Senate Education Committee Data

EMPLOYING DATA TO IMPROVE INSTRUCTIONAL SYSTEMS AND INCREASE STUDENT ACHIEVEMENT

WEST ADA SCHOOL DISTRICT

Key Points About Instructional Data

- It's not the data you have
- It's how you use the data you have
- Regardless of the data, if you want to impact the system it has to be:
- Timely
- Meaningful
- Actionable

The Committee Asked Us to Respond to the Following Questions

- What data do you have?

- How do you use that data?

- What data do you need?

What Data Do We Have?

- Our primary student achievement data sets are:
- Summative – How are we doing as an instructional system?
  - Idaho Reading Indicator (IRI)
  - Idaho Standards Achievement Test (ISAT)
  - PSAT
  - SAT
  - K-2 Math Outcome Assessment
- Formative-How are our students progressing in current instruction?
  - Classroom progress monitoring (Q&A, Exit Tickets, RCBMs, HMH Weekly)
  - Common formative assessments (Mid Module, Interim Blocks, DWA, etc.)

How Do We Use Our Data?

▶ To answer questions at the Board and Instructional Team level

  ▶ Are we getting better as an instructional system as measured by increased student achievement?

  ▶ Did the initiatives we instituted as a system (material purchases, professional development, etc.) result in increased student achievement?

  ▶ Are our schools increasing student achievement as measured by_____?

  ▶ Are there individual schools or grade level teams that are outperforming we need to investigate to determine how they are achieving the results they get?

  ▶ Do we need to reallocate resources to help individual schools out?

How Do We Use Our Data?

▶ To answer questions at the school and classroom level

   ▶ Is our school increasing student achievement as measured by_____?

   ▶ Are our PLCs functioning at a high level?

   ▶ Are we focusing our instruction on the right things?

   ▶ Based on our data, what are our next steps instructionally to increase student achievement?

   ▶ Are there individual teachers or grade level teams that we can learn from?

   ▶ What additional resources or professional development do we need?

   ▶ What are we going to keep the same in the next instructional cycle?

   ▶ What are we going to change in the next instructional cycle?

The Following Example Uses IRI Data

WE DO THE SAME THING WITH ALL OUR DATA SETS

IRI Data Longitudinal Proficiency

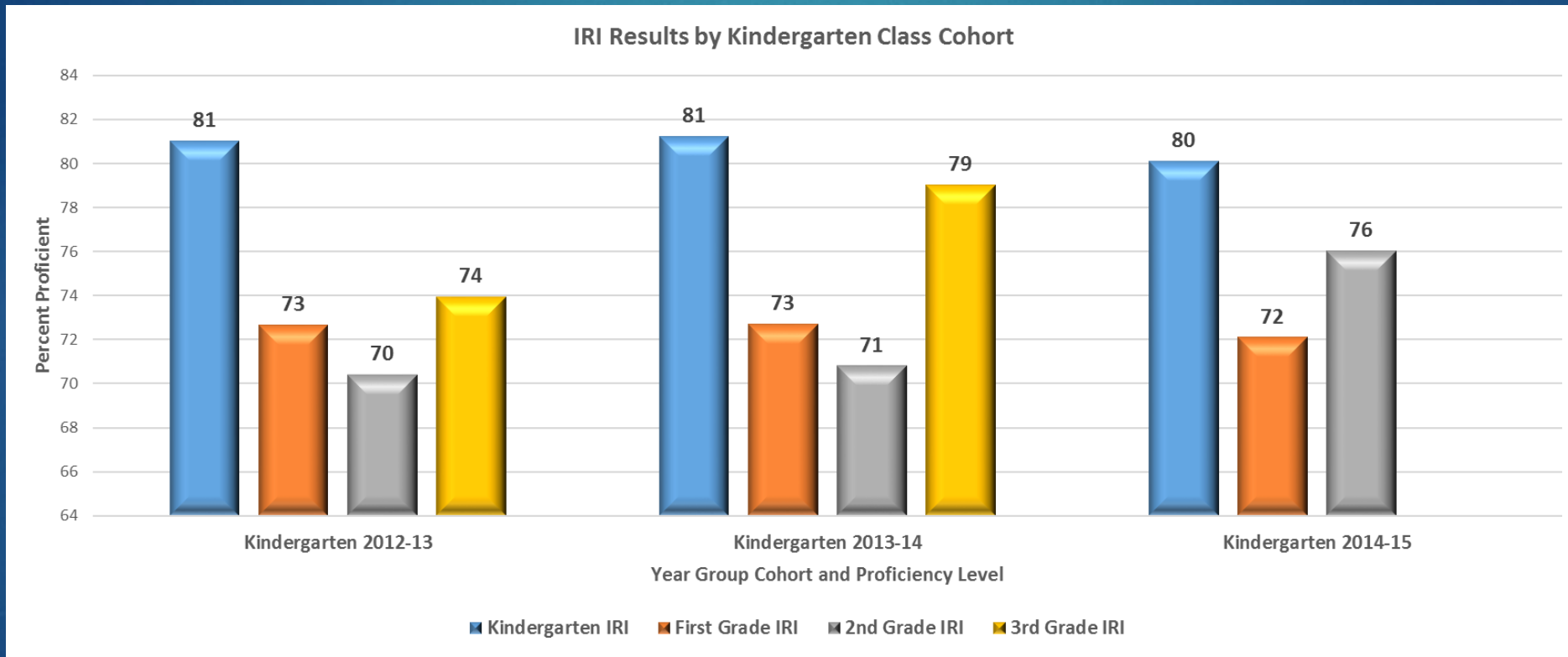Longitudinal IRI Proficiency State and District
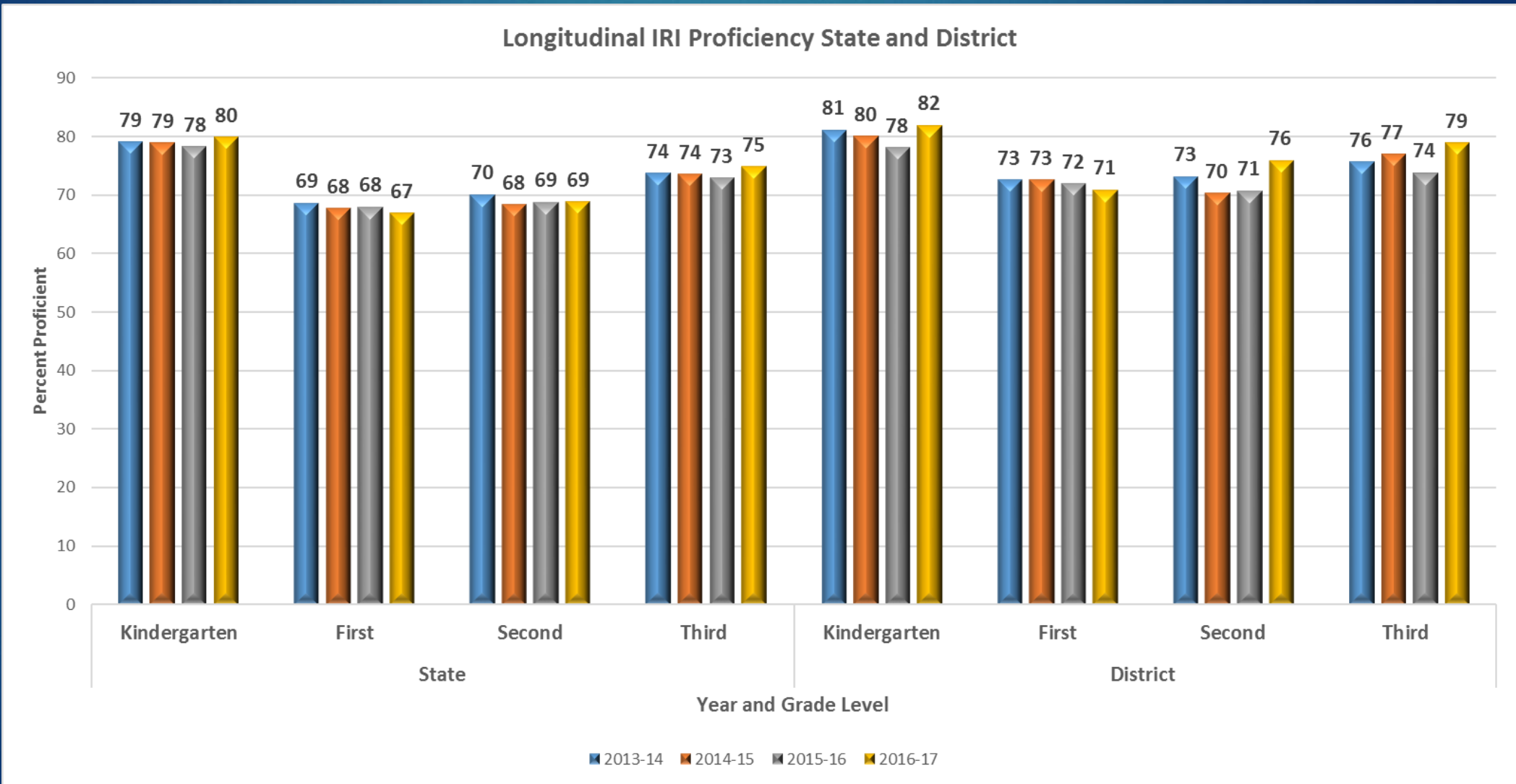
District IRI Growth to Proficiency

