

Calhoun County Public Schools Comprehensive Data Manual

2017 -2018

“Teaching and Learning-Continuous Improvement”



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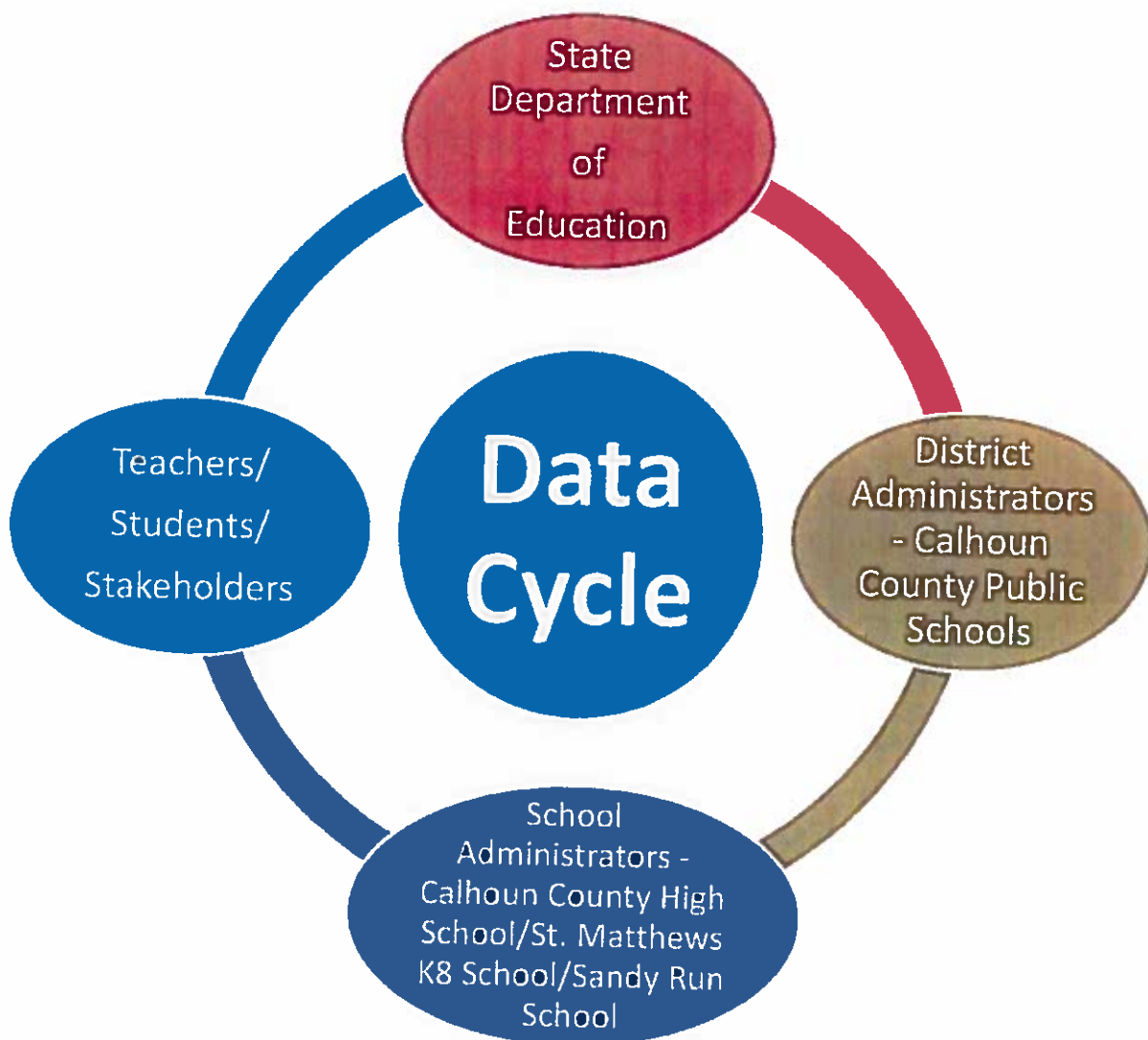
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Calhoun County Public Schools

Data Flow Chart

“WE OWN OUR DATA”



“Teaching and Learning –Continuous Improvement”

Policy ILBA Use of Data for Monitoring Student Success and Achievement

04/16

Purpose: To ensure that multiple data sources are utilized to guide the instructional and operational decision making processes in Calhoun County Public School District.

Strategic and School Renewal Plans

The district and each school in the district will prepare a five-year comprehensive plan with annual updates. These plans are required by state law and state board of education regulation. The school plan will be known as the school renewal plan and the district plan as the district strategic plan. Both the school renewal plan and the district strategic plan will utilize multiple sources of measurable student achievement data, state accountability system data, federal accountability system data as well as other appropriate data sources to develop goals for Calhoun County Public School District.

Evaluation of district programs

Annually, the district will evaluate programs that are currently being utilized in the district. The purpose of these evaluations, as determined by the superintendent and his/her designee, will be to analyze data sources, including, but not limited to, assessment measures, grades, attendance and survey data results. The outcomes of the evaluations will be reviewed to determine whether the program should be continued, continued with improvements or strategically abandoned.

