Assessments and Academic Growth

2014–15 Required Actions for the LAP Student Growth Collection
Student List

• Assessment used for identification of eligible students
• Amount of Academic Growth
• Assessment used for the amount of growth conversion
• Beginning Score
• Date of Beginning Score
• End Score
• Date of End Score
Assessment used for identification of students

LAP requires multiple measures of performance to determine student eligibility (RCW 28A.165.015). The assessment identified is the measure that most heavily influences identification of student eligibility for LAP services.

- Smarter Balanced Summative Assessment
- Smarter Balanced Interim Blocks
- National standardized achievement tests: MAP, STAR, GMADE, etc.
- Teacher-/district-developed assessments
- Teacher observation
Assessments

• Districts can review the Universal Screening Tools Chart (http://www.rti4success.org/resources/tools-charts/screening-tools-chart) from the National Center for Response to Intervention (NCRTI) as a reference for selecting assessments.

• Teachers should administer the chosen assessment using publishers’ directions. The administration process and results will ensure that teachers, parents/guardians, and students will receive highly focused and useful information for increasing student achievement.

Questions to consider:

• Are assessment(s) aligned with grade-level learning goals and the state assessment?

• Will the assessment(s) provide the information necessary to make determinations about student progress?
Amount of Academic Growth

• Amount of growth guidance:
  • Determine a formula for converting assessment data to months of growth and be consistent in applying that formula to every student.
  • 10 months of growth is equivalent to one academic year.
  • Months of growth should reflect growth during the LAP enrollment period only (i.e., if a student is enrolled in LAP for less than 10 months, reported growth should not reflect the student's growth for the full academic year—only the time served in LAP).
  • Growth should be based on the progress monitoring assessments.
• Options for this field are similar to the 2013-14 collection with the exception of expanded options for months of growth (up to 20 months). This will improve identification of well implemented LAP programs.

• If ‘N/A’ is selected, additional assessment information will not be required. Rather, users will select from the following list:
  • Student moved to Title 1
  • Student moved to Special Education
  • No pre-test
  • No post-test
  • No pre or post test data
  • Student exited the school prior to assessing
Months of growth conversion

“Describe the method used to convert assessment scores to months of growth.”
Months of Growth: MAP

“When using one of the two Achievement Status and Growth (ASG) reports, one simply computes the difference between the end score and beginning scores, then divides that difference by the normative growth goal. For example, if the change in scores was 8 and the projected growth was 10, then that student achieved 80% of her/his respective growth goal. 80% of 10 months’ worth of instruction is 8 months. If the observed growth was 6 points and the projected growth was 8, then that student would have achieved $6/8 = 75\%$ of his/her growth goal. 75% of 10 months would be 7.5 months” (Northwest Evaluation Association, 2014)
Months of Growth: easyCBM

Process from local district:

“We determined that an approximate monthly growth goal would be 2% per month. If a student made growth during the school year from 5% at the beginning of the year to 25% at the end of the year, that would be a 20 point increase which would calculate to 10 month’s growth—or one full year.”

Example:

<table>
<thead>
<tr>
<th>Beginning of year %</th>
<th>End of year %</th>
<th>Point increase</th>
<th>Months growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>25%</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>1%</td>
<td>10%</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>18%</td>
<td>25%</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>5%</td>
<td>68%</td>
<td>63</td>
<td>32</td>
</tr>
<tr>
<td>11%</td>
<td>17%</td>
<td>6</td>
<td>3</td>
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</table>
Assessment used for the amount of growth conversion

This is the assessment that is used to **monitor student progress** (and used for the conversion to amount of academic growth). A pre-test and post-test score should be available. (This may or may not be the same assessment used in identification of eligibility).
Beginning Score

• This should be a raw score or scale score from the progress monitoring assessment. Report the scale score instead of a raw score unless a scale score is not available.

• Raw Score – Number of items correct

• Scale Score – Scale Scores take the raw scores earned on different test forms and place those raw scores on a converted scale to adjust for different difficulties of forms of the assessment. The statistical properties of scale scores can be used for longitudinal tracking of students’ progress. Scale scores can also be used to make direct comparisons among schools and districts using the same assessment. An RIT (Rasch Unit) Score is a type of scale score that is calibrated according to the difficulty of each item.


• Do not report: percentiles, standard scores, z scores, t scores, normal curve equivalents, normalized standard scores, stanines, or grade equivalents.
STAR Reading - Setting Student Progress Monitoring Goals

Student Progress Monitoring Report
Printed Thursday, December 2, 2010 4:51:19 PM

School: Oakwood Elementary School
Reporting Period: 9/1/2010-6/10/2011
(Semester 1)

Halden, Susan
Grade: 4
Class: Grade 4 (Adams)
ID: HALDS
Teacher: Adams, M.

Susan’s Current Goal
Goal: 411 SS 38 PR (Ambitious)  Goal End Date: 1/21/2011  Expected Growth Rate: 4.3 SS/Week

Susan’s Progress

<table>
<thead>
<tr>
<th>Program</th>
<th>Program Begins</th>
<th>Test Date</th>
<th>Scaled Score</th>
<th>Growth Rate a Scaled Score/Week</th>
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<tbody>
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<td>09/16/2010</td>
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<td>-</td>
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<td>09/23/2010</td>
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<td></td>
<td>09/30/2010</td>
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<tr>
<td></td>
<td>10/07/2010</td>
<td>10/07/2010</td>
<td>346</td>
<td>1.1</td>
</tr>
</tbody>
</table>
MAP® Reports

Individual Student Report

Plotted on the graph are the student’s RIT score, the district average, and the NWEA norm group average for the subject in which a student was tested.

Student RIT Score: The student’s overall RIT score on the test
Student RIT Range: If a student took the test again relatively soon, the score would fall within this range 68% of the time.
Percentile Range: The range of percentile scores corresponding to the RIT range. Similar to RIT range, if a student were to take the test again soon, the score would fall within this percentile range 68% of the time.
District Average: The average RIT score for all students in the school district in the same grade who were tested at the same time as the student.
Goal Performance: Each goal area included in the test is listed along with a goal strand RIT range or descriptive adjective of the student’s score.
Norm Group Average: The average score observed for students in the latest NWEA norming study.
Lexile® Range: A score (displayed as a 150-point range) resulting from a correlation between NWEA’s RIT score and the MetaMetrics® Lexile® scale that helps identify reading material that is at an appropriate difficulty level for an individual student.

Student RIT Score: 228
Student RIT Range: 225-231
Percentile Range: 68-85
District Avg: 223.40
Norm Grp Avg: 218.4
Term Name: Spring 2004
Date of Beginning Score

• This is the date that the initial progress monitoring assessment was given. This may or may not be the date that the student entered LAP.
End Score

• This should be a **raw score** or **scale score** from the progress monitoring assessment.
Date of End Score

• This is the date that the final/most recent progress monitoring assessment was given. This may or may not be the date that the student exited LAP.
Contact us

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