Longitudinal Growth to Proficiency % of Students Moved to Grade Level
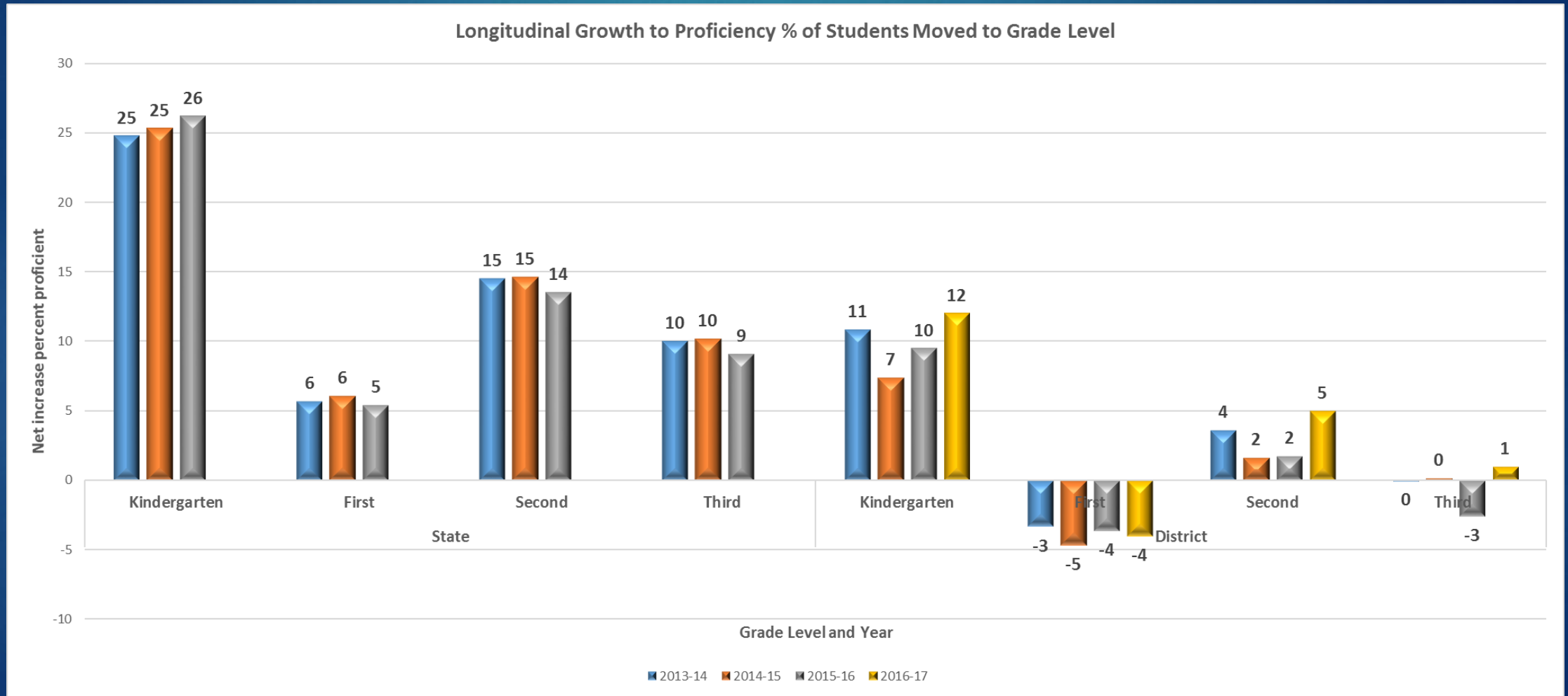
IRI Data Cohort View

