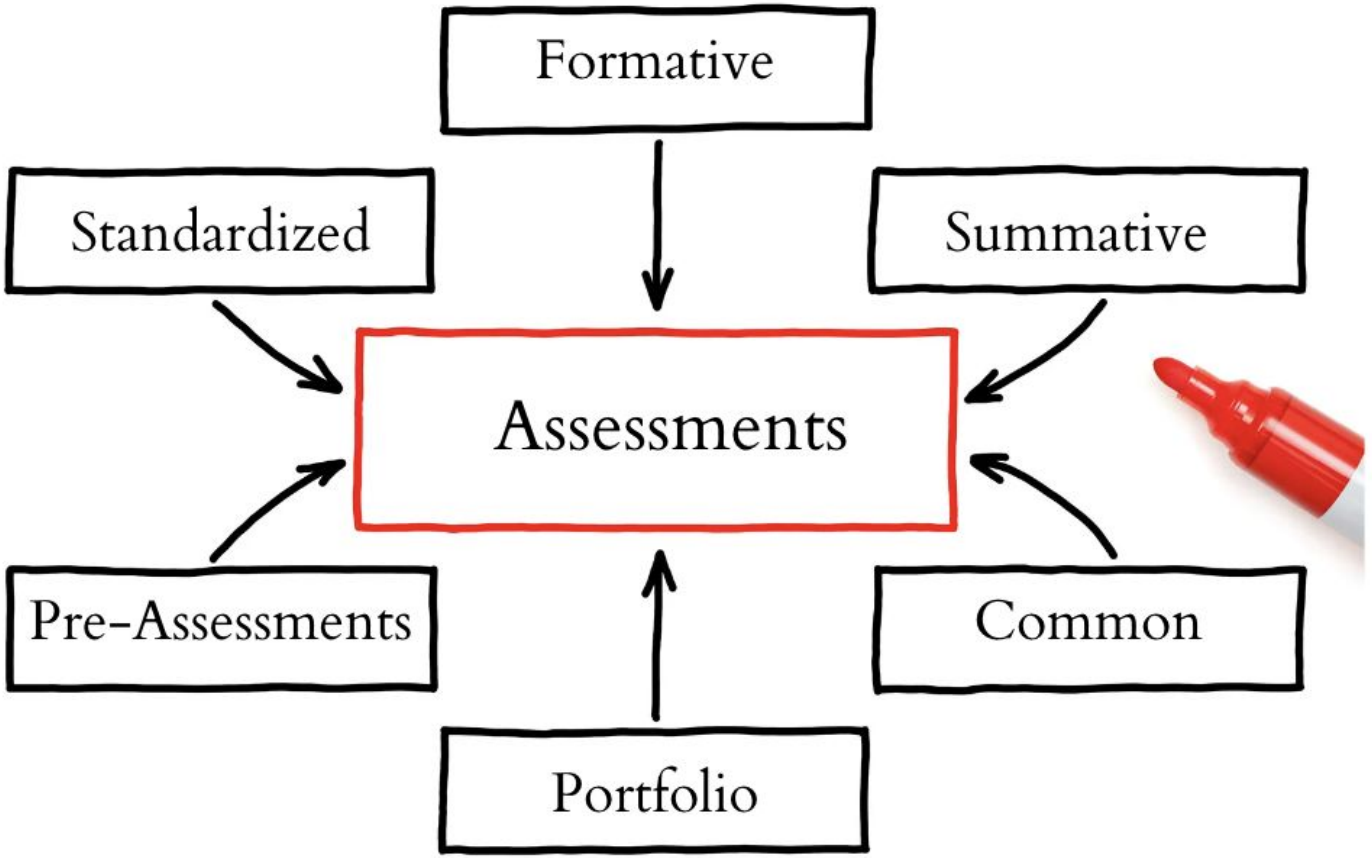
RVC SCHOOLS
Excellence in Education

Elementary Data Review

October 20, 2022


Formative
Standardized
Summative
Assessments
Pre-Assessments
Common
Portfolio

Sources of Data

"What is measurable is not the same as what is valuable"

Shane Safir

Satellite Data

- State test scores
- NWEA
- Graduation rates
- Attendance

Map Data

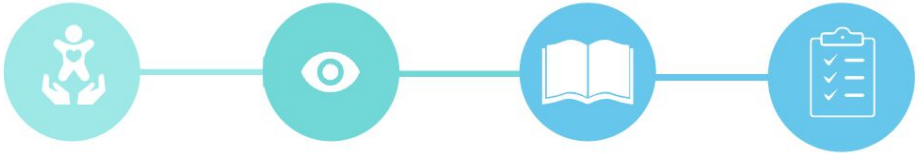
- Family Surveys
- Student Surveys
- Common assessments
- Running records
- Unit assessments

Authentic Data

- Empathy interviews
- Focus groups
- Observations of learners
- Classroom observations
- Student work

ASSESSMENT PRACTICES

SATELLITE DATA:
BIG PICTURE :



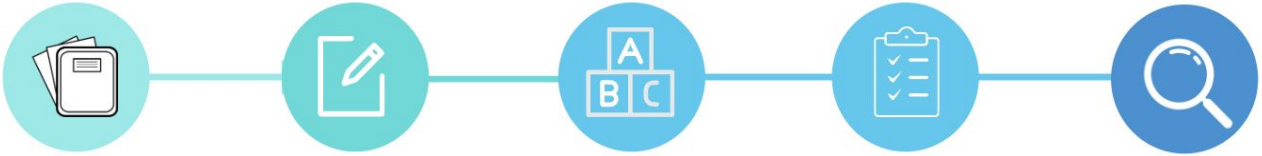
Early Childhood
Dial
Early Learning Profile

NWEA
K-8 Screening

Benchmarks
Reading: Miscue Analysis

State Exams

MAP DATA:
FORMATIVE



Running Records

Writing Benchmarks

K-2 Fundations Unit Assessments

Math Unit Assessments

Classroom Formative Assessments

ASSESSMENT PRACTICES

Student Observations

Student Shadowing

Student Reflections

Student Work

Classroom Observations

Learner Participation

NYS Assessments

2022

ELA			
Grade Level	Tested	Not Tested	Percent Tested
3	200	52	79%
4	226	84	73%
5	188	73	72%

Math			
Grade Level	Tested	Not Tested	Percent Tested
3	204	49	81%
4	227	63	78%
5	197	87	69%

Proficiency Level Descriptors

4

Students excel in the Standards for their Grade level and are considered more than sufficient for the expectations at this grade.

3

Students demonstrate proficiency in the Standards for their Grade level and are considered sufficient for the expectations at their grade.