Accessibility to data sources

The district will ensure that the district office and school administrators have access to multiple sources of data in order to ensure that those data sources are used in the decision making processes for the district and schools.

Data will be made accessible through the State data warehousing system and district on-line data sources. A formal dissemination of data from the district will be made to schools, teachers and individual students.

Additionally, data will be posted at every school annually for the public to view in the form of school level data walls. The data displayed on the wall will be school/district level and will follow all FERPA regulations.

Monitoring student success and achievement through the use of data

Data in Calhoun County Public School District will be utilized to monitor student success and achievement. Data at the district, school and classroom levels will be examined frequently to make sure that instructional practices are meeting the needs of each student. Training will be provided on an annual basis to ensure that staff has the skills necessary to understand and interpret data in order to monitor growth for Calhoun County School students. District and School Administrators who have been identified as "data experts" at each school will provide the training.

Various data sources will be used to identify students in need of specific interventions to improve their performance and achievement. These data sources will be reviewed during district and school level data meetings that will be conducted regularly, at least once a month, as part of the district's continuous improvement cycle.

Page 2. - ILBA - Use of Data for Monitoring Student Success and Achievement

Adopted 03/16

Legal references:

S.C. Code, 1976, as amended:

Section 59-18-100, et seq. - Education Accountability Act of 1998.

Section 59-20-10, et seq. - Education Finance Act of 1977.

Section 59-139-05, et seq. - Early Childhood Development and Academic Assistance Act of 1993.

State Board of Education Regulations:

R-43-261 - District and School Comprehensive Plan.

Calhoun County Public School District

Empower. Compete. Succeed.

Vision

Our vision is to be the premier, competitive school district recognized globally for embracing the needs of each student.

Mission

The mission of Calhoun County Public Schools is to empower all students to compete and succeed globally in an ever-changing society.

Empower. Compete. Succeed.

We believe . . .

- in establishing and maintaining high expectations for all students.
- in providing challenging and rigorous experiences to develop confident and competent students.
- in fostering cooperation and collaboration among stakeholders to promote engaging learning experiences.
- in an environment that encourages all to appreciate diversity.
- student learning and success is the chief priority.
- every student is responsible for his or her choices and actions.
- change provides opportunity for academic, social and personal growth.
- technology must be an integral part of our instructional program for success in a global society.

Preface

Calhoun County Public Schools recognizes the power of data for promoting continuous school improvement. We realize that effective use of data can have an enormous impact on student achievement and an institution's growth. In addition to performance data, CCPS collects data on program effectiveness and usage, perception, and demographics. In addition, nutrition, school climate and parental and community involvement is a vital data resource. It is vitally important to not only test our students, but know what to do with the results to make informed decisions. Therefore, we shift our focus from simply reporting test results to using the data to improve instruction within the schools. We are sure that this guide will be useful in our ongoing efforts to provide leadership to our schools and communities.

“Data with a Purpose”

Why Does Data Matter to CCPS?

Facts and figures give a definitive look at the challenges and successes that face our school district. "Data-driven decision-making is about gathering data to understand if a school or district is meeting its purpose and vision," says Victoria Bernhardt, author of *Data Analysis for Comprehensive Schoolwide Improvement*. When our schools are clear about their purpose, about what they expect students to know, and about what they expect students to be able to do, they can influence the trajectory of the data. Data provide quantifiable proof, taking the emotion and rancor out of what can be tough calls for restructuring or dismantling programs within the district or schools. Moreover, data also provide the platform for meaningful, ongoing dialogue within our educational community.

What Is Data-Driven Decision Making?

All stakeholders must make a commitment to use different forms data to make informed decisions in helping our students be successful.

Steps toward continuous improvement:

Collecting Data

Analyzing Data

Reporting Data

Using data for school improvement

Communicating through data



What will the Data-Driven Decision Inform?

Student Progress (Make sure students don't fall through the cracks)

Program Effectiveness

Assess Instructional Effectiveness

Guide Curriculum Development

Allocate Resources Wisely

Promote Accountability

Report to the Community

Meet State and Federal Accountability

Maintain Educational Focus

Show Trends

What are ways data can be used to improve student achievement?

Data can:

Performance data help superintendents, district and school administrators, curriculum specialists, teachers, students parents and community understand where we are in student achievement and growth.

Performance data help administrators, specialists, teachers and students determine what instructional strategies are creating the best results and see where training might be needed.

Perception data can tell stakeholders about parent, student and staff satisfaction with the learning environment which reveals areas of improvement.

Demographic data provides valuable information about meeting the learning needs of student subgroups.

Program effectiveness and usage helps determine whether a resource is actively used or not. This will alleviate unnecessary spending on a program that is not used with fidelity.

What is needed in order to have positive data dialogue relative to student achievement and growth?

- A safe positive environment for dialogue to take place.
- Administrators and specialists must lead, model and encourage staff to use different types of data.
- Examine data to avoid irrational decisions.
- Train and make certain that every staff member have access to their data.
- Set goals with the students that assist them in improving their academics.

Infinite questions to answer before looking at data:

- What is the mission of the school or district?
- What do you expect students to know and be able to do by the time they leave school? (Standards)
- What do you expect students to know and be able to do by the end of each year? (Benchmarks)
- How well will students be able to do what they want to do with the knowledge and skills they acquire by the time they leave school? (Performance)
- Do you know why you are getting the results you get?
- Are goals for student achievement based on data elements aligned with what the teachers teach?
- How do you want to use the data you will gather?