IRI Results by Kindergarten Class Cohort

Subgroup Longitudinal Data
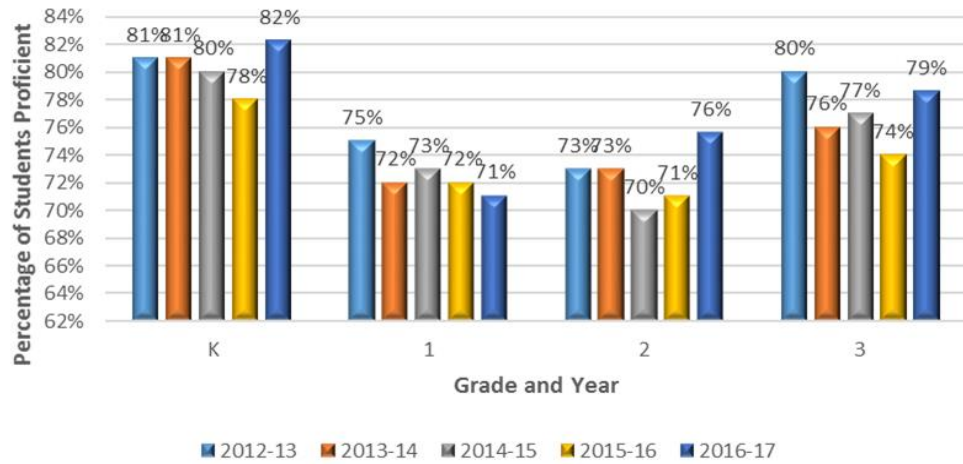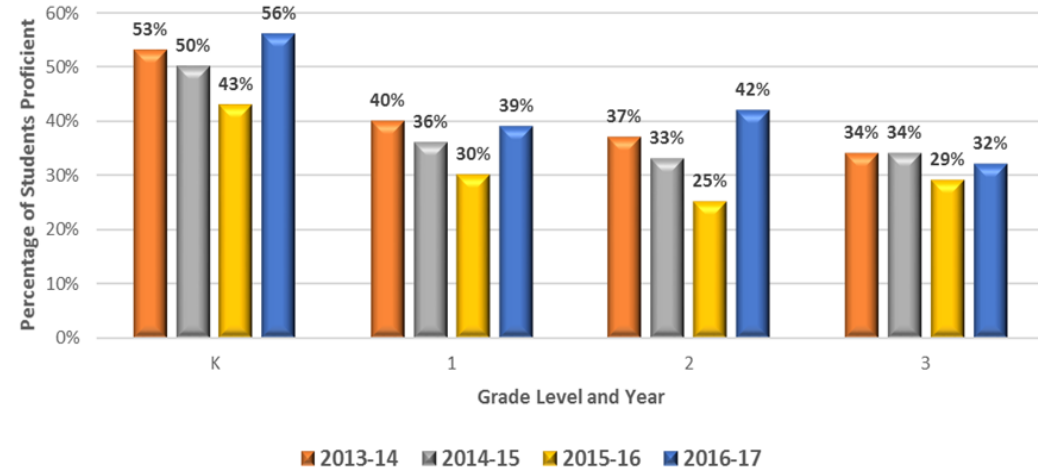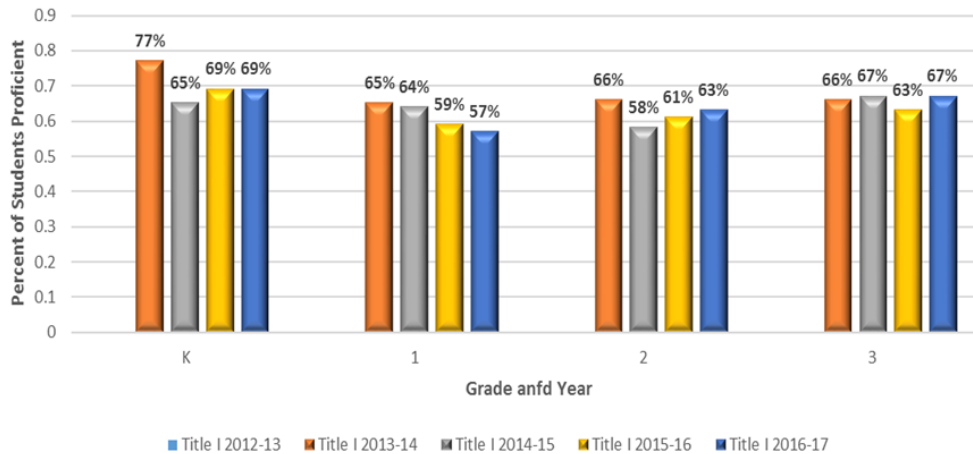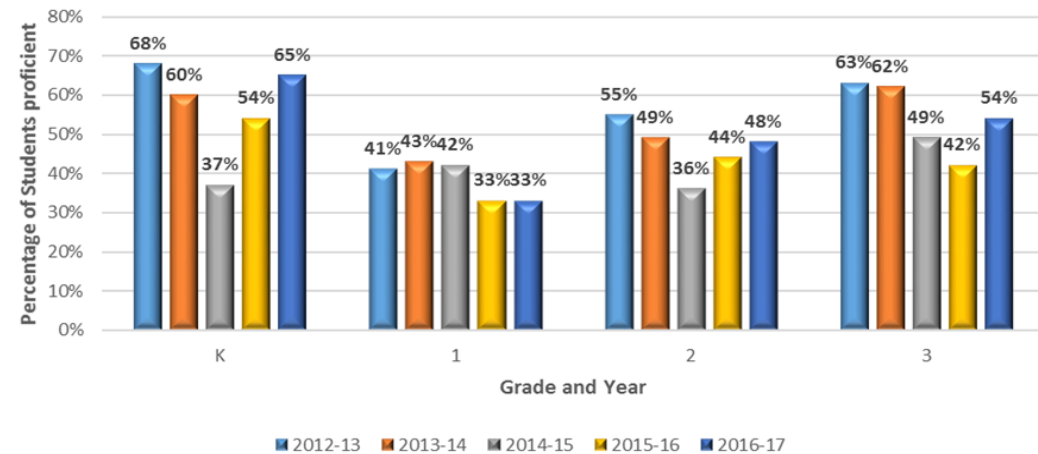
IRI Trends

Fall IRI Trend Number of Students Proficient

N Fall Proficient	2013 Fall	2014 Fall	2015 Fall	2016 Fall	2017 Fall
	8124	8185	8248	8043	8272

