



Measuring Student Growth

ECE Department

Preparing for the student growth component
South Eastern Special Education
January 4, 2016

Today's Agenda

8:30-9:45 Why are we assessing student Growth?

Review of the Types of Assessments

Identifying the Universal Screening Tool

Analysis of Data using Excel

9:45-10:00 Break

10:00-11:30 Identifying Big Idea

Measurement Models

Analysis of Student Populations

Identify Assessments to be Used for Student Growth

Identify Target or Required Amount of Growth

Agenda (continued)

11:30-12:30 Working Lunch

Putting it all together from morning session

12:30-1:45 Using Student Learning Objectives as a type 3 Assessment Framework

Using Rubrics as a type 3 assessment tool

Using checklists or other teacher made tools as a type 3 assessment tool

1:45-2:00 Break

2:00-3:30 Application of Content: Individual Departments/Teachers Analysis of student

Populations, Input of Data, Questions

3:30 Dismissal

Why are we assessing student growth?

1. To assess the effectiveness of instruction
 2. To guide adjustments or pivots for instruction
 3. In 2016-17 PERA (Senate Bill 7) requires that student growth be included in the total summative rating score.
 4. Joint committee began meeting in October to discuss details regarding student growth.
 5. Must come to a consensus within 180 days or must accept state default model.
-

Characteristics of Type 1 Assessments

Type I- A reliable assessment that measures a certain group or subset of student in the same manner with the same potential assessment items, is scored by a non-district entity and is administered either statewide or beyond Illinois

(Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series)

Characteristics of Type 2 Assessments

Type 2 Any assessment developed or adopted and approved for use by the school district and used on a district wide basis by all teachers in a given grade or subject area-

(Examples: collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers)

Characteristics of Type 3 Assessments

Type 3- Any assessment that is rigorous, that is aligned to the course curriculum, and that the qualified evaluator and teacher determine measures student learning in that course

(Examples: teacher-created assessments, assessments of student performance)

Identifying the Universal Screening Tool that is Appropriate for the Population

- COR Advantage 1.5 is the universal screening tool in ECE
 - Will use to identify areas of weakness or areas to address
 - Review COR Advantage Charts
 - Arrange all data per student for each area assessed
 - In future, could look at previous years for trend data
-








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 Developmental Summary

 Your Child's Developmental Profile (Family Report)

 All OSEP Reports

 Head Start Outcomes

 Category and Summary Graphs

 COR - Child Benchmark Report

 School Readiness Report

 Alphabetic Knowledge Report

 Strengths and Opportunities for Improvement

 Anecdote Status

 All Classroom Score Reports

 Developmental Range by Item

 All Outcomes Reports

 All OSEP Reports

 School Readiness Report

 Alphabetic Knowledge Report

Lesson Planning and Resources

 Create/Modify Lesson Plan Template

 Work with Daily Lesson Plans

 View/Print Lesson Plans

 Manage Planner (Activities, Classroom Areas)

 User Guides and Reference Material

 Technology Tips

 Family Network



Analyze Universal Data

To make data chart in Excel:

- a. Put kids names across the top
 - b. Put chart titles (testing areas) along the side
 - c. Bar
 - d. Click on Insert-Bar-2d-, Click on Design-Layout 2, Stacked.
-

Analyze Universal Data

Key points to remember when using excel:

To compare multiple data points, child names down the side, then highlight both sets of data, then choose design.

Chart can be moved by choosing “move chart” then choose to move to another sheet. Save that sheet. You will still be able to access the data by going to Sheet 1, etc. The charts will be listed as charts.