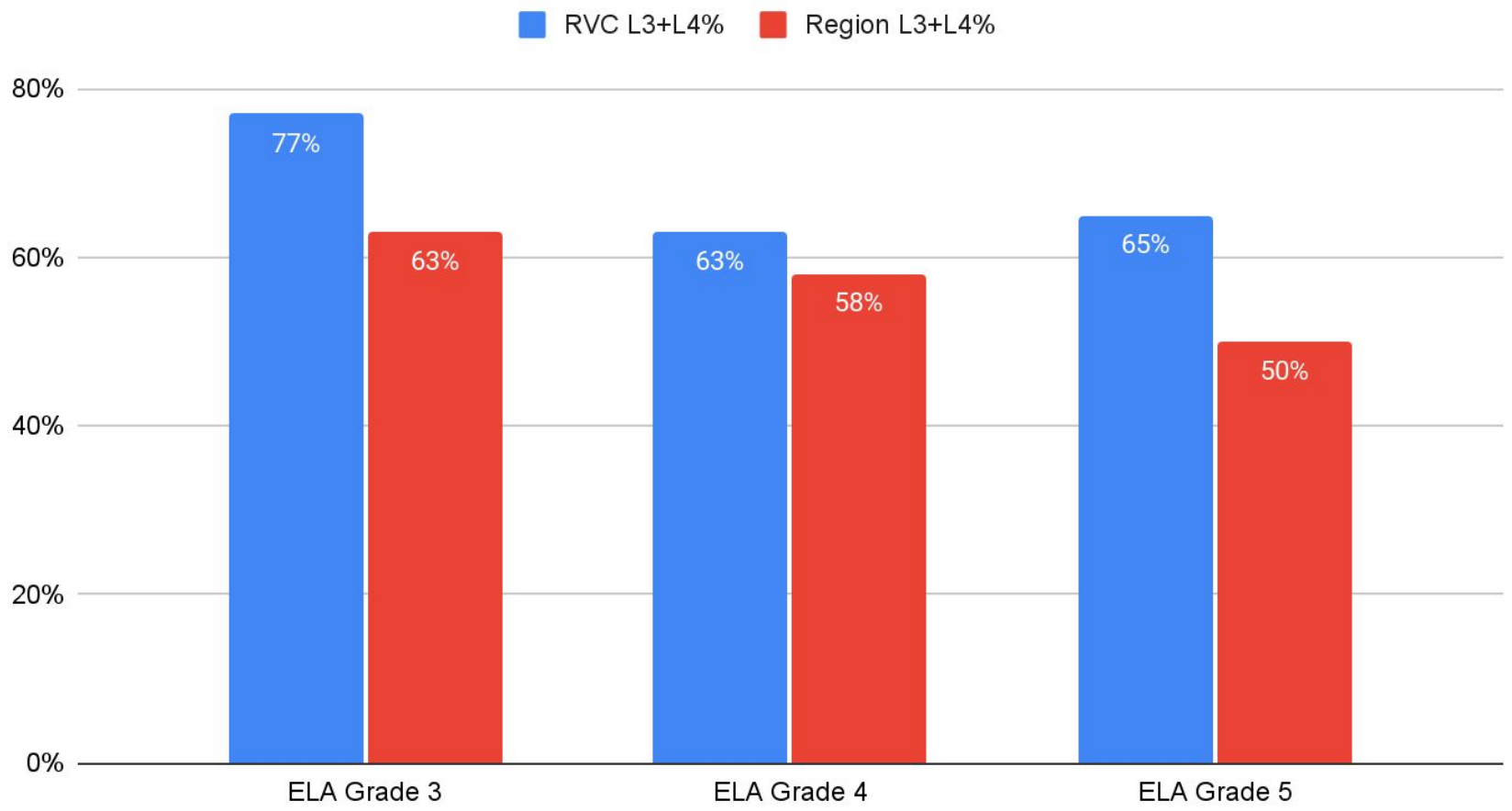
2

Students demonstrate partial proficiency in the Standards for their Grade level and are considered partial but insufficient for the expectations at their grade. Students who perform at this level are “on track” to meet NYS high school graduation requirements, but are not yet proficient at these standards

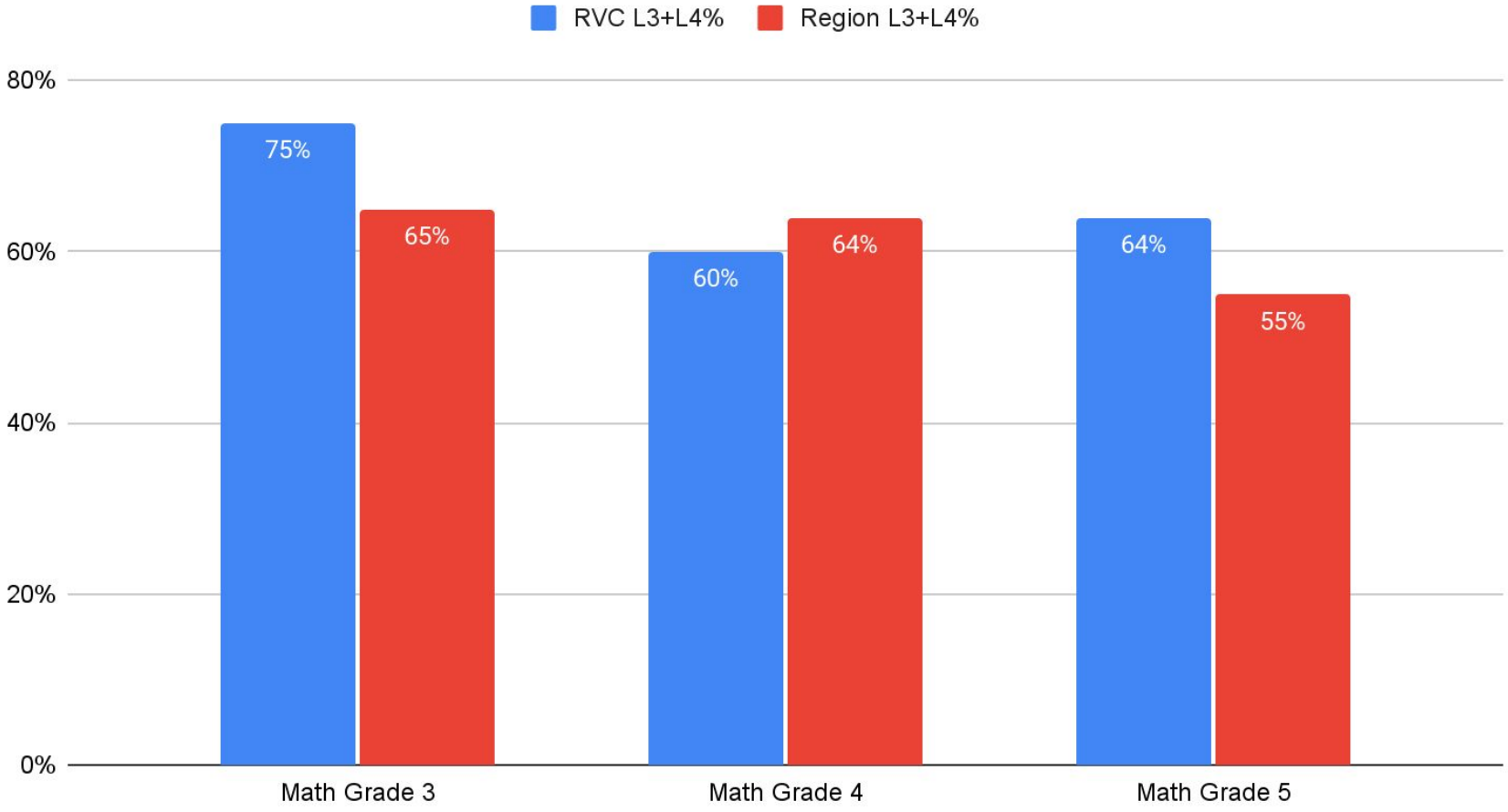
1

At this level, students are well below proficiency in the Standards for their Grade level and are considered insufficient for the expectations at their grade.

NYS 2022 ELA 3-5 Assessment



NYS 2022 Math 3-5 Assessment



NYS Performance by Standard

Diving Deeper

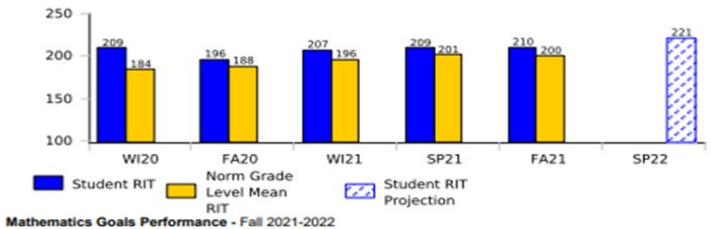
GAP Reports

Analyze Building/District-wide *strengths* & areas ***in need of improvement***

CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	21-MC	MC	91.6%	80.4%	11.2%
CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	27-CR	CR	71.2%	69.4%	1.9%
CCSS.ELA-Literacy.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	22-MC	MC	65.0%	60.1%	4.9%

CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	11-MC	MC	53.5%	52.5%	1.0%
CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	10-MC	MC	75.0%	77.2%	-2.2%
CCSS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	25-CR	CR	60.2%	62.7%	-2.4%
CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	31-CR	CR	37.4%	39.7%	-2.4%
CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	28-CR	CR	62.0%	66.1%	-4.1%
CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	26-CR	CR	54.8%	59.4%	-4.6%
Typical Question (unweighted average):				**73.4%**	**68.4%**	**5.0%**

Math: Math K-12

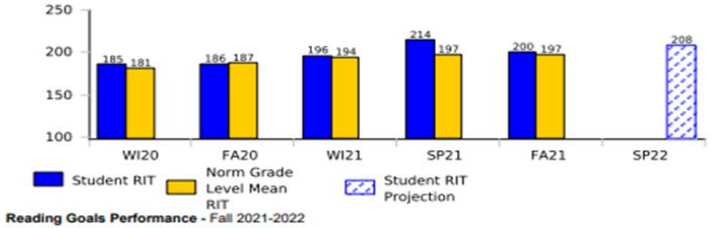


Mathematics Goals Performance - Fall 2021-2022

Operations and Algebraic Thinking	High	Number and Operations	Avg
Measurement and Data	High	Geometry	Avg

Term/ Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA21	4	207-**210**-213			70-**77**-82
SP21	3	206-**209**-212	13	12	64-**71**-78
WI21	3	204-**207**-210			72-**79**-84
FA20	3	193-**196**-199			63-**71**-78
WI20	2	206-**209**-212			95-**97**-98
FA19	2	199-**202**-205			97-**98**-99
SP19	1	177-**180**-183	21	16	51-**61**-70
WI19	1	175-**178**-181			64-**73**-81
FA18	1	156-**159**-162			37-**47**-57
SP18	K	166-**169**-172	27	17	76-**84**-89
WI18	K	156-**159**-162			68-**77**-84
FA17	K	139-**142**-145			48-**58**-67