Year and N
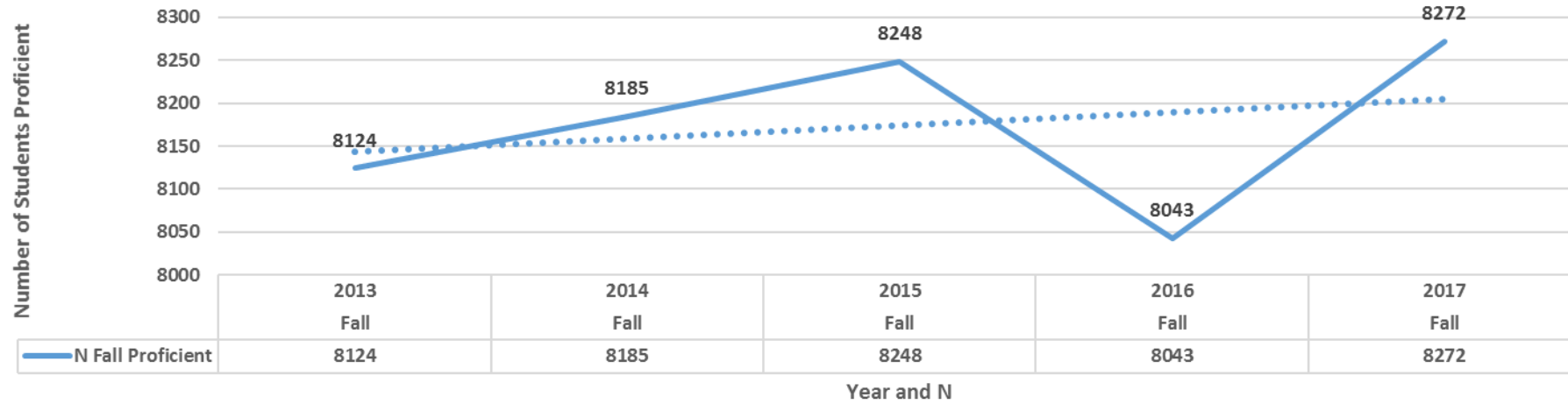
Fall IRI Trend Number of Students Non-Proficient

N Fall Non-Proficient	2013 Fall	2014 Fall	2015 Fall	2016 Fall	2017 Fall
	3011	2890	3054	2925	2710

Year
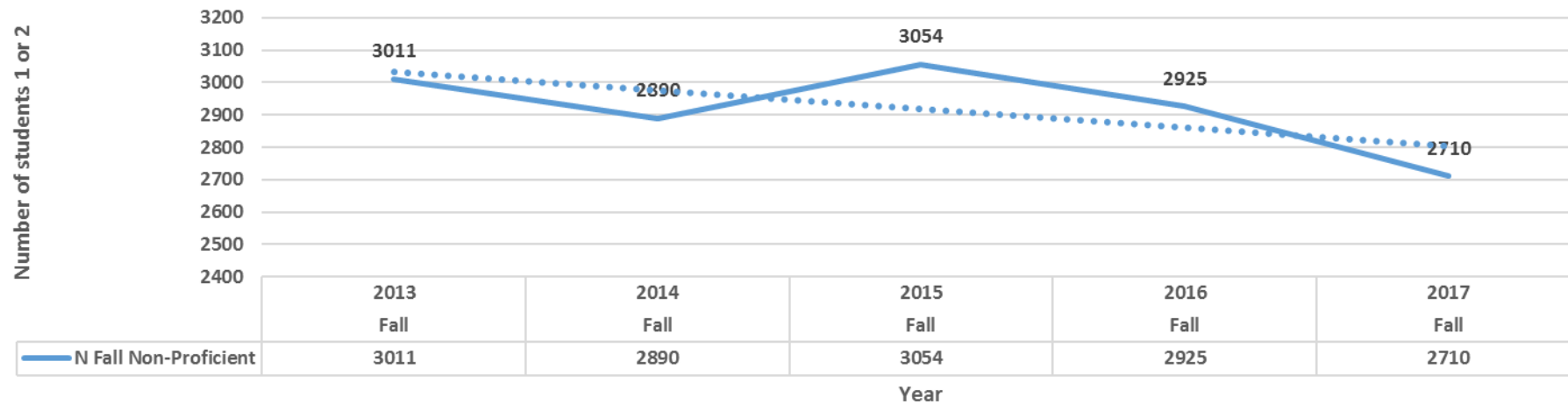
Kindergarten Reading Readiness

Longitudinal Kindergarten Fall IRI Reading Readiness
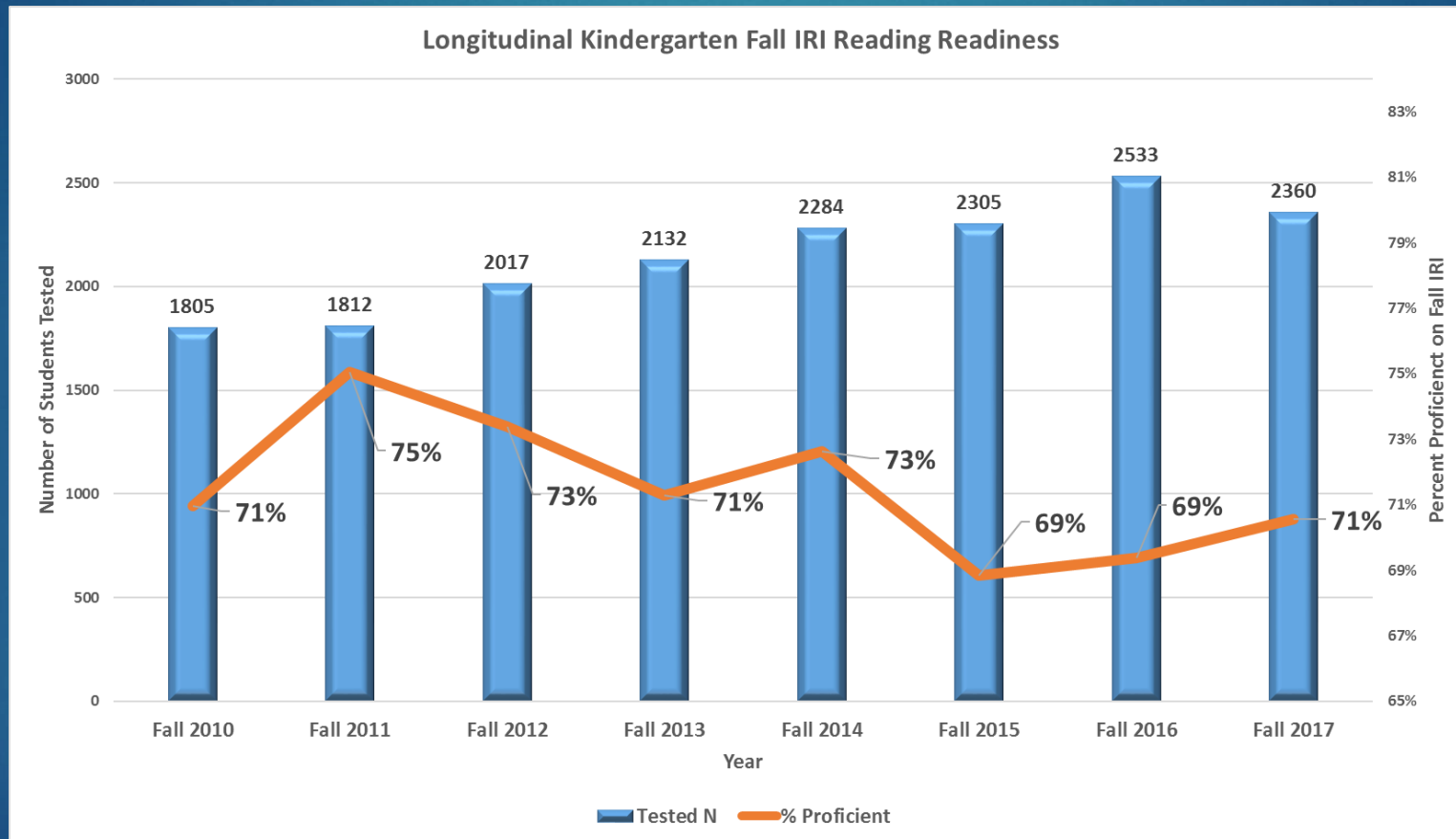
Longitudinal IRI By School and Grade Level