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General

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	A	B	C	D	E	F	G	H	I	J
1		A. Initiative and Planning	Problem-solving with materials	Reflection	Emotions	Building Relationships with adults				
2	Child A	1	3	2	4	5				
3	Child B	2	2	0	3	2				
4	Child C	0	3	1	2	1				
5	Child D	1	2	3	2	2				
6	Child E	1	0	4	2	3				
7										
8	Child A	2	5	3	4	6				
9	Child B	2	2	2	4	3				
10	Child C	1	4	2	3	3				
11	Child D	3	1	4	4	3				
12	Child E	3	1	5	3	4				
13										
14										
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Chart1 Chart2 Sheet1 Sheet2 Sheet3

Ready

Average: 3 Count: 2 Sum: 6

100%

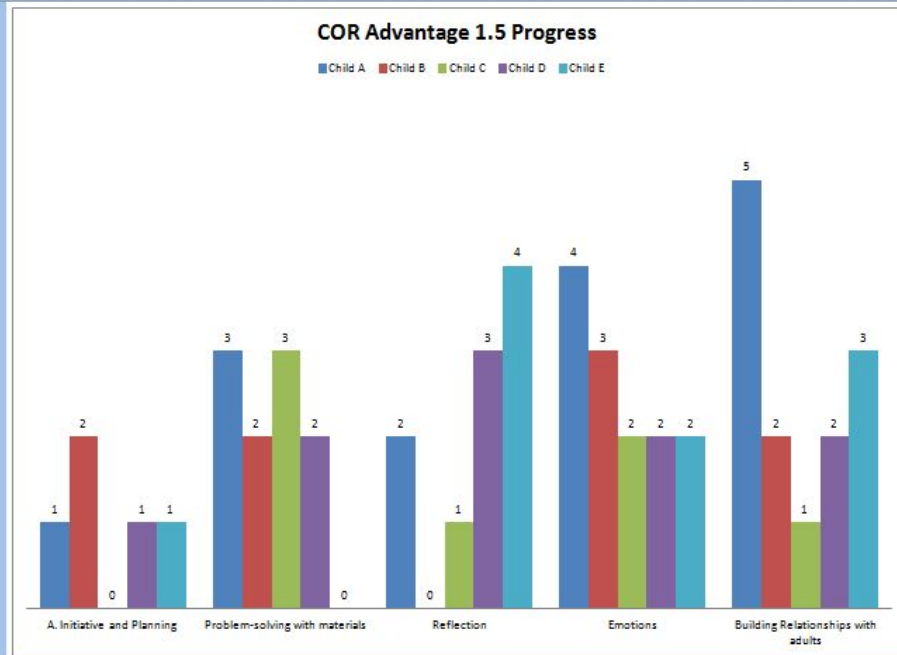
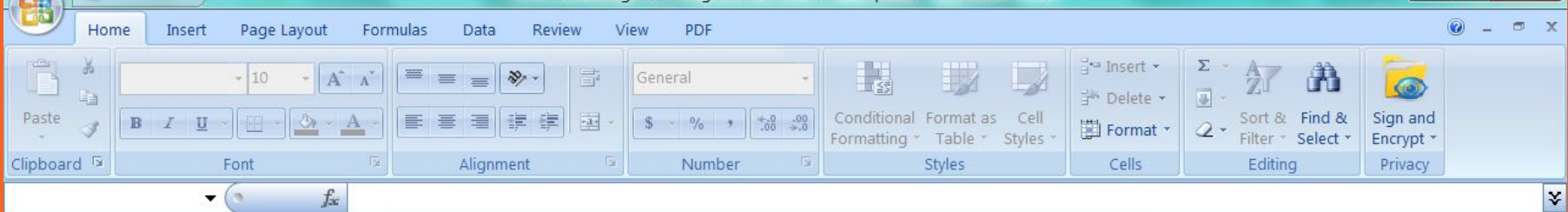


Chart1 Sheet1 Sheet2 Sheet3

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COR Advantage 1.5 Progress Column Chart with 2 data p... Chart Tools

