

*2017-2018*  
*Standardized Test*  
*Performance Data Presentation*



*Avon School District*  
*October 2018*

*Mr. Christopher Albrizio, Superintendent/Principal*  
*Mrs. Eileen MacDonald, Director of Curriculum, Instruction & Special Services*



# *How can we support students in reaching their highest levels of learning?*

## **Culture and Climate**

*A community of learners that understand their roles and abilities to make meaningful contributions (play, passion, purpose)*

## **Professional Learning Communities**

*Teams that develop, implement, reflect, and revise their curriculum and instructional practice in response to student learning*

## **Curriculum**

*A living and progressive curriculum that adapts to student needs and a changing world*

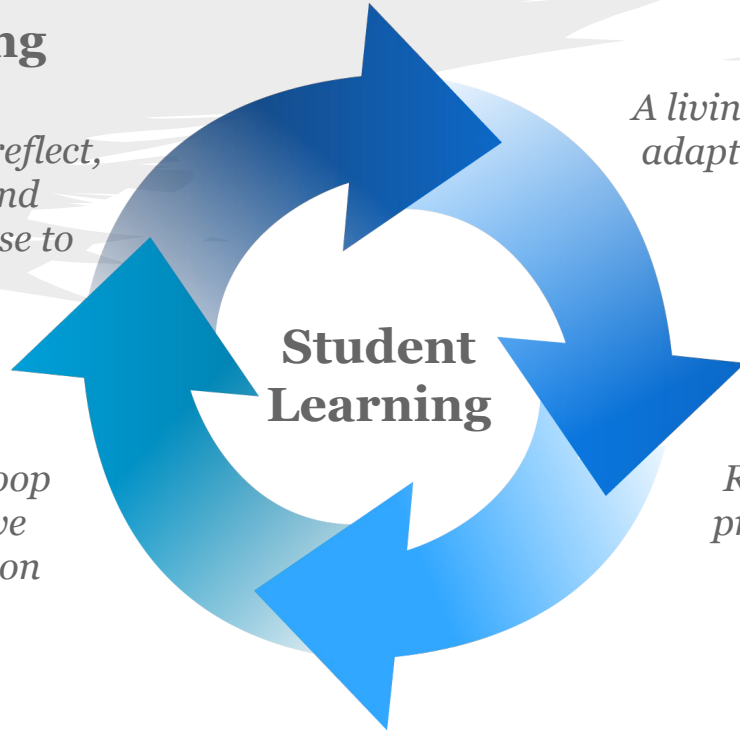
## **Student Learning**

## **Instruction**

*Reflective and responsive best practices that target individual student needs*

## **Assessment**

*Creating an ongoing feedback loop using formative and summative assessments to inform instruction and professional learning*



# ***What is the importance of assessment data?***

*Data is used as a **tool** for...*

## ***Measurement***

*→ How can we examine the progress of the student/cohort/school?*

## ***Increasing instructional capacity***

*→ What instructional shifts need to be made to increase student learning?*

## ***Curriculum and assessment revision and/or updates***

*→ Do our curricula and assessments reflect the expectations and rigor of the standards?*

## ***Reorganization of school structure and programming***

*→ Are there shifts, additions, and or revisions (i.e. to the schedule or program) that need to be made to increase student learning?*

*Data is **NOT** a **tool** for...*

# ***1718 Standardized Assessments***

- *National Assessment of Educational Progress*
  - ◆ Reading & Math
  - ◆ Grade 4
- *New Jersey Student Learning Assessment (NJSLA)*
  - ◆ Science (Field Test)
  - ◆ Grades 5 & 8
- *Access for English Language Learners 2.0*
  - ◆ ELL students
- *Partnership for Assessment of Readiness for College & Careers (PARCC)*
  - ◆ English Language Arts & Math
  - ◆ Grades 3-8