Longitudinal IRI Data by School By Grade Level (Filterable)
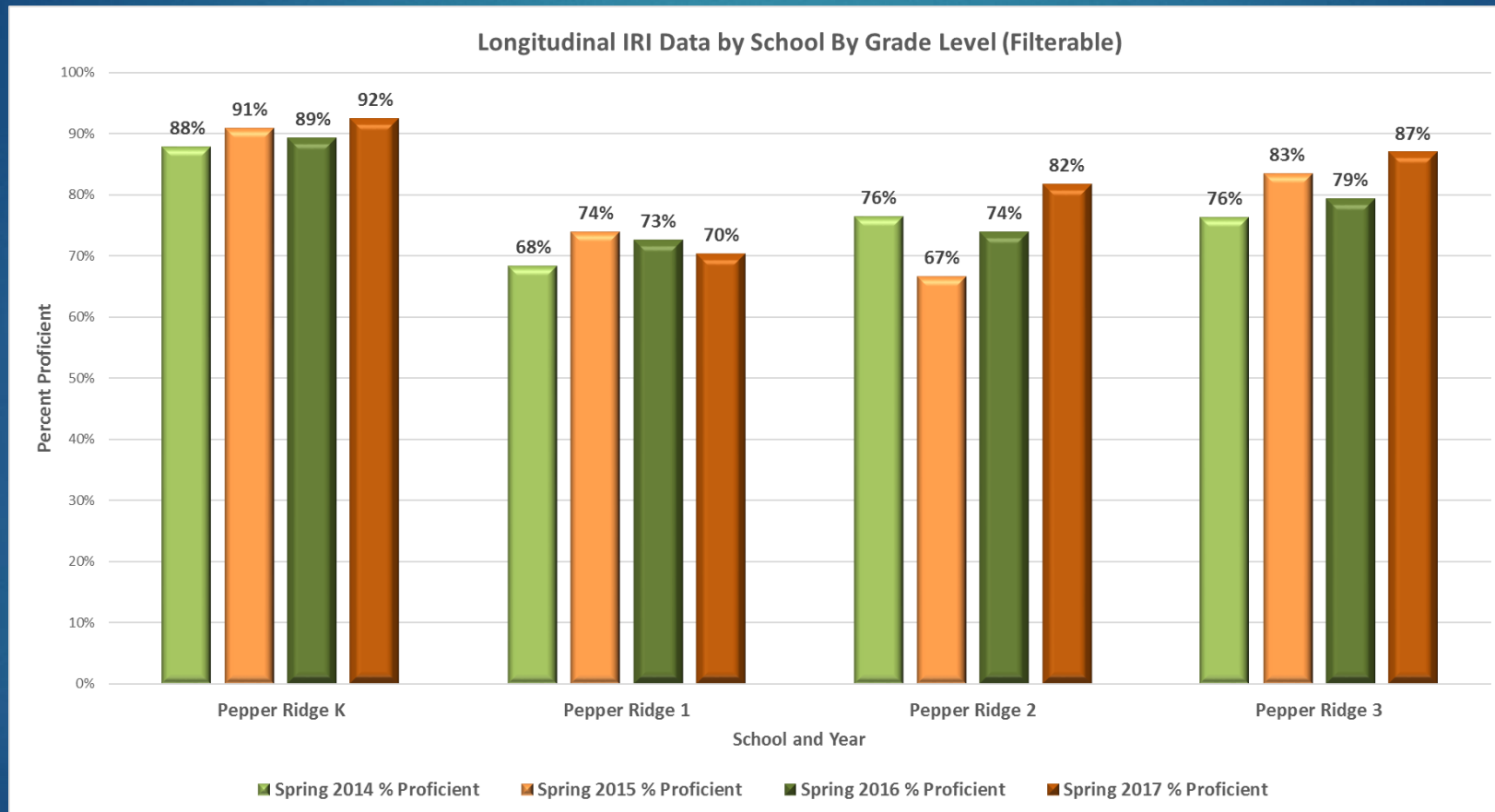
Longitudinal IRI Proficiency by School With Growth

Longitudinal IRI Data by School: Growth to Proficiency

| Change in proficiency greater than or equal to 10% | 🟩 | | Change in proficiency greater than 1% and less than 10% | 🟨 | | Change in proficiency less than 1% or negative | 🟥 | | Change in proficiency less than 10% but proficiency is greater than or equal to 80% | 🟦 |

	2016-17			2015-16			2014-15			2013-14			2012-13		
	Grade	Fall	Spring	Change	Grade	Fall	Spring	Change	Grade	Fall	Spring	Change	Grade	Fall	Spring	Change
EAGLE HILLS ELEMENTARY SCHOOL (0340)	K	59%	82%	23%	K	64.15%	75.76%	11.6%	K	68.35%	84.00%	15.65%	K	68.66%	82.61%	13.95%	K	73.13%	92.06%	18.93%
	1	72%	84%	12%	1	79.01%	82.95%	3.9%	1	72.73%	75.00%	2.27%	1	74.65%	76.62%	1.97%	1	61.82%	85.00%	23.18%
	2	62%	69%	7%	2	71.95%	69.41%	-2.5%	2	71.59%	66.30%	-5.29%	2	78.87%	62.67%	-16.20%	2	67.57%	70.37%	2.80%
	3	76%	77%	1%	3	85.44%	77.36%	-8.1%	3	73.75%	74.39%	0.64%	3	79.76%	75.00%	-4.76%	3	73.33%	79.73%	6.40%