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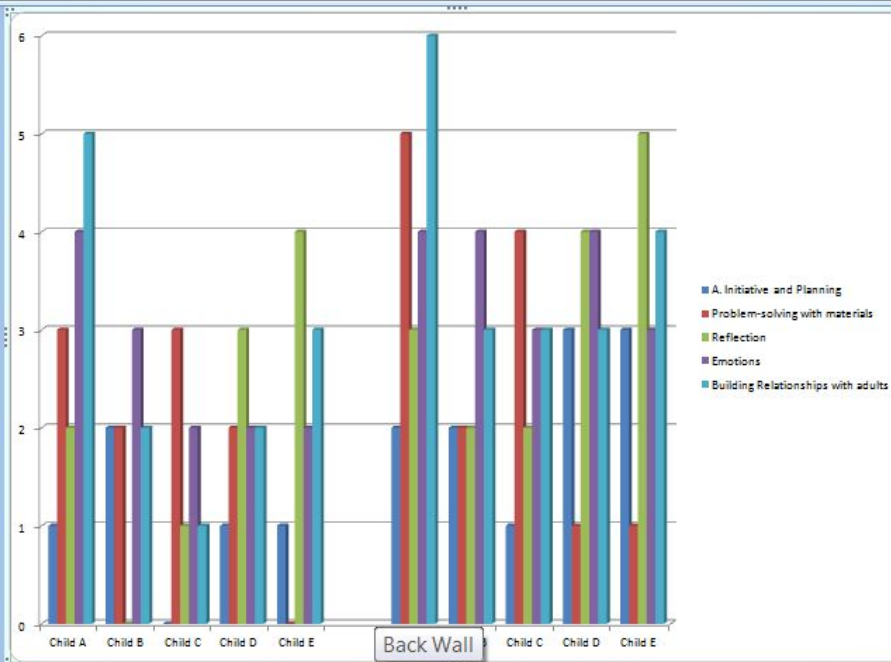
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General

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Break



Identify your Big Idea

- Must be linked to Illinois Early Learning and Development Standards (IELDS)
- COR Advantage 1.5 Link to Standards

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Strengths and Opportunities for Improvement

Lists the three highest item scores, the three lowest item scores, the three highest item gains, and the three lowest item gains for the selected reporting period.

Period:

Period 1



Page 1 of 1



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Strengths and Opportunities for Improvement Report for Parkside Early

The Strengths and Opportunities for Improvement report lists items with the 3 lowest scores and items with the 3 highest scores. For time periods other than the baseline (time 1) the report includes items with the 3 highest gains and items with the 3 lowest gains.

COR Time 1 / School Year 2015 - 2016

Items with Highest Scores	G	Community	2.14
	I	Gross-motor skills	2.14
	J	Fine-motor skills	2.00
Items with Lowest Scores	D	Emotions	0.43
	P	Reading	0.57
	L	Speaking	0.57

Update Report

Export to PDF

Finished

Report Information

Classroom: Parkside Early Childhood Classroom

Instrument: COR Advantage

Period: Period 1



9:54 PM

1/1/2016

Illinois Early Learning Standards

COR Advantage Items

Language Arts CONT	
Goal 4: Demonstrate increasing awareness of and competence in emergent writing skills and abilities.	
Learning Standard 4.A Demonstrate understanding of the organization and basic features of print.	O. Alphabet knowledge P. Reading
Learning Standard 4.B Demonstrate an emerging knowledge and understanding of the alphabet.	O. Alphabet knowledge
Learning Standard 4.C Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	N. Phonological awareness
Learning Standard 4.D Demonstrate emergent phonics and word-analysis skills.	N. Phonological awareness O. Alphabet knowledge P. Reading
Goal 5: Demonstrate increasing awareness of and competence in emergent writing skills and abilities. Learning Standard 5.A:	



Illinois Early Learning and Development Standards, Preschool—Revised September 2013

GOAL 4

Demonstrate increasing awareness of and competence in emergent reading skills and abilities.

4.A | LANGUAGE ARTS

LEARNING STANDARD 4.A

Demonstrate understanding of the organization and basic features of print.²²

Preschool Benchmarks

- 4.A.ECa** Recognize the differences between print and pictures.
- 4.A.ECb** Begin to follow words from left to right, top to bottom, and page by page.
- 4.A.ECc** Recognize the one-to-one relationship between spoken and written words.
- 4.A.ECd** Understand that words are separated by spaces in print.
- 4.A.ECe** Recognize that letters are grouped to form words.
- 4.A.ECf** Differentiate letters from numerals.