# ***ELL: ACCESS 2.0***

- *The 2017-2018 WIDA ACCESS data is suppressed to protect student privacy due to valid test scores of 11 students or less*
- ***Entrance** into the English Language Services program considers multiple measures and requires a score **below a 4.5** on the WIDA Access Placement Test*
- *English Language Services include special services provided by a certified teacher (i.e. Reading Specialist) designed to improve English reading, writing, speaking, and listening skills*
- ***Exit** from the English Language Services program considers multiple measures and requires a score of **4.5 or greater** on the WIDA ACCESS 2.0*

# PARCC: Five Performance Levels

PARCC uses five performance levels that delineate the knowledge, skills, and practices students are able to demonstrate:

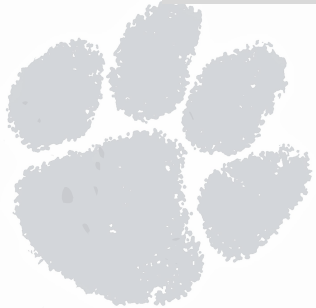
**Level 1:**  
Not Yet Meeting  
Grade-level  
Expectations

**Level 2:**  
Partially  
Meeting  
Grade-level  
Expectations

**Level 3:**  
Approaching  
Grade-level  
Expectations

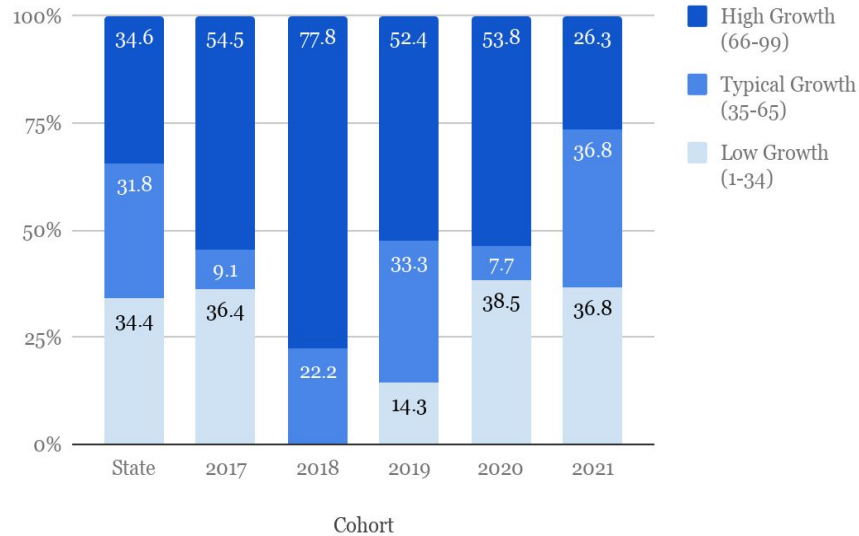
**Level 4:**  
Meeting  
Grade-level  
Expectations