Remember, one size does not fit all!

Remember, one size does not fit all!

Remember, one size does not fit all!

Questions to Guide Data Analysis and Dialogue

- What patterns are identified –not just incorrect questions- but patterns in the standards?
- What standards were the strongest for class? What are my next steps?
- What standards were the weakest for my class? What are my next steps?
- How do I tie the data back to the standards?
- What standards were stronger for the students in other classes? What can I learn from my colleagues?
- What will I do to change or modify my instruction?
- How will I know if my students are improving in their area of weakness?
- Which types of questions were hard for my students?
- Which types of questions were easy for my students?
- How will I regroup my students for acceleration/remediation?
- Who are my bubble students and what are the next steps for these students?
- Who are my high performing students and what are the next steps for these students?
- Who are my struggling students and what are the next steps for these students?
- What did I learn from my data?

Statewide Testing

2017–18 Assessment Schedule Office of Assessment

Prekindergarten Assessments **4-Year-Old Prekindergarten**

Districts must administer one of the following assessments to each 4-year-old prekindergarten student during the first 45 days of the school year and during the last 45 days of the school year.

PALS
myIGDIs
GOLD

Kindergarten Readiness Assessment (KRA) **5-Year-Old Kindergarten**

All districts must administer the Kindergarten Readiness Assessment (KRA) during the first 45 days of the school year.

SC READY and South Carolina Palmetto Assessment of State Standards (SCPASS) **English Language Arts and Mathematics, Grades 3–8** **Science-Grades 4, 6, & 8; Social Studies-Grades 5 & 7**

Testing Window

The last twenty school days as determined by the district's instructional calendar

End-of-Course Examination Program (EOCEP)

Algebra 1, English 1-Reading, English 1-Writing, Biology 1, and US History and the Constitution

English 1-Writing - Testing and make-up testing for the writing section must be administered on the dates listed below and does not have to be administered within the school's 15-day testing window.

For online testing, the reading section of the English 1 test will be scored within 36 hours, however, handscoring of the writing TDA essay requires ten days. To receive a total English 1 score thirty-six hours after the reading responses are received by DRC, the writing section must be administered at least ten days prior to the reading section. The English 1 score will be posted ten days after the writing responses are submitted or 36 hours after the reading responses are submitted, whichever date is latest.

Fall 2017/Winter 2018

Testing Window (except writing)	The last fifteen days of the school's semester, as determined by the district's instructional calendar
English 1-Writing Section including make-up testing	November 29, December 6, December 13, and January 10

Spring 2018

Testing Window (except writing)	The last fifteen days of the school's semester, as determined by the district's instructional calendar
English 1-Writing Section including make-up testing	May 2, May 9, May 16, and May 23

Summer 2018

Testing Window (except writing)	The last ten days of the summer school session
English 1-Writing Section including make-up testing	June 20, June 27, and July 11

South Carolina National Center and State Collaborative (SC-NCSC)
ELA and Mathematics, Ages 8–13 (Grades 3–8)

SC-NCSC is available online only. If the student cannot take the test online, the test administrator will enter the responses.

Testing Window

February 26–April 13, 2018

South Carolina-Alternate Assessment (SC-Alt) Paper
Social Studies—Ages 10 & 12 (Grades 5 & 7)

Testing Window

February 26–April 13, 2018

South Carolina-Alternate Assessment (SC-Alt) Online

Science—Ages 9, 11, and 13 (Grades 4, 6, & 8)

English 1, Algebra 1, US History and the Constitution & Biology, Age 16 (Grade 11)

All science assessments and all assessments for 16 year old students will be administered online.

Testing Window

February 26–April 13, 2018

Grade 10 Assessments

The district may choose any dates from the options provided by the publishers.

College Entrance Assessments

The district may choose any dates from the options provided by the publishers.

Career Readiness Assessment

Information concerning test dates will be provided after a contract is awarded. However, the district may choose any dates from the options provided by the publishers.

ACCESS for ELLs® and Alternate ACCESS for ELLs®
English Language Proficiency Assessments, Grades K-12

Testing Window

February 5–March 23, 2018

Cognitive Abilities Test (CogAT) and Iowa Assessments (IA)

Grade 2

Testing Window

October 20–November 10, 2017

Reports to Districts

December 14, 2017

CD ROM Data File to Districts

December 14, 2017

Make-up Testing Window

January 16–23, 2018

Performance Task Assessments

Testing Window

February 20–March 8, 2018

Student data due to Carolinian Consultancy

January 8, 2018

Reports to District

May 7, 2018

National Assessment of Educational Progress (NAEP)

Operational: Civics, Geography, U.S. History, and Technology and Engineering Literacy, Grade 8; Pilots: Science, Grades 4, 8, and 12; Mathematics, Grade 12; and Reading, Grade 12

Districts were notified of sampled schools in May 2017.

2018 NAEP testing window

January 29–March 9, 2018

Results will be reported at the national level only

International Computer Information Literacy Study (ICILS)

Grade 8

Districts were notified of sampled schools in June 2017.