Example Performance Descriptors

EXPLORING	DEVELOPING	BUILDING
Identify that labels and signs in the classroom are words.	Ask to have words read (e.g., "What does this say?").	Seek out print to gather information (e.g., check the attendance chart to see who is at school today; check the job chart to see whose turn it is

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Midcourse Check-In Date November 30, 2015

Midcourse Check-In Notes:

Element 1: Learning Goal

<input type="checkbox"/> Describe the learning goal.	Student will demonstrate increasing awareness of and competence in emergent reading skills and abilities.
<input type="checkbox"/> Identify the content standards associated with the learning goal. <i>Include the text of the content standards.</i>	<p>Learning Standard 4.A: Demonstrate understanding of the organization and basic features of print.</p> <p>4.A.ECa Recognize the differences between print and pictures</p> <p>4.A.ECb Begin to follow words from left to right, top to bottom, and page by page</p> <p>4.A.ECc Recognize the one-to-one relationship between spoken and written words</p> <p>4.A.ECd Understand that words are separated by spaces in print.</p> <p>4.A.ECe Recognize that letters are grouped to form words</p> <p>4.A.ECf Differentiate letters from numerals</p>
<input type="checkbox"/> Describe the student population.	The student population includes 5 students in early childhood special education. 4 students are verbal and 1 student is nonverbal. The students are ages 3(4) and 4 (1).

Measurement Models

Simple growth= posttest - pretest= growth

Adjusted growth= trendline or typical growth

**Joint Committee will identify the
Measurement Model**

Identify assessment to be used to monitor student growth

- List Type 1, Type 2, Type3 available for consideration for your department

--Type 1: Discuss COR Advantage as type 1

--Type 2: ISTEOP, GIGO

--Type 3: SLO

Must have a Type 1 and Type3, or a Type 2 and Type 3 or two type 3's if there is not a Type 1 or a Type 2

Analysis of student population

- Consider specifics of your class roster
 - ages
 - verbal abilities
 - ELL
 - physical (non-ambulatory)
-

-
- Discuss what assessment tool would best measure the big idea that your global assessment indicated as an area that needs to be addressed.

--Example: rubric

- Example: A type 2 could be the ISTEAP; the type 3 could be an SLO based upon the results of the COR Advantage as a universal screener.

Must have a Type 1 and Type 3, or a Type 2 and Type 3 or two type 3's if there is not a Type 1 or a Type 2

Identify students to be monitored-Joint Committee considerations

Students that are present for Pretest window will be included in final growth tabulation

Students that exit following being included in Pretest, anytime during measurement period, will be considered to have met target.

Students who enroll following Pretest window are not included in final growth tabulation.

Additional considerations: attendance, hospitalizations, incarceration, etc.

Timelines for data points

PERA requires a minimum of 3 points

Initial or Pretest

midpoint

Final or Posttest

Identify target or required amount of growth

- Will we target an individual student goal?
- Will we target a classroom goal?
- Will we use a combination of both?

Targets must be rigorous but achievable

SLOs can target individual goals. Type 1 or Type 2 Assessment targets a universal big idea for group.

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Growth Targets, Outcomes, and Teacher Ratings

edleadersnetwork

Diana Zaleski
Administration
more

Contents

- 1. Growth Targets, ... 00:14
- 2. SLO Elements 00:03
- 3. Growth Targets 00:21
- 4. Outcomes 00:17
- 5. Teacher Rating 00:17
- 6. Untitled 00:27
- 7. Measurement Model 00:14
- 8. Measurement Model 00:26
- 9. Baseline Data Ex... 00:35
- 10. Baseline Data Ex... 00:17
- 11. Measurement Model 00:39
- 12. Growth Targets E... 00:21
- 13. Growth Targets E... 00:20
- 14. Measurement Model 00:18
- 15. Growth Targets E... 00:16
- 16. Measurement Model 00:19
- 17. Outcomes Example 00:07
- 18. Growth Targets E... 00:58
- 19. Teacher Rating E... 00:16
- 20. Reflection 00:09