**Level 5:**  
Exceeding  
Grade-level  
Expectations

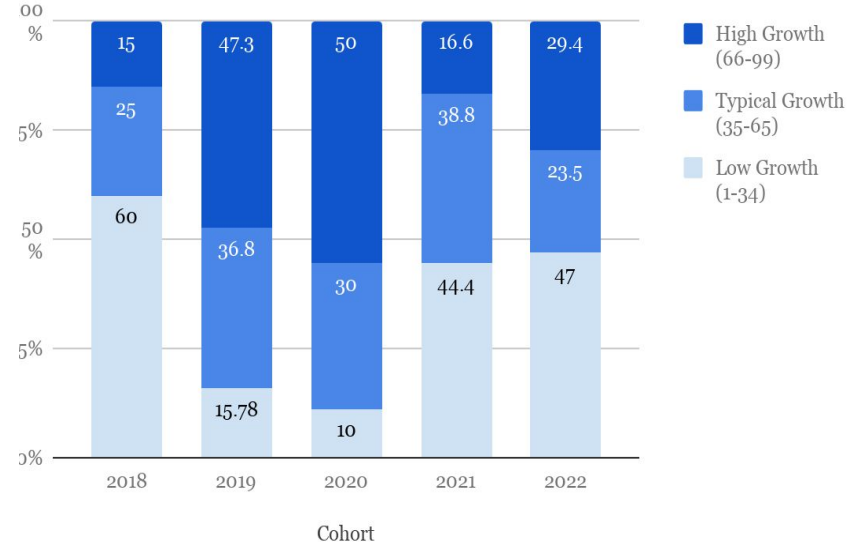


# Comparison of Avon School District's Student Growth Percentiles in English Language Arts

## 1617 SGP - English Language Arts



## 1718 SGP - English Language Arts

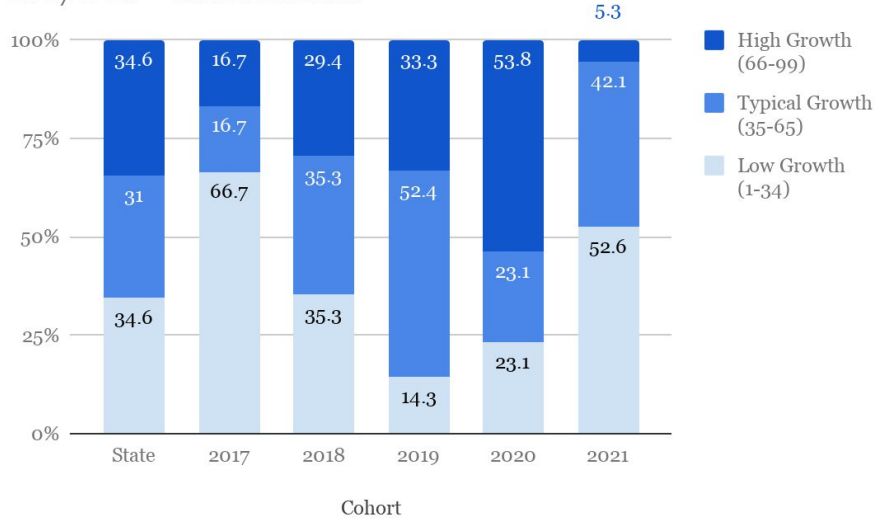


\*Data may be suppressed to protect student privacy due to valid test scores of 11 students or less. Numbers may not sum to 100% due to rounding.

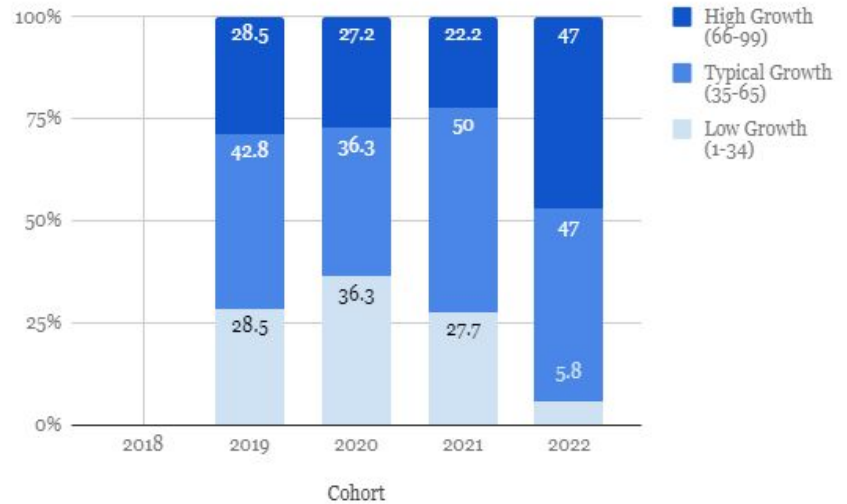
\*1718 SGP data for the State in English Language Arts has not yet been released by the NJDOE

# Comparison of Avon School District's Student Growth Percentiles in Mathematics

## 1617 SGP - Mathematics



## 1718 SGP - Mathematics



\*Data may be suppressed to protect student privacy due to valid test scores of 11 students or less. Numbers may not sum to 100% due to rounding.