2018 ICILS testing window

March–April, 2018

Calhoun County Public Schools
 Statewide Assessment Schedule
 Office of Teaching and Learning
 2017-2018

State Assessment	Platform	Dates
My IGDIs	Online	Begins in August to October 31st
KRA	Online	Begins in August to October 31st
CoGAT/Iowa Assessments	Paper Based	Begins in October
ACCESS	Online	Begins in February
SCALT	Paper Based	Begins in March
SC NCSC	Paper Based	Begins in March
ACT	Paper Based	February 27, 2018
Grade 10 Assessment	Paper Based	February 21, 2018
SAT	Paper Based	March 7, 2018
ACT Workkeys	Paper Based	TBD
SC Ready	Online	May 7 – 11, 2018
SC PASS	Online	May 14 – 18, 2018
End of Course Writing	Online	May 2, 2018 (All Schools)
End of Course High School	Online	May 14 -18, 2018
End of Course K8 Schools	Online	May 23 rd and May 24 th
School Test Coordinators		
Betsy Tant		Grade Level Responsibilities
Peggy Whittenburg	3-5	
Barbara Davis	6-8	
Thomasena Simmons	3-4	
Jamie Stephens	5-8	
Leona Scott	9-11	
Janet Gilchrist	9-11	
Amy Roland		Assist with garnering hall monitors, testing monitors, test notices, IT
		Assist with garnering hall monitors, testing monitors, test notices, IT

**District Wide Testing/Online Resources/Classroom
Data Possibilities**

Sample Data

**Calhoun County Public Schools
 District Assessment Dates
 Office of Teaching and Learning
 2017-2018**

CASE 21 has a new platform. The item bank is still available to teachers. We no longer use Mastery Connect.

Pre-K-Kindergarten		Kindergarten	First-Third ELA/Math/Science	Fourth-Fifth CASE 21	Ninth-Eleventh CASE 21	STAR Reading/Math
MYIGDIS First 45 Days	KRA First 45 Days	Case 21 August, 28, 2017 Pre-Test	4 th ELA/Math/Science	English I	K-9	
January 22 -26, 2018	Common Assessment	January 22- February 8, 2018	5 th ELA/Math/Soc.Studies	Algebra I	First Nine Weeks	
Last 45 Days	Common Assessment	April 10 – April 20, 2018	6 th ELA/Math/Science	Biology	End of Second Nine Weeks	
		DRA May 14 – 18 2018 (Let an administrator know if you need additional time.)	7 th ELA/Math/Soc. Studies	US History	Fourth Nine Weeks	
			8 th ELA/Math/Science			

**Calhoun County Public Schools
Software List and Data Platform
Office of Teaching and Learning
2017-2018**

Software Program	Data Usage
CASE 21	<p>Reflect state academic-content standards; and measure students' progress through the curriculum and/or on material in state exams</p> <p>Inform classroom instruction for students growth Utilize Data Book to assist with using results</p>
AimsWeb	<p>Use Data to Identify At-Risk Students Use Data to Close the Learning Gap Use Data to Predict Student Achievement on End-of-Year Targets Use Data to Promote Success in Subsequent Grade Levels</p>
STAR Reading/STAR Math	<p>Screens students for their reading and math achievement levels. Monitors students' growing literacy and numeracy skills and students' progress toward becoming independent readers and mathematicians. estimate Focuses on students' understanding of state standards, and predict students' performance on the state test.</p>
APEX	Used for Initial Credit, Content Recovery and Credit Recovery
Accelerated Reading	Supports reading instruction
Study Island	<p>Visualize and track student progress toward grade-level standards mastery Monitor program usage and track student activities in Study Island Access detailed reports and actionable data at the district, school, grade, and individual student level Review disaggregated reporting for special populations or specific demographics Make faster, more informed decisions and assign practice directly from the data dashboard</p>
Reading Eggs (SM)	Supports reading Instruction K-2
Education City	Supports core areas for K-2

**Calhoun County Public Schools
Software List and Data Platform
Office of Teaching and Learning
2017-2018**

IXL (Math, only)	Assists in effectively addressing gaps in student knowledge
My Lesson Planner	Stores teacher lesson plans Provides lesson plan data
Quaver Music	Provides music curriculum Assists in addressing gaps in student knowledge
Achieve 3000	Forecast students' performance on state assessments based on their performance on LevelSet. Review students' mastery of state standards based on their multiplechoice activity performance. Track changes in Lexile/reading performance based on LevelSet test scores
Algebra Nation	A resource for Pre-Algebra and Algebra I
SC Walkabouts	A resource for Pre-K through 2 nd Grades
Learning.com	This is a keyboarding prep software used by the Keyboarding teachers to prep students from kindergarten to eighth grades.
* The software highlighted in green was purchased by the Education Oversight Committee.	