Language Arts: Reading



Reading Goals Performance - Fall 2021-2022

Understand Key Ideas, Details, and Connections	HiAvg	Understand Language, Craft, and Structure	Avg
Vocabulary: Acquisition and Use	Avg		
Lexile® Range	590L-740L		

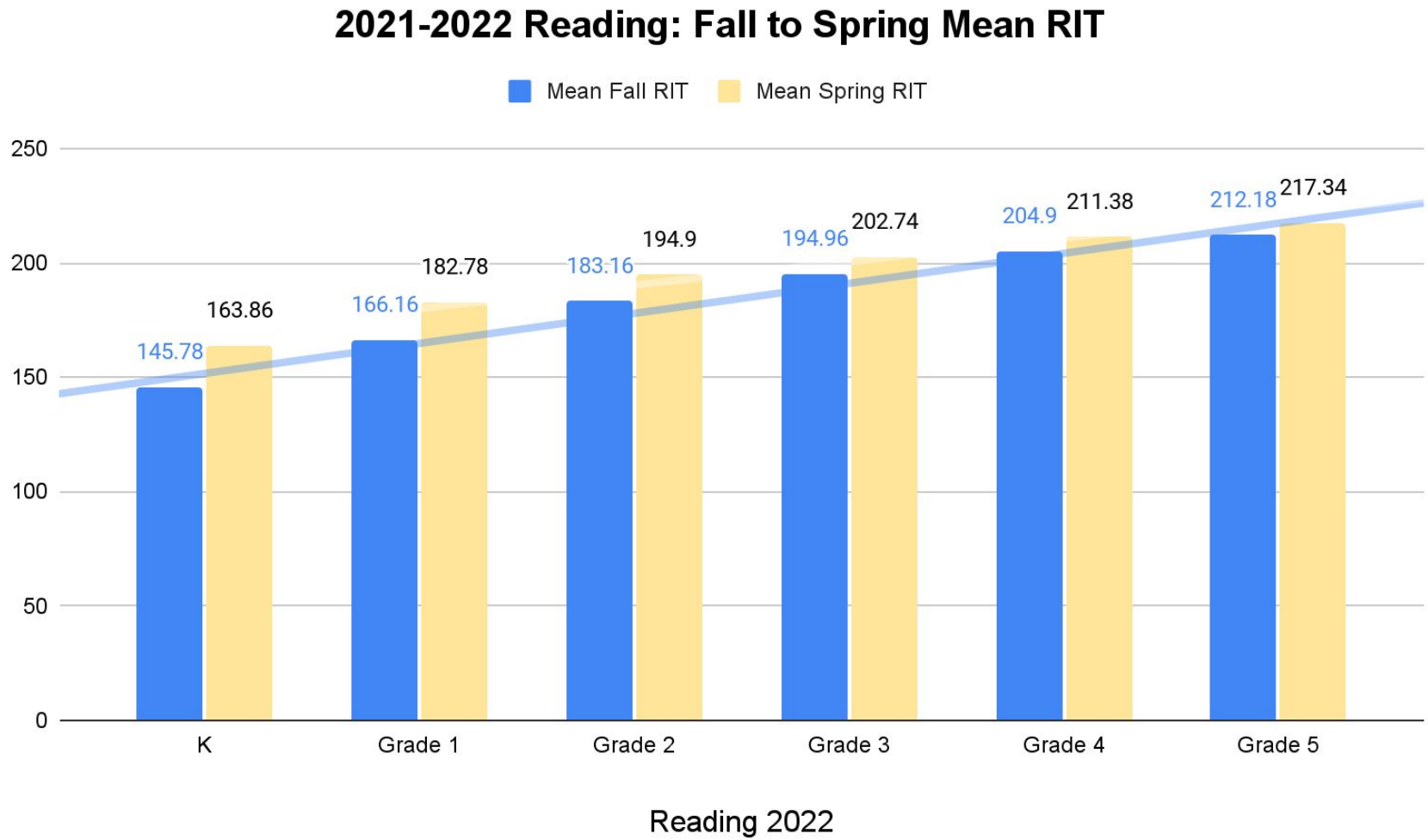
Term/ Year	Grade	RIT Score (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA21	4	197-**200**-203			50-**58**-66
SP21	3	211-**214**-217	28	11	80-**85**-89
WI21	3	193-**196**-199			47-**55**-63
FA20	3	183-**186**-189			40-**49**-57
WI20	2	182-**185**-188			52-**60**-68
FA19	2	186-**189**-192			81-**86**-90
SP19	1	174-**177**-180	18	15	57-**65**-73
WI19	1	171-**174**-177			65-**73**-81
FA18	1	156-**159**-162			49-**60**-69
SP18	K	158-**161**-164	16	15	65-**74**-82
WI18	K	155-**158**-161			77-**84**-90
FA17	K	142-**145**-148			66-**75**-83

NWEA data can help chart student achievement and progress over time:

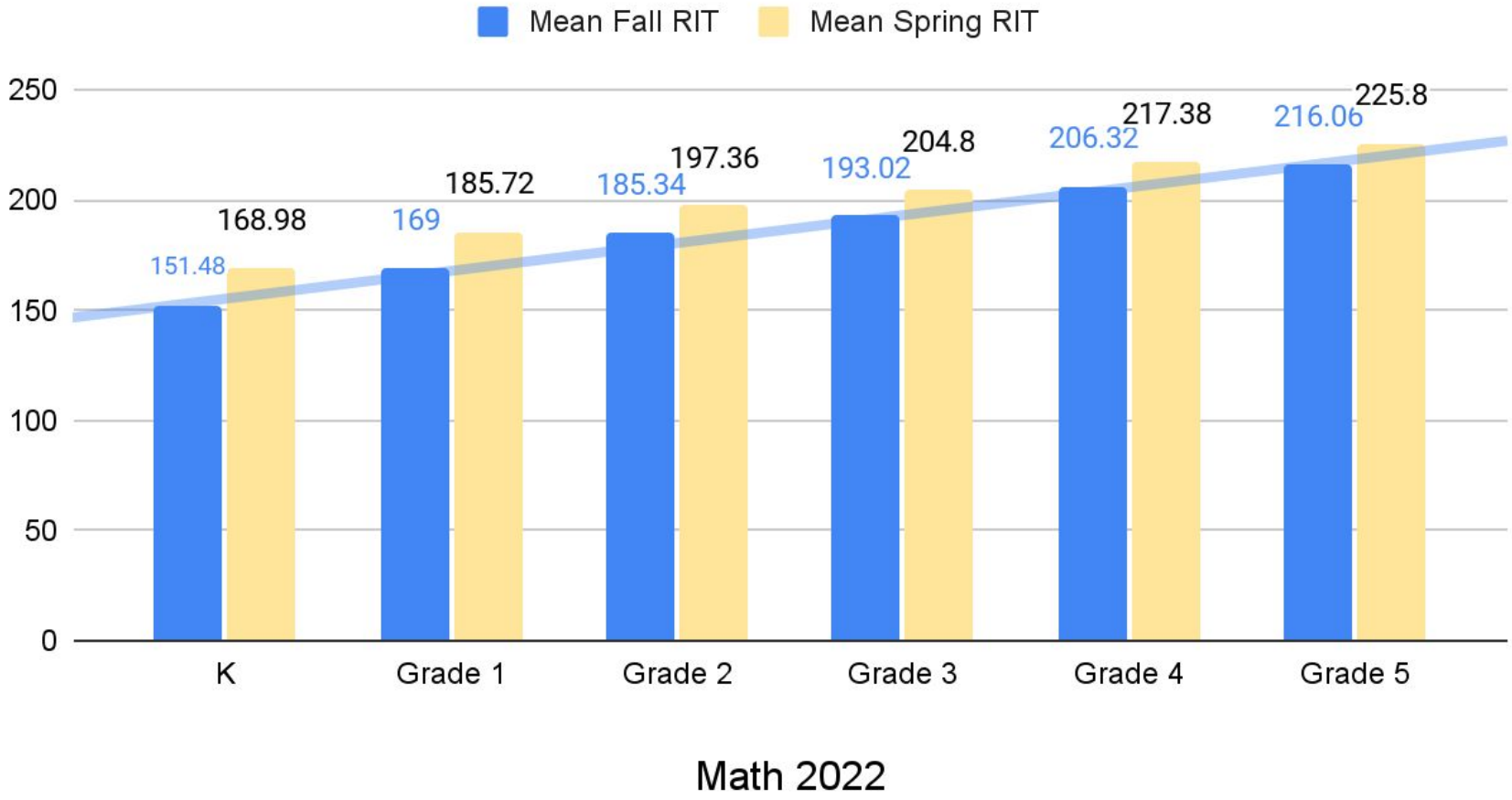
- showing student strengths and areas of instructional focus.

NWEA is:

- adaptive, computerized assessment tool that provides student, class, grade, building and district data in a timely manner.
- taken 3 times a year at grades K-8.