\*1718 SGP data for the State and Grade 8 in Mathematics has not yet been released by the NJDOE



*How can we support students in reaching their highest levels of learning?*

## **Culture and Climate**

*A community of learners that understand their roles and abilities to make meaningful contributions (play, passion, purpose)*

## **Professional Learning Communities**

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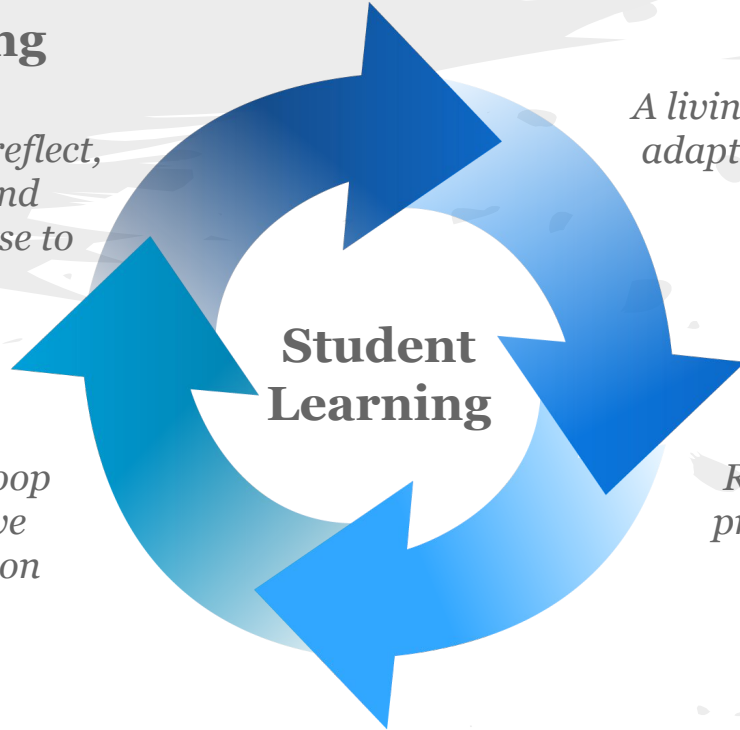
## **Student Learning**

## **Instruction**

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## **Assessment**

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# *Reflecting on Avon School Performance Data...*

*How will Avon School use PARCC data to inform the conversations of our educators?*

- Identification of standards of strength and need in each grade-level and content area
- Articulation of implementation practices that should be replicated and/or eliminated

- Identification of student outliers based on PARCC grade-level performance status
- Identification of student outliers based on PARCC Student Growth Percentile
- Review of academic and social-emotional influencers and/or variables for student outliers

- Triangulation of student data using NWEA MAP bi-annual performance and local assessment data points (i.e. Fountas and Pinnell benchmarks, unit assessments, etc.)
- Revision of instructional plan to provide targeted interventions and accelerants based on student readiness levels and identified needs

# *Reflecting on Avon School Performance Data...*

*How does Avon School use performance data to identify areas of growth to improve curriculum, instruction and programming?*

## ***English Language Arts***

### **Area of Strength:** Writing Knowledge in Grades 3-8

- + Incorporating targeted grammar/language lessons into writing units of study
- + Utilizing Language and Conventions through PARCC writing rubrics to assess student progress
- + Targeted coaching in cross-district literacy professional development (K-5)

### **Area of Need:** Literary Analysis Task in Grades 3-6

- Reviewing PARCC released Literary Analysis Tasks in PLCs
- Modeling lessons and constructing tasks that require students to read across two literary texts with intention
- Targeted instruction in Extended School Day Title I programming (3-8)