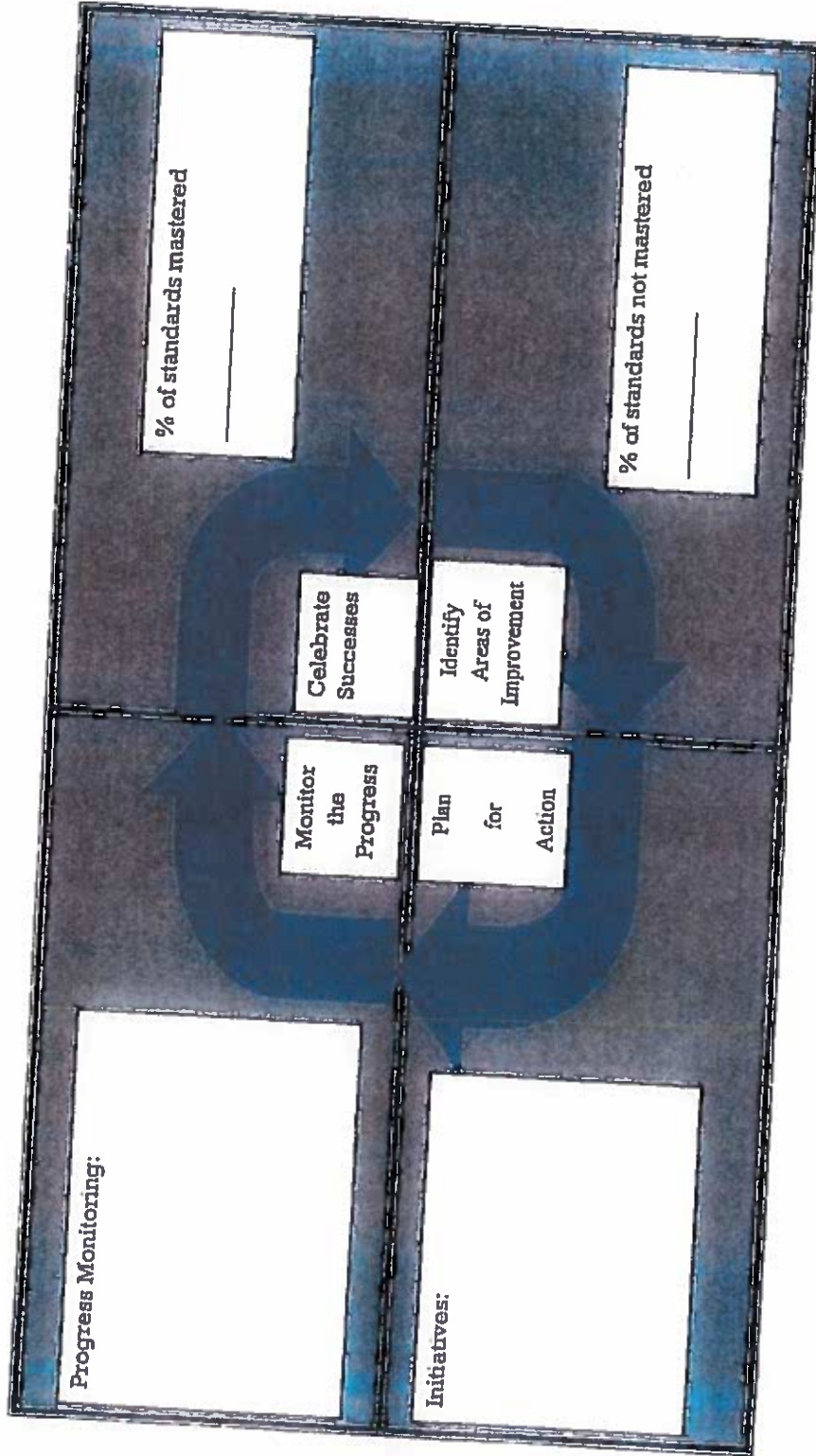
District Benchmark Data: CASE 21

Map the standards according to the four areas:

- 1 Identify the successes
- 2 Identify the areas of improvement
- 3 What plans are in place to achieve success for standards that were not mastered?
- 4 How will you monitor the plan?

Note: At the end of the year, note any standard(s) changes that must be made according to the data.

District Benchmark Data: CASE 21



Classroom Data Collection

Examples of Data Collection for Classrooms

Classroom Data Collection Methods

1. Quizzes/Testing/Projects
2. Attendance vs Grades
3. Homework/Classwork
4. State/District Data
5. Checklists
6. Surveys
7. Tutorials
8. Behavior vs Grades
9. Parent Logs
10. Parental Involvement

