1162	208	330	66	8	65	201	152	353	21	9	.284	.377	.522	.899	--
Season Averages		153.0	581.0	104.0	165.0	33.0	4.0	32.5	100.5	76.0	176.5	10.5	4.5	.284	.377	.522	.899	--

Local Formative Assessment

- Directly Aligned to the Curriculum
- Useful for teachers in guiding instruction
- Ongoing
- Allows for differentiation in approach and model
- Provides more value to teachers but offers less standardization

Common Course Collaboration

- Common Learning Targets
- Course-specific assessments
- Exploration of mastery-learning



Teacher-to-Teacher Collaboration

Points on Pretest (Formative)	Total Points Possible on Pretest (Formative)	Total % Correct on Pretest (Formative)	Growth Target Austin Model	Final Growth Target	Points on Post Test (Summative)	Total Points Possible on Post Test (Summative)	Total % Correct on Post (Summative)	Meets Growth Target
34	50	68%	16.00%	84.00%	43	50	86%	Yes
44	50	88%	6.00%	94.00%	48	50	96%	Yes
47	50	94%	3.00%	97.00%	48	50	96%	No
41	50	82%	9.00%	91.00%	46	50	92%	Yes
27	50	54%	23.00%	77.00%	43	50	86%	Yes
48	50	96%	2.00%	98.00%	47	50	94%	No
30	50	60%	20.00%	80.00%	42	50	84%	Yes
19	50	38%	31.00%	69.00%	14	50	28%	No
18	50	36%	32.00%	68.00%	37	50	74%	Yes
34	50	68%	16.00%	84.00%	45	50	90%	Yes
46	50	92%	4.00%	96.00%	48	50	96%	Yes
17	50	34%	33.00%	67.00%	42	50	84%	Yes
47	50	94%	3.00%	97.00%	50	50	100%	Yes
46	50	92%	4.00%	96.00%	49	50	98%	Yes
32	50	64%	18.00%	82.00%	44	50	88%	Yes
42	50	84%	8.00%	92.00%	49	50	98%	Yes
42	50	84%	8.00%	92.00%	47	50	94%	Yes
16	50	32%	34.00%	66.00%	50	50	100%	Yes
44	50	88%	6.00%	94.00%	45	50	90%	No
44	50	88%	6.00%	94.00%	49	50	98%	Yes
36	50	72%	14.00%	86.00%	40	50	80%	No
40	50	80%	10.00%	90.00%	49	50	98%	Yes
35	50	70%	15.00%	85.00%	47	50	94%	Yes

Points on Pretest (Formative)	Total Points Possible on Pretest (Formative)	Total % Correct on Pretest (Formative)	Growth Target Austin Model	Final Growth Target	Points on Post Test (Summative)	Total Points Possible on Post Test (Summative)	Total % Correct on Post (Summative)	Meets Growth Target
20	46	43%	28.26%	71.74%	43	46	93%	Yes
8	46	17%	41.30%	58.70%	40	46	87%	Yes
7	46	15%	42.39%	57.61%	35	46	76%	Yes
7	46	15%	42.39%	57.61%	32	46	70%	Yes
21	46	46%	27.17%	72.83%	42	46	91%	Yes
19	46	41%	29.35%	70.65%	38	46	83%	Yes
5	46	11%	44.57%	55.43%	33	46	72%	Yes
15	46	33%	33.70%	66.30%	38	46	83%	Yes
20	46	43%	28.26%	71.74%	41	46	89%	Yes
12	46	26%	36.96%	63.04%	26	46	57%	No
23	46	50%	25.00%	75.00%	45	46	98%	Yes
14	46	30%	34.78%	65.22%	39	46	85%	Yes
18	46	39%	30.43%	69.57%	43	46	93%	Yes
27	46	59%	20.65%	79.35%	42	46	91%	Yes
19	46	41%	29.35%	70.65%	42	46	91%	Yes
12	46	26%	36.96%	63.04%	40	46	87%	Yes
11	46	24%	38.04%	61.96%	33	46	72%	Yes
33	46	72%	14.13%	85.87%	46	46	100%	Yes
20	46	43%	28.26%	71.74%	43	46	93%	Yes
6	46	13%	43.48%	56.52%	39	46	85%	Yes
43	46	93%	3.26%	96.74%	46	46	100%	Yes
20	46	43%	28.26%	71.74%	45	46	98%	Yes