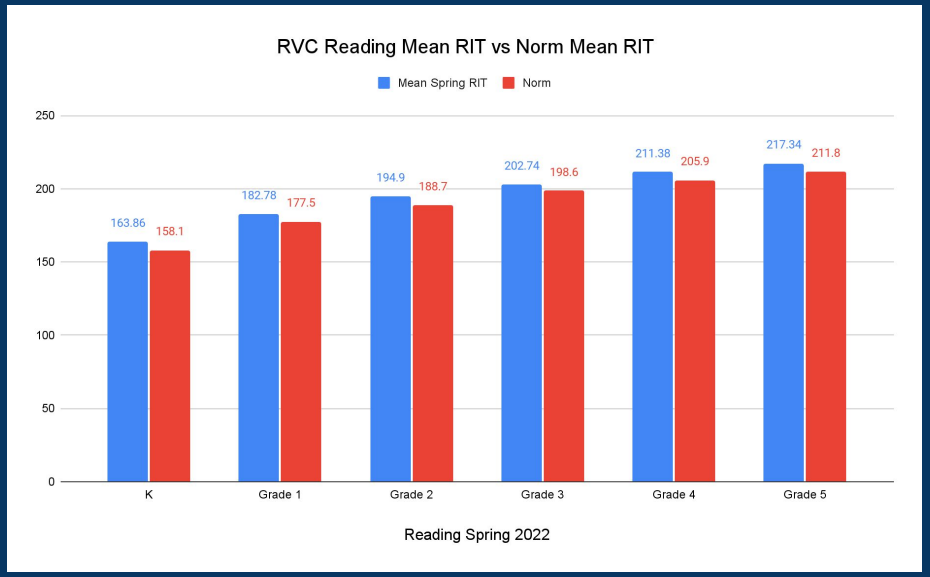

2021-2022 Reading: Fall to Spring Mean RIT
Mean Fall RIT
Mean Spring RIT
250
200
150
100
50
0
145.78
163.86
166.16
182.78
183.16
194.9
194.96
202.74
204.9
211.38
212.18
217.34
K
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Reading 2022