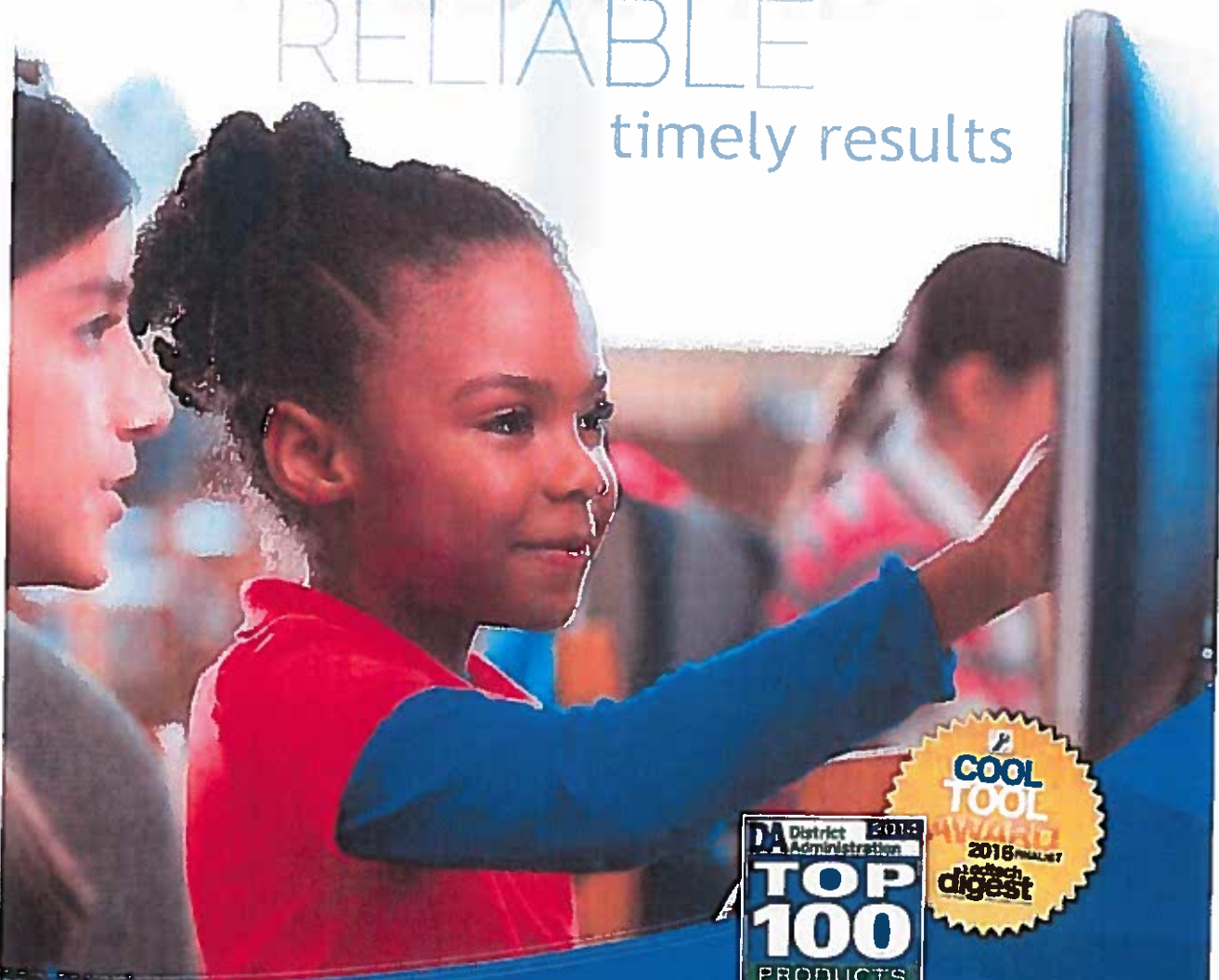




Training and Education
in the 21st Century

South Carolina

student success **valid**
PREDICTABLE
RELIABLE
timely results



CASE Benchmark Assessments with Comprehensive Reports
Timely results that are reliable, valid, and predictable

STUDENT REPORT	SC 2017-18 BENCHMARK 5TH GRADE MATH	TRADITIONAL 3RD ADMINISTRATION	
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<u>Student Information</u>	
Name:	Student Name
Teacher:	Teacher Name
Period:	Class Period
School:	School Name
District:	District Name

<u>SC Achievement Levels & Descriptions</u>
1 - Not Met
2 - Approaches
3 - Met
4 - Exceeds

Assessment Results

Achievement Data

The achievement levels provided in this report are projections for how the student will perform on the state summative assessment. These projections are based upon the student's performance on this benchmark assessment.

***Overall Achievement Level:** 3-

Standard Data

Domain	Description	Ach Lev
ATO	Alg Thinking & Ops	3
NSBT	Numbers Base Ten	2
NSF	Fractions	3
MDA	Measurement & Data	2
G	Geometry	2

Depth of Knowledge

DoK 1: Requires the basic recall of concepts, definitions, facts, and processes.

DoK 1 Achievement Level: 3

DoK2: Requires the ability to apply skills and concepts, relationships, and main ideas.

DoK 2 Achievement Level: 3

DoK3: Requires deep understanding as exhibited through planning, using evidence, and more demanding cognitive reasoning.

DoK 3 Achievement Level: 1

Comparison

Number of items answered correctly on this assessment: 23

Number of items answered correctly needed for proficiency: 22

Difference: 1

* For the Overall Achievement Level we project where within the level a student will be:
 (+) = top of level (-) bottom of level no symbol = middle of level