School X Longitudinal Proficiency

	K	1	2	3
Spring 2013	92	85	70	80
Spring 2014	83	77	63	75
Spring 2015	84	75	66	74
Spring 2016	76	83	69	77
Spring 2017	82	84	69	77
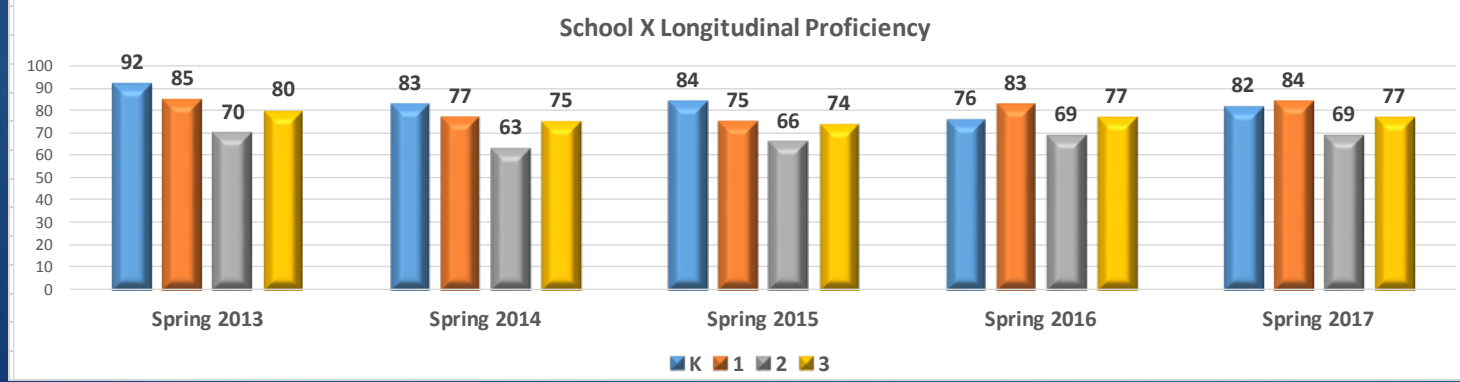
IRI Proficiency and Growth by Teacher

Fall 2016 IRI Proficiency by School by Teacher						Spring 2017 IRI Proficiency by School by Teacher					Less than 73%		Fall 2016	Greater than 80% Proficient / Spring 2017	Fewer Student proficient in spring than fall / Growth	Spring 2017 ELA ISAT percent proficient
		Reported Proficiency						Reported Proficiency								
	31	70	219	320	68%		30	43	249	322	77%		68%	77%	9%	
K	9	19	44	72	61%	K	7	6	61	74	82%		61%	82%	21%	
	3	15	29	47	62%		6	4	41	51	80%		62%	80%	19%	
	6	4	15	25	60%		1	2	20	23	87%		60%	87%	27%	
1	9	10	43	62	69%	1	4	6	51	61	84%		69%	84%	14%	
	3	4	16	23	70%		2	1	19	22	86%		70%	86%	17%	
	4	3	11	18	61%		1	4	14	19	74%		61%	74%	13%	
	2	3	16	21	76%		1	1	18	20	90%		76%	90%	14%	
2	8	25	61	94	65%	2	10	19	65	94	69%		65%	69%	4%	
	3	10	10	23	43%		4	7	11	22	50%		43%	50%	7%	
	1	6	18	25	72%		1	7	17	25	68%		72%	68%	-4%	
	2	3	17	22	77%		2	1	21	24	88%		77%	88%	10%	
	2	6	16	24	67%		3	4	16	23	70%		67%	70%	3%	
3	5	16	71	92	77%	3	9	12	72	93	77%		77%	77%	0%	ISAT ELA
	2	5	18	25	72%		3	2	19	24	79%		72%	79%	7%	48
	2	2	19	23	83%		3	4	18	25	72%		83%	72%	-11%	48
	1	4	18	23	78%		2	3	17	22	77%		78%	77%	-1%	70
		5	16	21	76%		1	3	18	22	82%		76%	82%	6%	52

Summer Reading Camp Intervention Effectiveness
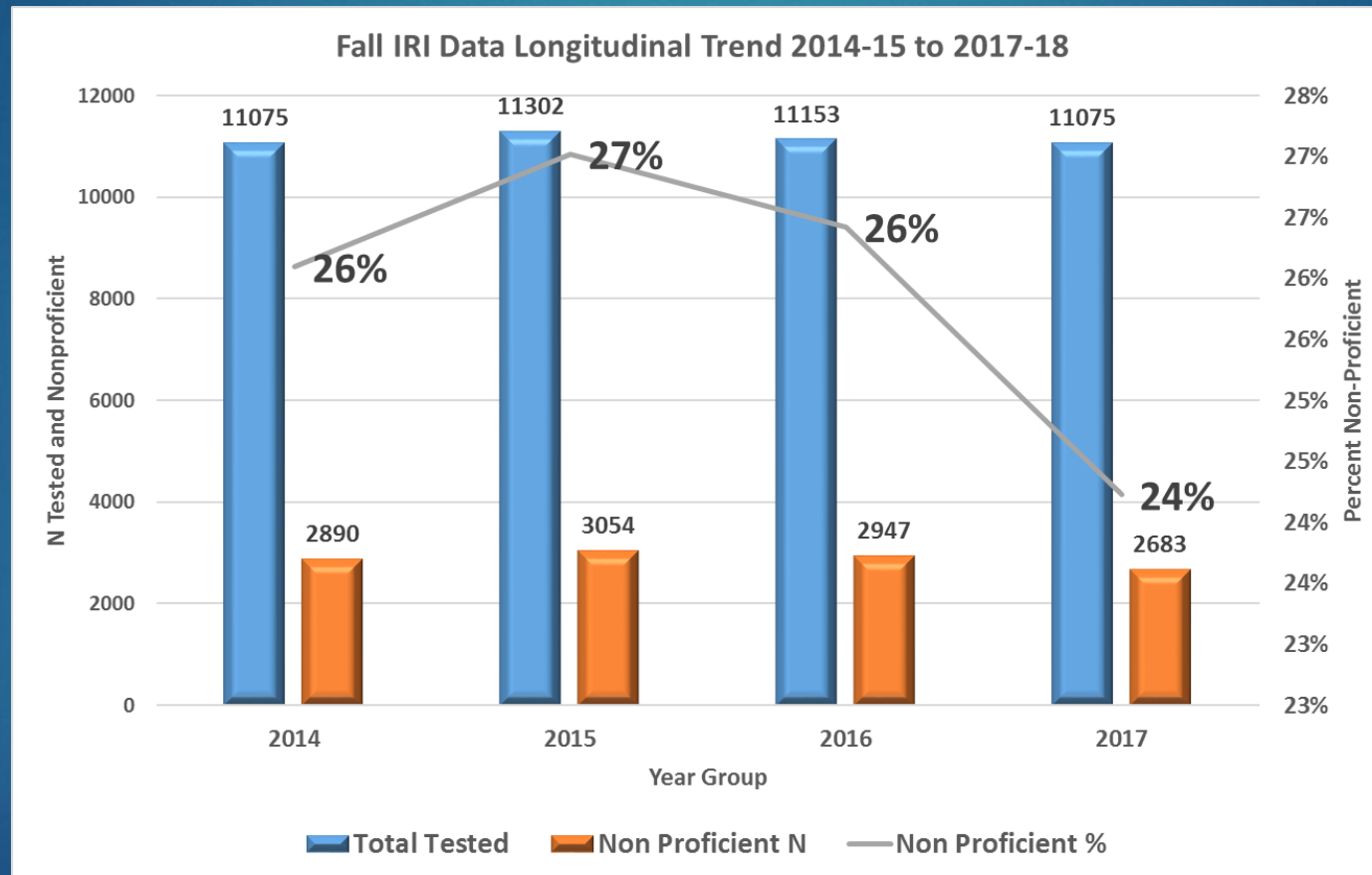
Fall to Winter Intervention Effectiveness