2021-2022 Math: Fall to Spring Mean RIT

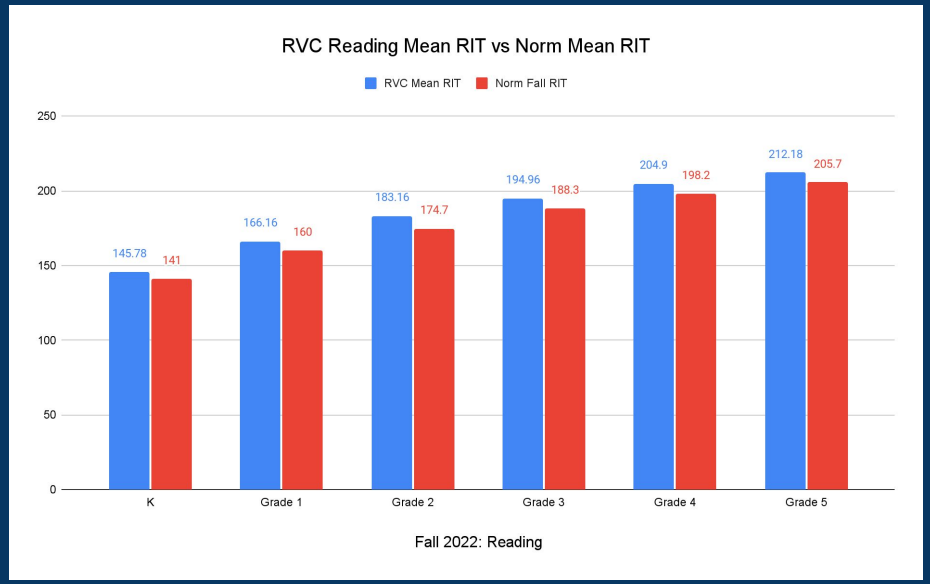


RVC RIT Scores vs National Norm RIT Scores in Reading

Fall 2022 Reading

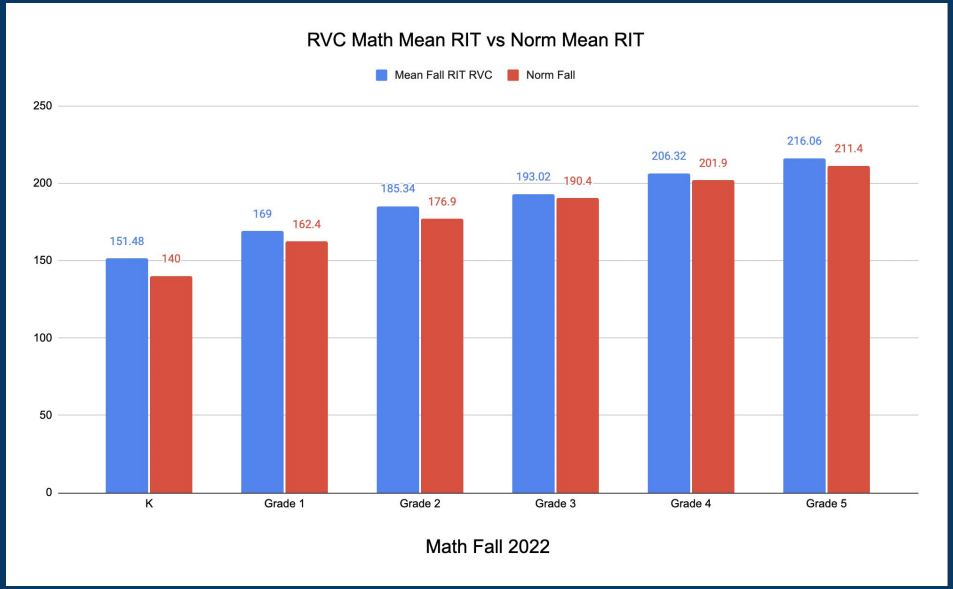


Spring 2022 Reading

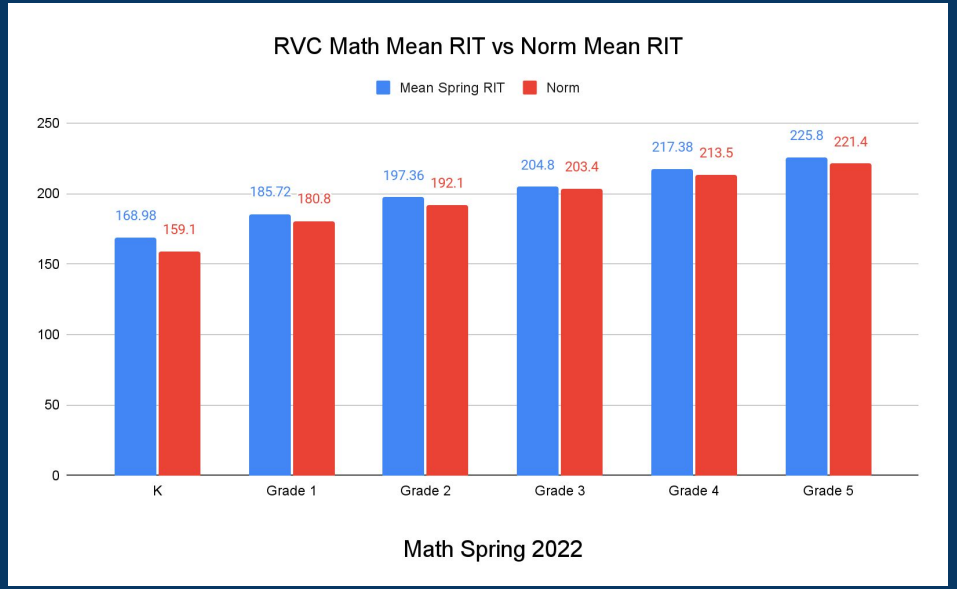


RVC RIT Scores vs National Norm RIT Scores in Math

Fall 2022 Math

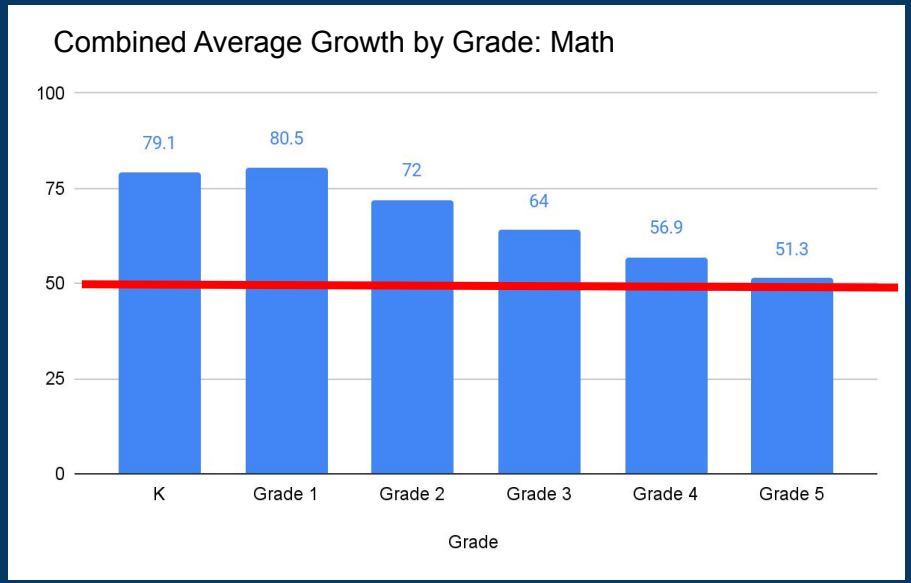


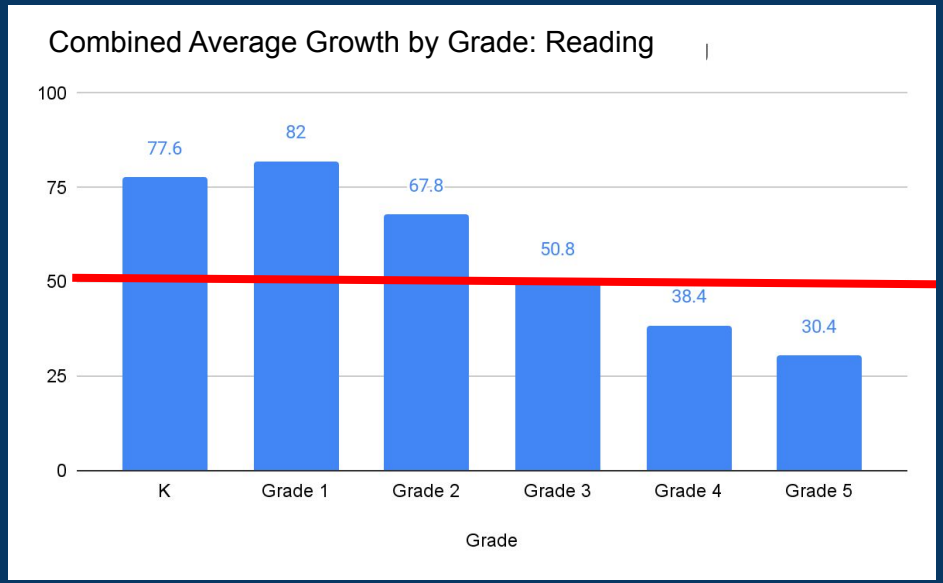
Spring 2022 Math



NWEA Performance by Growth

2021-2022





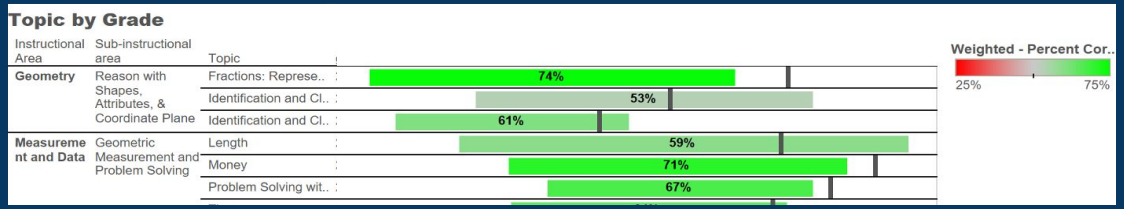
Considerations: 50% growth is considered typical

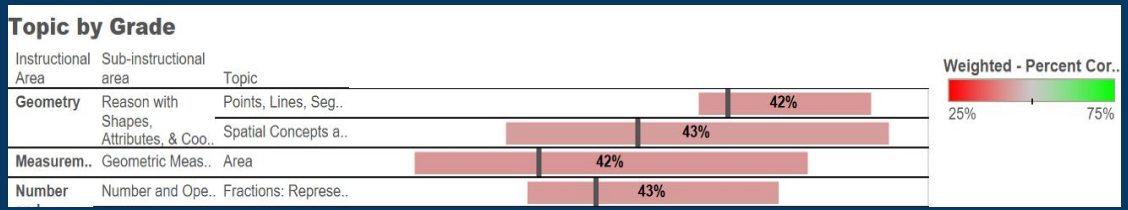
NWEA Performance by Learning Statement

Diving Deeper

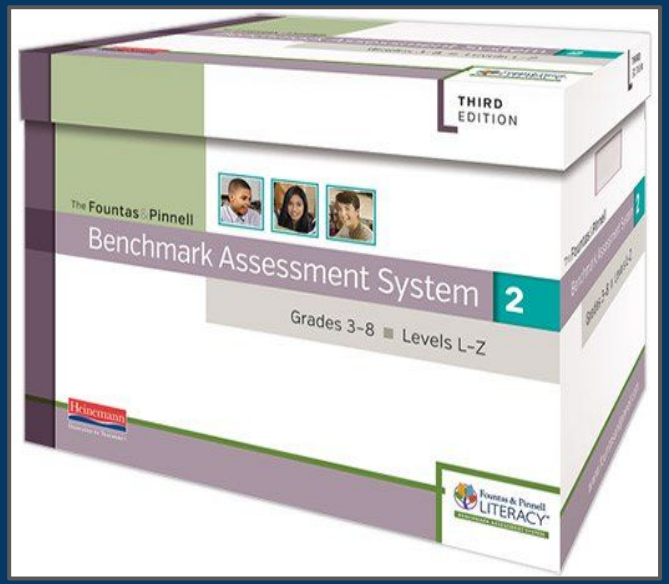
Considerations:

- The graph is the average performance of a learner for a given learning statement
- 45%-55% is considered typical % correct
- Any learning statement over 50% is considered a relative strength





Fountas and Pinnell Benchmark Reading Assessments Grades K-5



What is it?

- An exceptional resource to accurately identify each child's instructional and independent reading levels according to the F&P Text Level Gradient.
- A tool for documenting student progress through one-on-one formative and summative assessments.
- A resource for teachers that includes precise tools and texts to observe and quantify specific reading behaviors, and then interpret and use that data to plan meaningful instruction.

Who is it for?

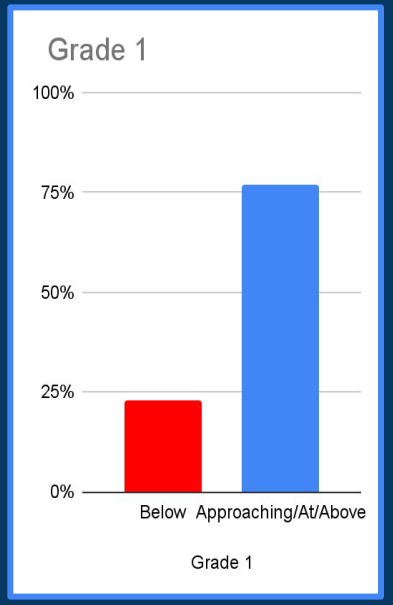
Benchmark reading assessments are a 1:1 opportunity for teachers to listen to their students actively read in order to determine reading levels based on accuracy and comprehension measures.

How do we use the data to inform instruction?

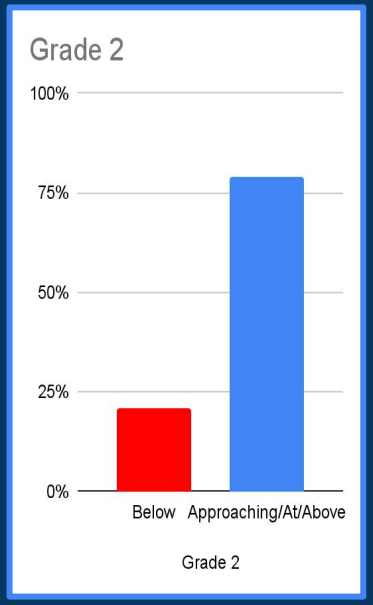
- Determine students' instructional and independent reading levels 3x per year.
- Create guided reading groups accordingly in a strategic manner.
- Differentiate instruction within the classroom.
- Identify students who need intervention or opportunities for extension.
- Monitor student progress across the entire school year.
- Help families better understand their children as readers.