CLASS REPORT SC 2017-18 BENCHMARK 8TH GRADE SOC STUDIES **TRADITIONAL COMP ADMINISTRATION** CASE ALIGNMENT

Assessment items:	60	Total Outcomes		Depth of Knowledge			Items and Ach Level for each Standard												
		Pct Corr	Proj Ach Lvl	DOK 1	DOK 2	DOK 3	1	2	3	4	5	6	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	
Jones, K	2																		
Period:	20																		
Total Scores:																			
Crudup, James		56.7	3-	78-C	3	3	2	3	3	3	3								
Davis, Brevard		85.0	4+	99-A	4	4	4	4	4	4	4								
Doe, Jane		38.3	2-	68-F	2	2	1	2	2	2	1								
Dragaj, Justina		31.7	1	65-F	2	1	1	1	1	1	1								
Earmann, Marianne		36.7	1+	67-F	2	2	2	2	2	2	1								
Fifield, Mary		66.7	3	88-B	3	4	4	2	3	3	4								
Groden, Shelley		91.7	4+	100-A	4	4	4	4	4	4	4								
Haakinson, Sue		83.3	4	98-A	4	4	4	3	4	4	4								
Hasty, LaShawn		41.7	2-	69-F	2	2	1	1	1	1	2								
Inasuku, Deshawn		73.3	3+	92-B	4	4	4	3	4	4	2								
Krenzike, Rosalind		81.7	4	97-A	4	4	4	4	4	4	4								
Laboy, Bernard		65.0	3	86-B	4	3	2	2	3	4	4								
Mockus, Zackary		53.3	2+	76-D	3	2	2	2	2	3	4								
Pou, Valerie		78.3	4-	94-A	4	4	4	3	4	3	2								
Reich, Winnie		43.3	2	70-D	4	4	4	3	4	3	4								
Roudabush, Cruz		76.7	4-	93-A	2	2	2	2	1	3	2								
Smith, Pilar		70.0	3+	90-B	4	4	4	3	3	4	4								
Tinnes, Billie		28.3	1-	62-F	3	3	3	4	4	3	4								
Vall, Essie		78.3	4-	94-A	1	1	1	1	1	1	1								
Worlds, Trudy		81.7	4	97-A	4	4	4	3	4	3	4								

Class, Sch, & District	Cls Per	Tot Sco	Avg Pct	Proj Perc	Avg Sugg Marks	DOK 1	DOK 2	DOK 3	1	2	3	4	5	6	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Summary	2	20	53.1	65.0	82-C	3.2	3.0	2.5	3.2	2.7	2.4	3.1	3.2	2.7					
Jones, K	All	81	62.8	59.3	82-C	3.1	2.9	2.3	2.9	2.7	2.2	2.9	3.0	2.7					
Northside	All	301	60.3	52.1	79-C	3.2	2.8	1.9	2.8	2.6	2.0	2.7	3.0	2.6					

Teacher:	
Period:	
Subject:	
School:	
Item	
Standard	
DoK	
Text Complexity	
Genre	
Class Percent Correct	
School Percent Correct	
Correct Answer	
student1	
student2	
student3	
student4	
student5	
student6	
student7	
student8	
student9	
student10	
student11	
student12	
student13	
student14	
student15	
student16	
student17	
student18	

mc_item1	mc_item2	mc_item3	mc_item4	mc_item5	mc_item6	mc_item7	mc_item8
RL.MC.5.1	RL.MC.6.1	RL.LCS.9.1	RL.LCS.9.2	RL.LCS.10.1	RL.LCS.10.2	RL.MC.5.1	RL.LCS.11.2
2	2	2	2	2	1	2	1
Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium
Fiction	Fiction	Fiction	Fiction	Fiction	Fiction	Fiction	Fiction
0.41	0.50	0.50	0.41	0.59	0.59	0.95	0.77
0.48	0.49	0.46	0.45	0.55	0.50	0.89	0.81
A	C	B	D	C	A	C	D
G	A	A	B	B	A	C	B
A	A	D	B	C	C	C	D
A	C	C	A	B	C	C	D
D	A	B	D	B	D	C	D
C	D	C	B	B	A	C	D
B	C	B	D	B	A	C	D
A	A	B	D	C	A	C	D
C	C	B	C	C	D	C	D
C	B	A	A	C	A	C	D
C	C	A	A	C	D	C	D
C	A	B	D	C	C	C	A
B	D	B	C	C	D	C	C
A	C	B	D	A	D	C	D
A	C	B	D	C	A	C	D
D	B	C	D	C	A	D	D
B	C	B	A	C	C	C	D
A	C	C	A	C	A	C	A
D	C	C	B	C	A	C	D

Reports

Reports | File | Session Report

Symhe Math 8 Final Comp 16-17
Mountainview Middle School
Laurel County School District
Nalhan Jansky

Report Type: Session Summary



Total # of items: 50
 # of items correct: 24
 # of items incorrect: 12
 # of items skipped: 14