IRI Fall to Winter 2017-18
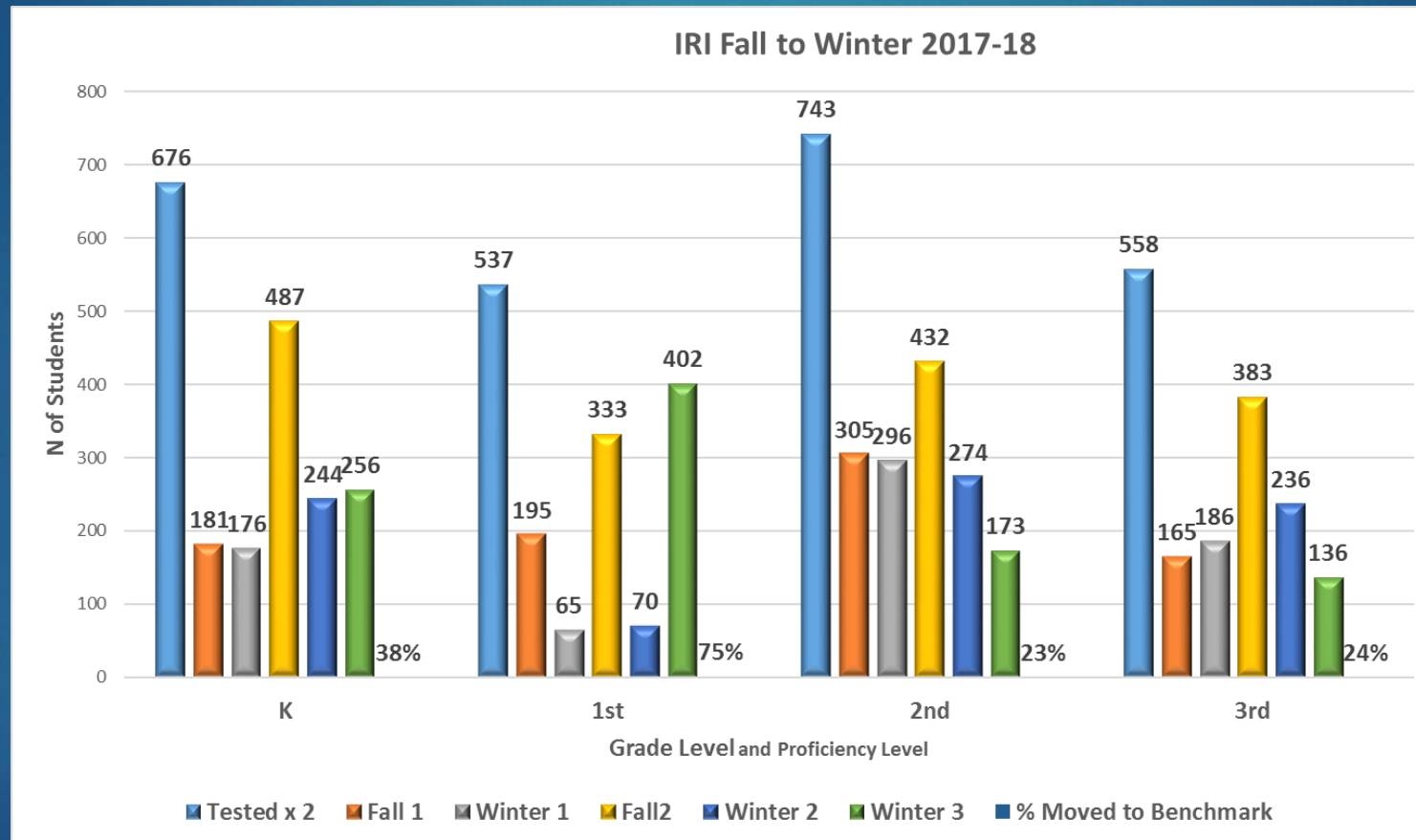
Reading Intervention Effectiveness by School