Fall Benchmark Assessment Data 2022

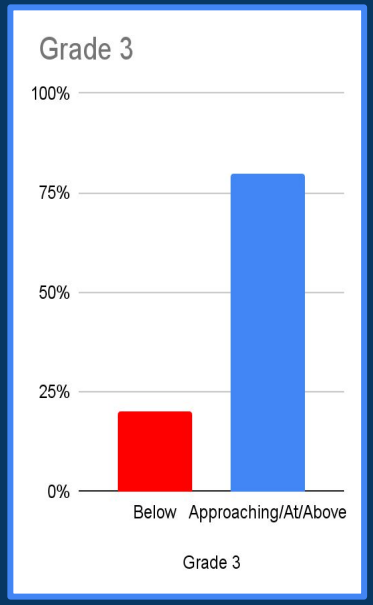
Grade 1	
Below	23%
Approaching/At/Above	77%



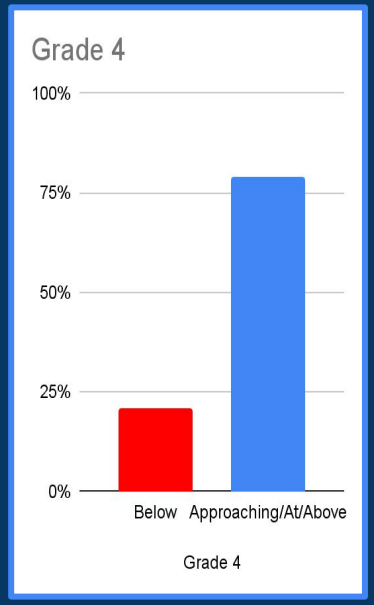
Grade 2	
Below	21%
Approaching/At/Above	79%



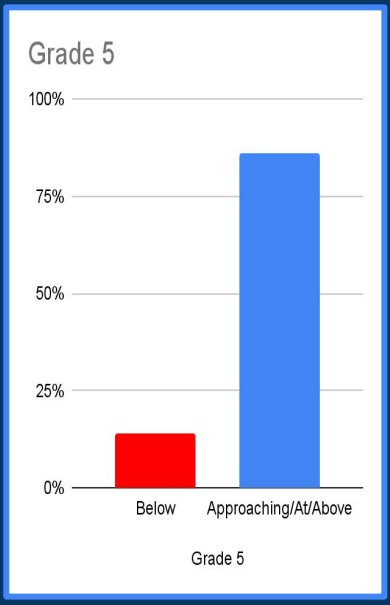
Grade 3	
Below	20%
Approaching/At/Above	80%



Grade 4	
Below	21%
Approaching/At/Above	79%



Grade 5	
Below	14%
Approaching/At/Above	86%



Fountas & Pinnell

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K		C+	D+	E+
		B	C	D / E
		A	B	C
				Below C
Grade 1	E+	G+	I+	K+
	D / E	F	H	J / K
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J / K	K	L	M / N
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M / N	N	O	P / Q
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P / Q	Q	R	S / T
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S / T	T	U	V / W
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V / W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8+	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

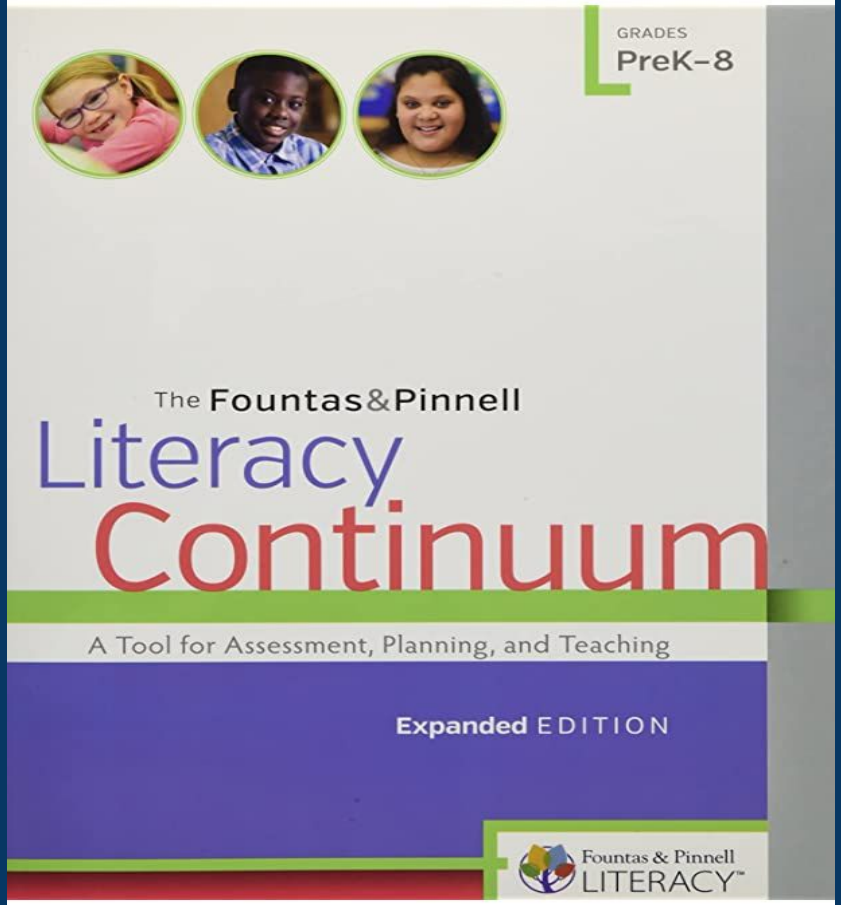
KEY

- Exceeds Expectations
- Meets Expectations
- Approaches Expectations: Needs Short-Term Intervention
- Does Not Meet Expectations: Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

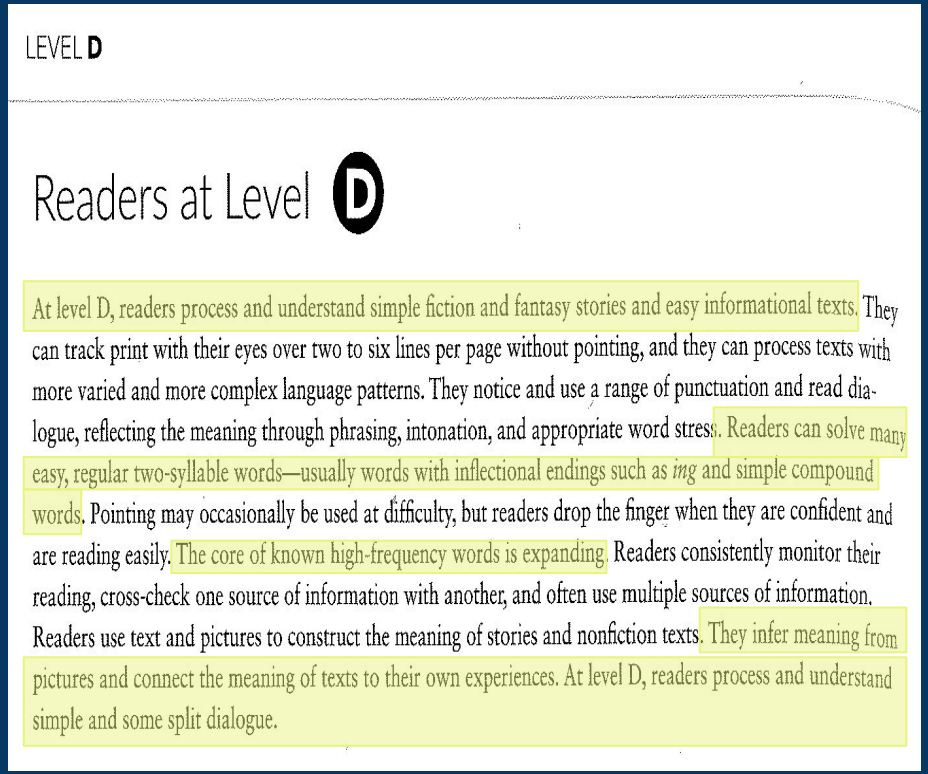
Heinemann

08/07/2014



What reading skills are necessary to be on grade level?