# *Reflecting on Avon School Performance Data...*

*How does Avon School use performance data to identify areas of growth to improve curriculum, instruction and programming?*

## ***Mathematics***

### **Area of Strength: Type I Questions Grades 3-8**

- + Lessons targeting conceptual understanding and procedural fluency
- + Games, activities, and supplemental software to support procedural fluency
- + Tier 2 interventions to support procedural fluency and application (i.e. Extended School Day)

### **Area of Need: Modeling and Reasoning in Grades 3-8**

- Targeted coaching in Modeling and Reasoning instruction w/ math consultant (K-8)
- Collaborative Action Research in PLCs (3-8)
- Mathematics Intervention/Enrichment incorporating Modeling and Reasoning tasks (3-5)



# *Supporting Individual Student Needs*

*Identified need: 4.MD.A.1, 4.MD.A.2: Solving problems involving measurement and conversion of measurements from a larger unit to a smaller unit*

## Tier 1 Interventions

- Targeted Measurement and Data problem-solving tasks during weekly Intervention time
- Small-group instruction using specific intervention strategies and resources
- Infusion of Measurement and Data tasks/problems into other units of study through “Do Now”, Performance Tasks, etc.

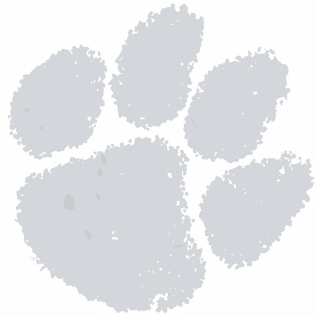


## Tier 2 Interventions

- Weekly small-group Intervention instruction focused on Measurement and Data standards
- Extended School Day instruction targeting Measurement and Data PARCC tasks

# *Supporting Individual Student Needs*

*How do we do it?*

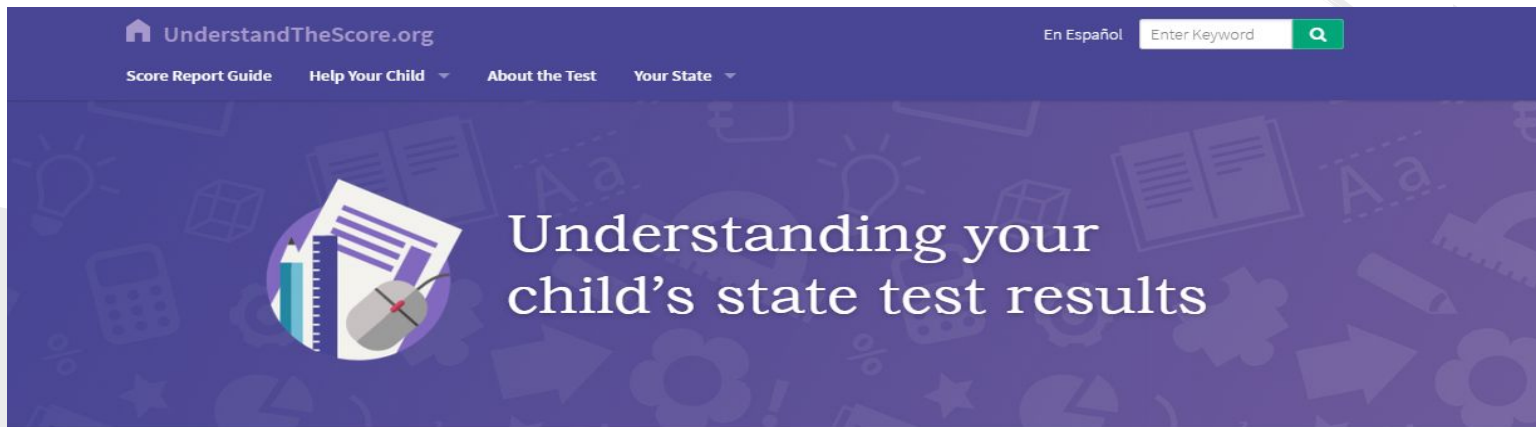


# Family Resources





# UnderstandTheScore.org



UnderstandTheScore.org

En Español

[Score Report Guide](#) [Help Your Child](#) [About the Test](#) [Your State](#)