Building-Level Collaboration

- Math Modules

Teacher	Module 1	Module 2	Module 3	Module 4	
Ka	90	89	90	91	
Kb	89	94	88	91	
1a	89	91		93	
1b	92	90		87	
1c	90	90		95	
2a		96	92	73	
2b		86	68	63	
3a	87	83			
3b	84	79			
4a	85	88	93	89	
4b	89	86	82		
5a	84	81	79	76	
5b	82	81	77	77	

Ongoing Literacy-Focused Measures

LEVEL B

BOOKS HAVE:	READERS ARE:	READERS CAN:
❑ familiar content (family, play, pets, school, dress-up, shopping, cooking) ❑ short predicable sentences with heavy picture support on every page ❑ mostly one syllable words ❑ some simple plural words ❑ a few high frequency words used repeatedly ❑ some words with -s and -ing ❑ many decodable words like dog, run, sit ❑ two or more lines of print on each page ❑ print is large and plain ❑ period is the only punctuation in most B books	❑ learning how print works ❑ developing left to right directionality across several lines of text ❑ firming up voice-print match ❑ recognize repeating language patterns ❑ learning more about distintive features of letters ❑ making stronger connections between sounds and letters ❑ beginning to self-monitor their reading ❑ attempting to self-correct as they notice the mismatches ❑ beginning to check one source of information against another (MSV) ❑ beginning to notice and use visual clues ❑ expanding their core base of high frequency words ❑ pointing and reading at a steady pace	❑ recognize a few easy high frequency words like the, and, my, like, see, is, can, in, it ❑ recognize and make a few CVC words like hit, cut, man, dog, pet ❑ write a few CVC words like run, can, pet ❑ write a few easy high frequency words like can, like, the, me, we, is ❑ match and sort pictures by initial sounds like ball, baby, bird ❑ match and sort pictures by ending sounds like phone, man, spin ❑ match and sort pictures with rhyming sounds ❑ match and sort upper and lower case letters quickly ❑ clap the syllables in words with one, two and three parts ❑ recognize letters by name and locate them quickly ❑ make predictions based on pictures ❑ make connections between the character and their own lives ❑ understand character feelings ❑ interpret problems in the story ❑ notice and appreciate humor ❑ realize stories have a beginning and an end ❑ share opinions about books and illustrations

Resource: The Continuum of Literacy Learning by F+P

2015, Compiled by Jen Jones, Hello Literacy

Fall F&P	Winter F&P
S	S
S	S
G	I
R	T/U
S	S
R	S
T	T/U
S	S
M	O
T	T/U
R	S/T
S	S
M	P
Q	S
P	Q
M	O
O	P
N	P
N/O	S
O	Q/R
N	O

Alpha Rec. -54	Story Listening -21	Phonemic Aware.	1 to 1 Match - 9	Letter Sounds - 26	Dev. Spelling - 27	Word Rec. - 22	Vocab. - 14	Passage Reading -	F&P - Spring	F&P Level - Fall
54	18	9	9	25	21	19	11	8	D	I
54	15	9	9	24	21	20	9	9		F
54	20	10	9	26	24	15	14	10	D	E
51	20	10	9	25	23	15	13	10		D
51	18	10	9	25	21	14	11	10	B/C	D
54	17	9	9	23	21	8	11	8		D
54	20	10	9	26	19	16	12	10		C
54	21	8	9	25	19	13	11	9	C	C
53	20	6	9	25	19	14	13	8		C
54	14	10	9	25	22	14	12	8		C
54	18	9	8	26	18	17	10	8	E	B
54	19	9	9	21	23	14	12	8		B
52	17	10	9	25	19	11	12	8	B	B
50	21	8	9	24	19	11	13	5	B	B
52	19	10	9	25	18	9	11	5	B	B
54	20	10	7	25	21	9	14	3		B
49	18	10	8	25	19	9	9	0	C	B
54	16	10	9	26	20	15	11	10	D	A

Looking Ahead

- Ongoing *Checkups*
- Continue to seek areas for improvement with ongoing measures.
- Continued work and progress with local/formative assessments…
  - And improving our capacity to use this data on district level.
- Explore options for improvement of the management and organization of local data.
- And…

GENEVA
A Tradition of Excellence

we are

self-directed, lifelong learners

effective communicators

complex, creative & adaptive thinkers

collaborative & productive citizens

GENEVA
Innovation For Excellence