Percent Moved to Grade Level by School
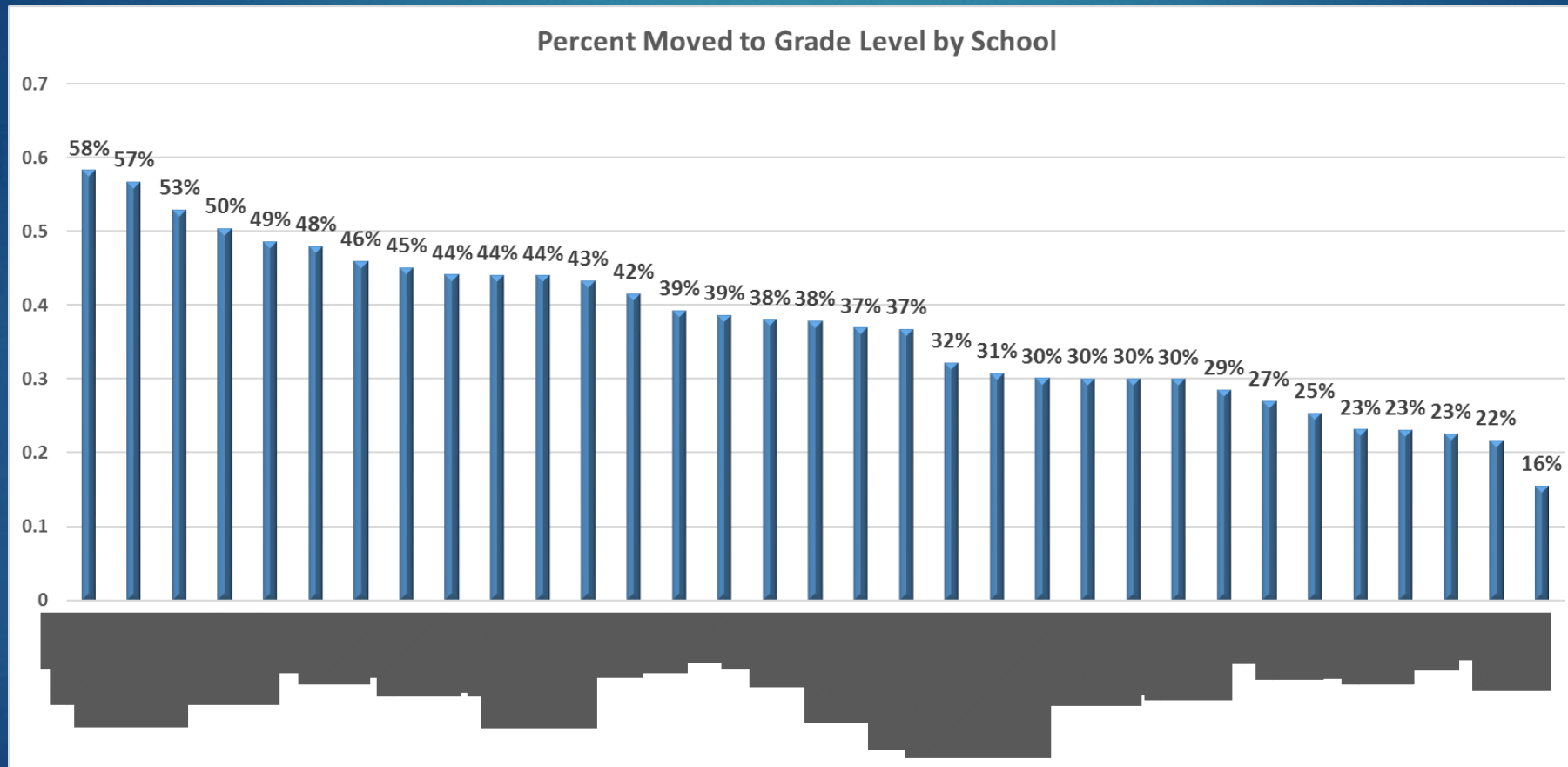
Reading Intervention by School and Teacher

Count of Reported Proficiency Winter	Proficiency level					% Moved to Benchmark
School	**1**	**2**	**3**	(blank)	Grand Total	
██████	**18**	**21**	**29**		**68**	**43%**
0	8	6	3		17	18%
██████	7	6	2		15	13%
██████	1		1		2	50%
1	2		12		14	86%
██████			3		3	100%
██████	2		6		8	75%
██████			2		2	100%
██████			1		1	100%
2	3	5	5		13	38%
██████	1	2			3	0%
██████	2	3	2		7	29%
██████			3		3	100%
3	5	10	9		24	38%
██████	1	3	4		8	50%
██████	3	1	2		6	33%
██████		1	2		3	67%
██████	1	5	1		7	14%

IRI Intervention Effectiveness by Student

Total Words Correct Fall	Total Words Correct Winter	Change / Weeks of Instruction	Growth/ Weeks of Instruction Norm 1st = 1.5 2nd = 1.22 3rd = 1.11 (We consistently move students at 3.42 for 2nd and 3.17 at 3rd)	Total Errors Fall	Total Errors Winter	Accuracy Rate Fall	Accuracy Rate Winter	Reported Proficiency Fall	Reported Proficiency Winter	Change
22	46	24	2.00	13	7	63%	87%	1	1	0
45	77	32	2.67	6	3	88%	96%	2	3	1
39	67	28	2.33	5	4	89%	94%	2	2	0
4	6	2	0.17	17	12	19%	33%	1	1	0
36	55	19	1.58	6	3	86%	95%	2	2	0
32	40	8	0.67	6	7	84%	85%	2	1	-1
25	67	42	3.50	9	4	74%	94%	1	2	1
33	83	50	4.17	5	17	87%	83%	2	3	1
8	29	21	1.75	11	3	42%	91%	1	1	0
18	31	13	1.08	6	5	75%	86%	1	1	0
41	77	36	3.00	6	5	87%	94%	2	3	1
3	24	21	1.75	9	6	25%	80%	1	1	0
25	60	35	2.92	6	2	81%	97%	1	2	1
43	72	29	2.42	3	2	93%	97%	2	2	0
53	96	43	3.58	18	1	75%	99%	2	3	1
8	36	28	2.33	6	8	57%	82%	1	1	0
2	8	6	0.50	15	8	12%	50%	1	1	0
42	92	50	4.17	3	2	93%	98%	2	3	1
6	18	12	1.00	8	9	43%	67%	1	1	0
50	90	40	3.33	4	2	93%	98%	2	3	1
4	9	5	0.42	8	11	33%	45%	1	1	0
44	94	50	4.17	4	1	92%	99%	2	3	1
48	69	21	1.75	6	1	89%	99%	2	2	0
7	30	23	1.92	4	6	64%	83%	1	1	0

Effectiveness / Efficiency of ERI Funds Spent on Interventionist by School

Effectiveness / Efficiency of ERI Funds Spent on Interventionist by School			
Number of Students Moved to Benchmark at Winter	Percentage of Students moved to Benchmark at Winter	Expenditures per Student Moved to Benchmark Number of Students Moved to Benchmark / ERI Funds Spent by School on Interventionist	
7	16%	$ 743.27	
28	30%	$ 597.50	
15	30%	$ 495.85	
22	29%	$ 386.59	
32	31%	$ 331.26	
12	23%	$ 326.06	
23	27%	$ 321.87	
29	32%	$ 302.86	
15	25%	$ 279.18	
32	45%	$ 257.30	
28	58%	$ 241.46	
17	39%	$ 189.70	
19	23%	$ 187.00	
17	37%	$ 185.56	
32	38%	$ 176.34	
25	37%	$ 173.45	
18	23%	$ 168.03	
25	30%	$ 166.66	
42	42%	$ 158.29	
27	30%	$ 149.33	
15	44%	$ 127.92	
10	22%	$ 103.64	
22	39%	$ 102.92	
52	46%	$ 96.88	
36	53%	$ 96.34	
37	44%	$ 92.44	
46	57%	$ 74.15	

What Data Do We Need?

- The data we have is sufficient
- We are in the process of formalizing and automating our models so new data seamlessly flows into and populates the models
- End game is to have timely, meaningful and actionable data at the fingertips of the end user
- We'll need to rebuild our models as the data sources change

Questions?