Total duration: 04:33/07:04

Illinois State Board of Education

Baseline Data Example

Student	Beginning	Emerging	Developing	Capable	Experienced	Exceptional
Adrian			X			
Anne		X				
Brian			X			
Carlos			X			
Dionne				X		
Esther			X			
Juliet		X				
Karen		X				
Lewis			X			
Michael		X				
Manuel		X				
Melissa			X			
Nathan		X				
Richard	X					
Tony			X			

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Total duration: 03:12/07:04

Illinois State Board of Education

Growth Targets Example

Student	Beginning	Emerging	Developing	Capable	Experienced	Exceptional
Adrian					X	
Anne			X			
Brian				X		
Carlos				X		
Dionne					X	
Esther				X		
Juliet				X		
Karen				X		
Lewis				X		
Michael				X		
Manuel			X			
Melissa				X		
Nathan				X		
Richard			X			
Tony					X	

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Outcomes Example

Student	Beginning	Emerging	Developing	Capable	Experienced	Exceptional
Adrian					X	
Anne			X			
Brian				X		
Carlos				X		
Dionne					X	
Esther				X		
Juliet				X		
Karen				X		
Lewis				X		
Michael				X		
Manuel		X				
Melissa				X		
Nathan				X		
Richard			X			
Tony					X	

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Working Lunch



Putting it all together from morning session

Using Student Learning Objectives as a type 3 Assessment Framework

Illinois State Board of Education Student Learning Objective Guidebook (May 2015)

<http://www.isbe.net/assessment/htmls/balanced-asmt.htm>

Alternate way to access this:

1. www.isbe.net
 2. Assessment
 3. Balanced Assessment
 4. SLO Guidebook
-

Element 1: Learning Goal

- Description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards.
 - Provides a foundation for meaningful, goal directed instruction and assessment.
 - May include one big idea.
 - A big idea integrates multiple content standards, and links units of instruction together.
-

Element 1: Learning Goal (cont.)

- Big idea chosen should be representative of the most important learning and typical student growth in a specific content area, grade level, or classroom
 - Choose one big idea per SLO.
-

Element 2: Assessment

- Assessment, evaluation, and scoring procedures should be used to support and measure the learning goal
 - Guiding questions and statements included within this element help teachers and evaluators determine how assessments will be used to monitor student growth in order to inform and differentiate instruction for all students.
 - Assessments may include, but are not limited to, authentic and performance-based assessment (e.g., portfolios, performances, lab activities, etc.).
-

Element 3: Growth Targets

- Growth targets should be differentiated for individual students or groups of students.
 - Growth targets should be ambitious, yet realistic for students to achieve in the specified period of time.
-

Element 4: Outcome

- Outcomes identify how students performed at the end of the instructional period.
 - The guiding questions and statements included within this element prompt teachers to record the actual number or percentage of students who achieved the identified growth targets
-

Element 5: Teacher Rating

- The method for determining a teacher rating for each SLO must be determined by the PERA joint committee
 - A teacher rating process is outlined in the State Performance Evaluation Model (Illinois Administrative Code Part 50).
-

Early Childhood SLO Example

<http://www.isbe.net/assessment/pdfs/bal-asmt/slo-guidance/slo-early-childhood.pdf>

Alternate way to access this:

1. www.isbe.net
 2. Assessment
 3. Balanced Assessment
 4. SLO Examples
-

ISBE SLO Template--Group Work Through--Individual Computers

<http://www.isbe.net/assessment/htmls/balanced-asmt.htm>

Alternate way to access this:

1. www.isbe.net
 2. Assessment
 3. Balanced Assessment
 4. SLO Template
-

Using Rubrics as a type 3 assessment tool

Use uniform rubrics with specific examples of practice-

Establish common expectations and guidelines for teacher' professional proactive, but recognize the unique instructional context and roles of educator and consider how to adjust rubrics to reflect those contexts fairly.

**Using checklists or other teacher
made tools as a type 3
assessment tool**

Break



Let's Practice

- Application of Content
 - Individual Departments/Teachers
 - Analysis of student
Populations
 - Input of Data
 - Questions
-