1st Grade

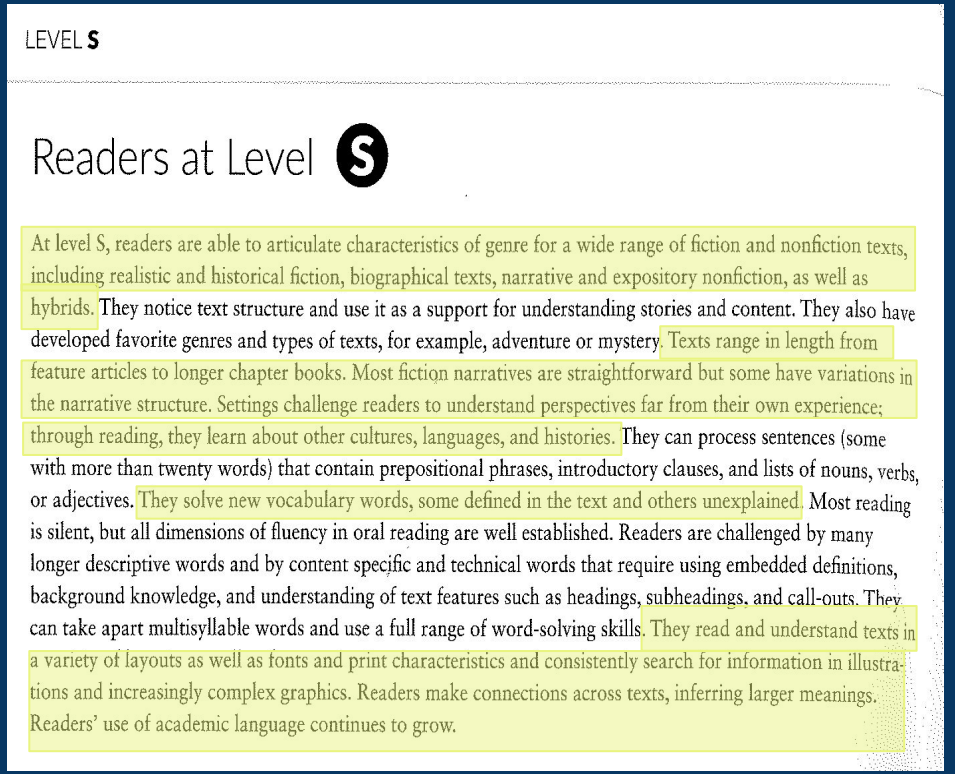


LEVEL **D**

Readers at Level D

At level D, readers process and understand simple fiction and fantasy stories and easy informational texts. They can track print with their eyes over two to six lines per page without pointing, and they can process texts with more varied and more complex language patterns. They notice and use a range of punctuation and read dialogue, reflecting the meaning through phrasing, intonation, and appropriate word stress. Readers can solve many easy, regular two-syllable words—usually words with inflectional endings such as *ing* and simple compound words. Pointing may occasionally be used at difficulty, but readers drop the finger when they are confident and are reading easily. The core of known high-frequency words is expanding. Readers consistently monitor their reading, cross-check one source of information with another, and often use multiple sources of information. Readers use text and pictures to construct the meaning of stories and nonfiction texts. They infer meaning from pictures and connect the meaning of texts to their own experiences. At level D, readers process and understand simple and some split dialogue.

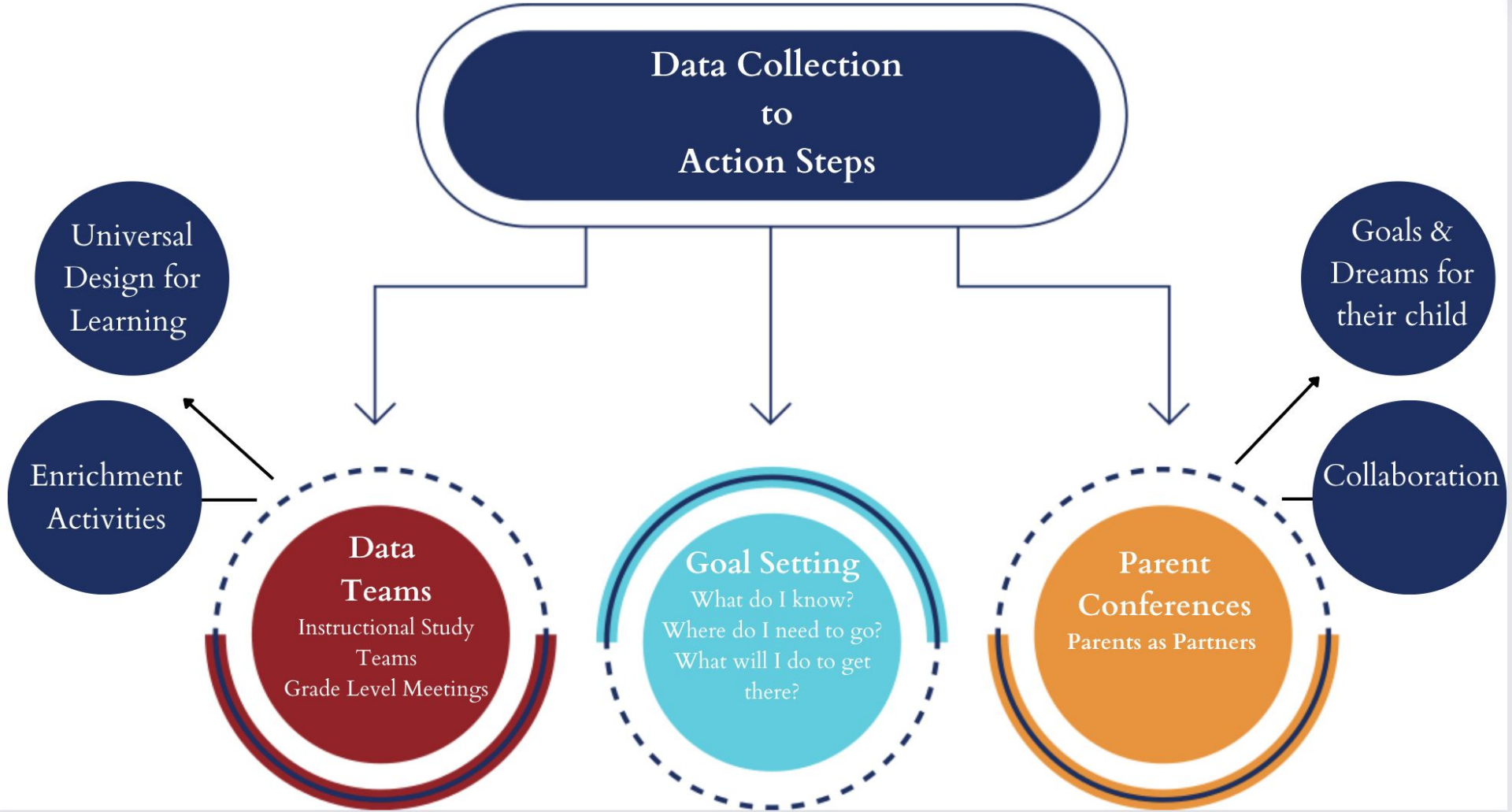
5th Grade



LEVEL **S**

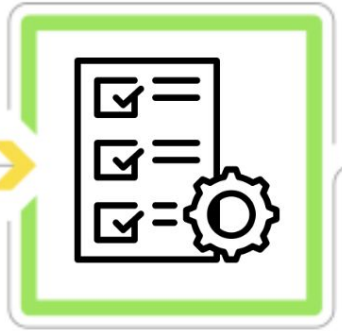
Readers at Level S

At level S, readers are able to articulate characteristics of genre for a wide range of fiction and nonfiction texts, including realistic and historical fiction, biographical texts, narrative and expository nonfiction, as well as hybrids. They notice text structure and use it as a support for understanding stories and content. They also have developed favorite genres and types of texts, for example, adventure or mystery. Texts range in length from feature articles to longer chapter books. Most fiction narratives are straightforward but some have variations in the narrative structure. Settings challenge readers to understand perspectives far from their own experience; through reading, they learn about other cultures, languages, and histories. They can process sentences (some with more than twenty words) that contain prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives. They solve new vocabulary words, some defined in the text and others unexplained. Most reading is silent, but all dimensions of fluency in oral reading are well established. Readers are challenged by many longer descriptive words and by content specific and technical words that require using embedded definitions, background knowledge, and understanding of text features such as headings, subheadings, and call-outs. They can take apart multisyllable words and use a full range of word-solving skills. They read and understand texts in a variety of layouts as well as fonts and print characteristics and consistently search for information in illustrations and increasingly complex graphics. Readers make connections across texts, inferring larger meanings. Readers' use of academic language continues to grow.


Data Collection
to
Action Steps
Universal Design for Learning
Enrichment Activities
Goals & Dreams for their child
Collaboration
Data Teams
Instructional Study Teams
Grade Level Meetings
Goal Setting
What do I know?
Where do I need to go?
What will I do to get there?
Parent Conferences
Parents as Partners