## Understanding your child's state test results

FIRSTNAME M. LASTNAME  
Date of Birth: 01/14/2003 © 2015 Pearson Grade: 10  
SAMPLE DISTRICT NAME  
SAMPLE SCHOOL ONE NAME

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**MATHEMATICS**  
**Geometry Assessment Report, 2014–2015**

This report provides information about how your child performed on the PARCC mathematics assessment. It shows whether your child met grade-level expectations and if your child is on track for college and careers.

This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child's academic strengths and needs.


To learn more about the test, and to view sample questions and practice tests, visit [understandthescore.org](http://understandthescore.org).

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**MATHEMATICS PERFORMANCE**

**Level 2**  
Your child performed at Level 2 and earned a score of 728

Students performing at levels 4 and 5 met or exceeded expectations. For a description of each performance level, see page 2.



Level	Score	School average	District average	State average	PARCC average
LEVEL 1	650	761	856	758	747
LEVEL 2	700				
LEVEL 3	725				
LEVEL 4	750				
LEVEL 5	800				

## SCORE REPORT GUIDE: STEP ONE

### Overall Score

Your student's overall score (out of a possible 850) and performance level (1-5) gives a quick glimpse of whether he or she is on-track with grade-level expectations. Level 1 indicates the greatest need for improvement and Level 5 indicates the strongest performance.

[Continue Guide](#)

# GreatKids State Test Guide For Parents



PARENTING - WHOLE CHILD - LEARNING ISSUES - ACADEMICS - MILESTONES - WORKSHEETS - VIDEOS

Trending Topics: Emotional smarts Understanding the new state tests

Search

## GreatKids State Test Guide for Parents

### Understanding your child's test scores

The test results are in! Wonder what they mean? We break down the details — and give you powerful ways to help your child succeed.

ELA/Literacy

Math

3rd

4th

5th

6th

7th

8th



#### 4TH GRADE ELA/Literacy Skills

Fourth graders should read smoothly and with expression. Instead of skipping unknown words, they should use context, root words, or a dictionary to figure them out.

#### > Reading

What it means

How to help

#### What they're learning

Fourth graders should be independently reading increasingly challenging books, such as *The Black Stallion*, and poems, such as Shel Silverstein's *Whatif*. They will discover a range of sentence structures and vocabulary words (like *descended*) that make them flex their reading muscles. As students discuss what they've read, they should be able to point to several examples in the text (also called *evidence*) to back up their ideas.

Kids need to explain their thinking, use details, and make connections between what they read and what they already know.

Fourth graders begin to make sense of information presented in maps, timelines, and charts in history or science readings. Students are expected to work independently, even on challenging assignments that require research.



# Skill Builder



Changes In The Classroom ▾

Helping Your Child ▾

Game Plan For Success ▾

## Skill Builder

Looking for ways to use your children's Smarter Balanced test scores to support them at home? Search by grade, subject, and scoring category to find resources tailored to the areas where your child needs support. These resources have been identified as helpful to kids and mapped to standards by Raise the Bar, an initiative of America Achieves.

State	Grade	Subject	Test Area
Which state are you in?	Which grade are you looking for?	Which subject are you interested in?	Which test areas are you interested in?
Showing All ▾	Showing All ▾	Showing All ▾	Showing All ▾
<a href="#">Get Results</a>			

633 RESULTS



Mathematics - Reasoning

Add fractions with unlike denominators by creating area

Sign up to get great parent tips every month.

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# Questions?