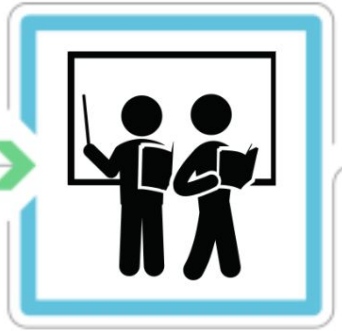
Collaborative Approach

Data-Driven Instructional Teams



Uniform AIS Criteria

Goal Development

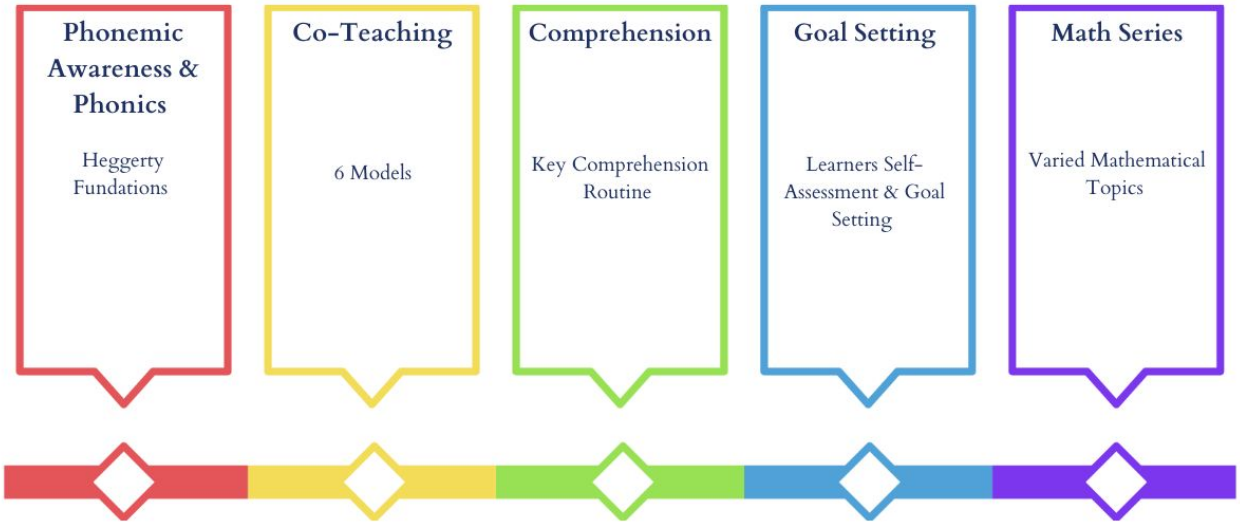


Team-Teaching: Math Coaches

Guided Reading

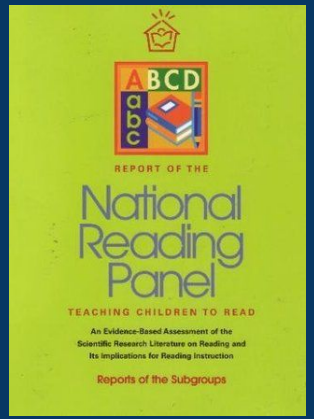
Wizards After School Program

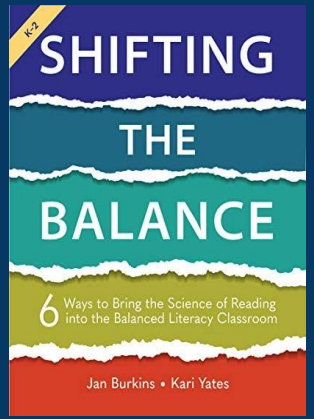
Professional Learning & Coaching

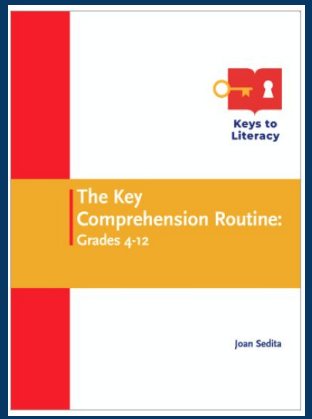


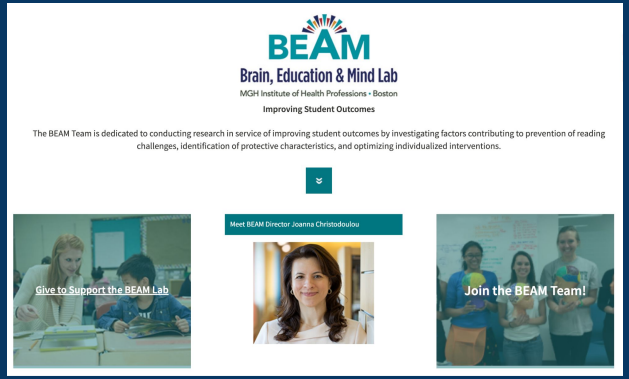
Research-Based Practices & Partnerships

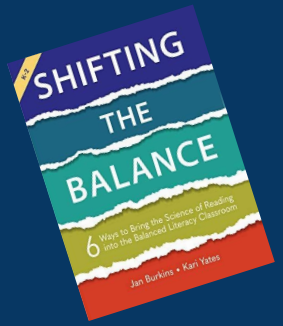
International DYSLEXIA Association®

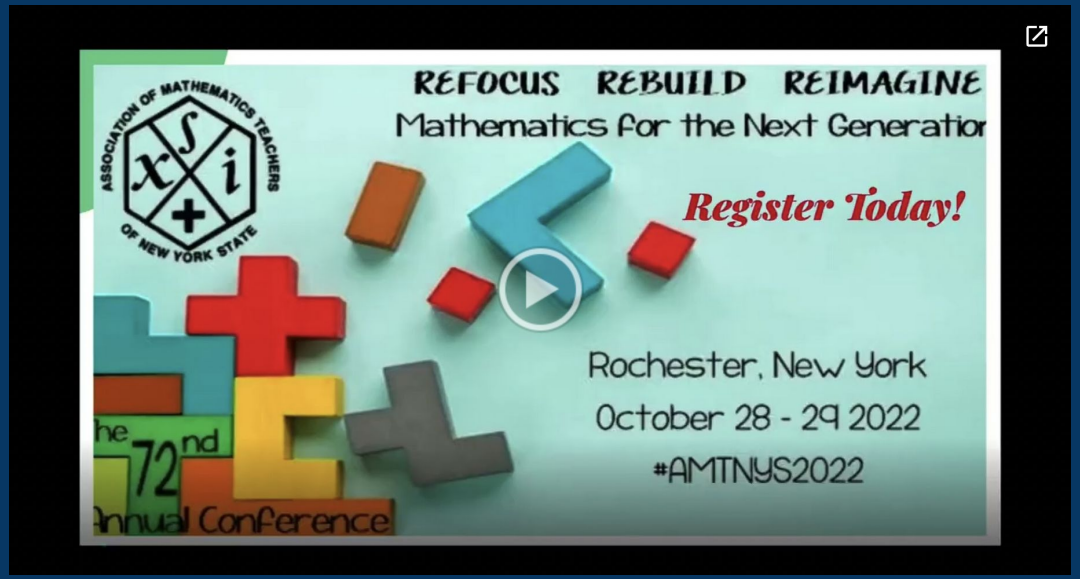




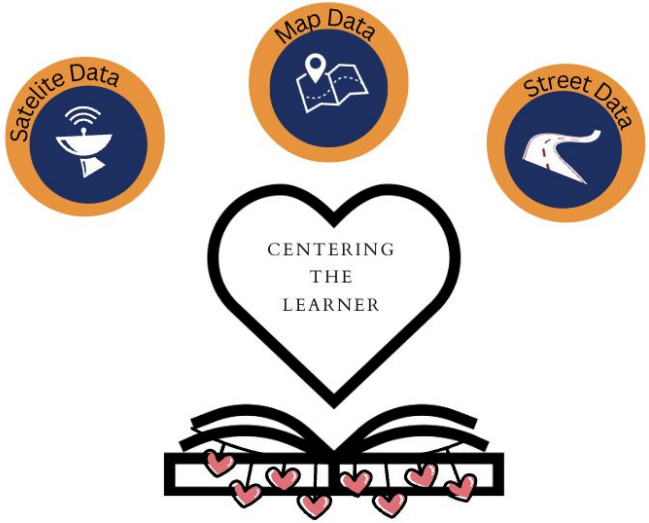




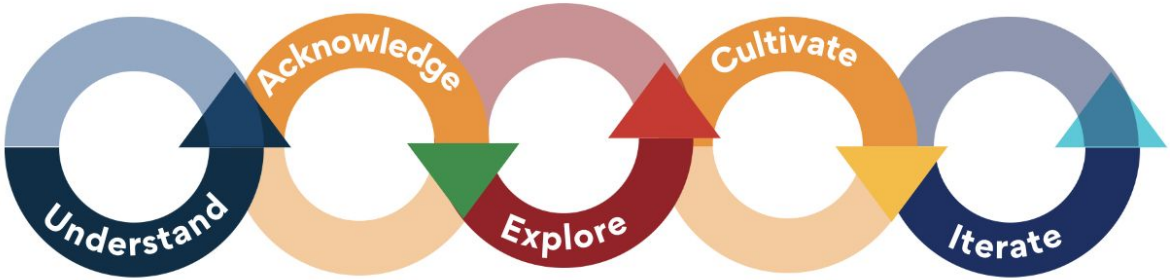




NCTM | NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS



Our Learning & Designing Process



MATHEMATICS

216

Standard Error: +/- 3.19
Possible range: 213-219
9/12/2022 - 51 minutes
Rapid-Guessing %: 2%
Est. Impact of Rapid-Guessing % on RIT: -1
Growth: Math 2-5 NY 2017

▲ CLOSE HIGHLIGHTS

READING

200

Standard Error: +/- 3.33
Possible range: 197-203
9/15/2022 - 89 minutes
Rapid-Guessing %: 3%
Est. Impact of Rapid-Guessing % on RIT: 1
Growth: Reading 2-5 NY 2017

▲ CLOSE HIGHLIGHTS

NYS ELA
3

NYS MATH
2

Did you know....

Thank you!