RENAISSANCE®

Key report samples: Star Assessments™

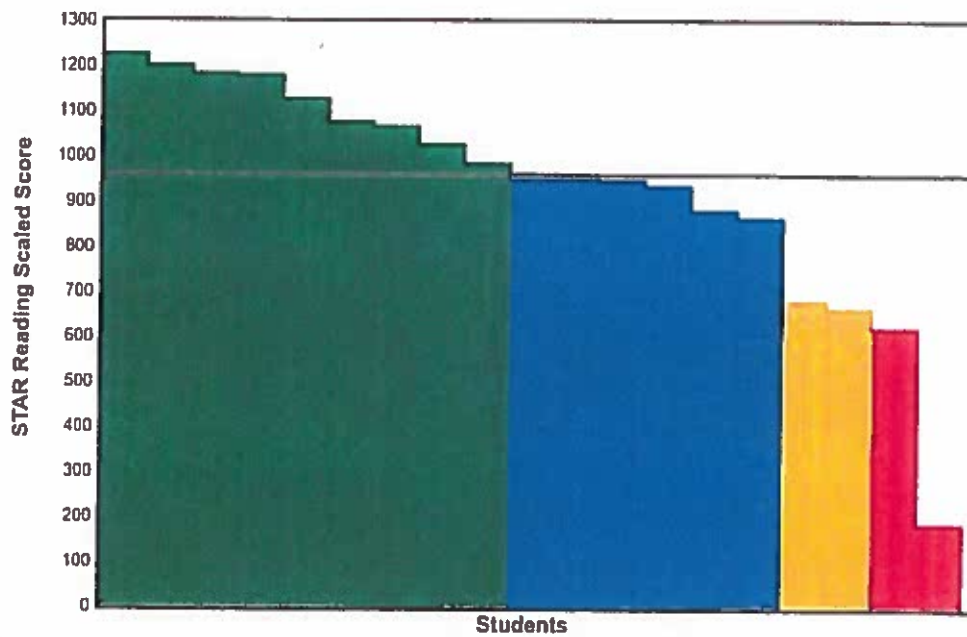


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School: Lake View High School

Reporting Period: 09/2/2014 - 09/26/2014
(Fall Screening)

Grade: 10



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At / Above Benchmark				
■ At / Above Benchmark	At / Above 968 SS	At / Above 40 PR	9	47%
Category Total			9	47%
Below Benchmark				
■ On Watch	Below 968 SS	Below 40 PR	6	31%
■ Intervention	Below 844 SS	Below 25 PR	2	11%
■ Urgent Intervention	Below 637 SS	Below 10 PR	2	11%
Category Total			10	53%
Students Tested			19	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

This report is also available in the following Renaissance products



Printed Thursday, September 18, 2014 3:09:31 PM

School: East Elementary School

Test Date: September 18, 2014 1:38 PM
Test Time: 16 minutes 25 seconds

Report Options

Use Trend Score: Use trend score for student's suggested skills

Albertson, Kathryn

ID: 10148
Grade: 3

Class: Mr. DeMarco Class B
Teacher: C. DeMarco

School Benchmark - Grade 3



STAR Math Scores*

SS: 489 (Scaled Score)	■ Intervention	Kathryn's Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 15 (Percentile Rank)		Kathryn scored greater than 15% of students nationally in the same grade.
GE: 2.7 (Grade Equivalent)		Kathryn's test performance is comparable to that of an average second grader after the seventh month of the school year.

Domain Scores

<p>Pre-Kindergarten-8</p> <p>Operations and Algebraic Thinking: 78</p> <p>Number and Operations in Base Ten: 42</p> <p>Measurement and Data: 35</p> <p>Geometry: 69</p> <p>Number and Operations — Fractions: 41</p>	Domain scores, ranging from 0-100, estimate Kathryn's percent of mastery on skills in each domain at a third grade level.
--	---

Algebra Readiness

Kathryn is not yet meeting grade level expectations for algebra readiness.

Math Recommendation

Accelerated Math™ Library: Grade 3	If you are using the Accelerated Math™ management software system with Kathryn, assign the Grade 3 library. This library should provide a good match for her abilities.
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This report is also available in the following Renaissance products



Printed Thursday, September 18, 2014 12:45:34 PM

School: East Elementary School
Class: Mr. DeMarco Class B

Teacher: C. DeMarco
Grade: 3

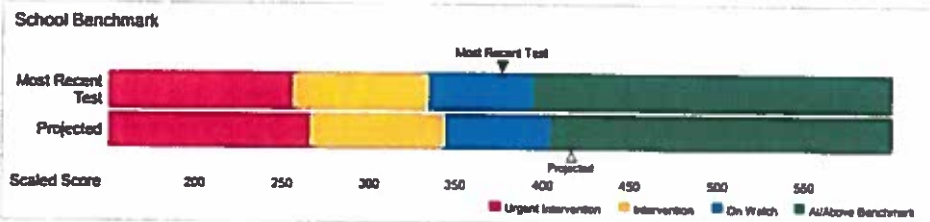
Report Options

Use Trend Score: Use trend score for student's suggested skills

STAR Reading Test Results

Current SS (Scaled Score) 376 Test Date: 09/17/2014
 IRL: 3.2 ZPD: 2.7-3.8 Lexile® Measure: 400L Lexile® ZPD: 460L-630L
 Projected SS for 07/31/15: 416 Based on research, 50% of students at this student's level will achieve this much growth

Tyler's Current Performance



Suggested Skills

Tyler's STAR Reading scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression

Reading: Foundational Skills

- CR Phonics and Word Recognition
 This score suggests Tyler should practice the following phonics and word-recognition skills.
- 3 Decode increasingly difficult multisyllable words by identifying syllable patterns (e.g., transportation)
 - 3 Identify the meanings of grade-level appropriate affixes (e.g., dis-, non-, re-, un-, and -ful, -ly, -ness) and infer how they affect the meanings of words
 - 3 Decode words with common Latin suffixes, such as the -or in elevator or -ment in government, and identify the meanings of the words
 - 3 Read grade-level irregularly spelled sight words automatically (e.g., certain, notice)
- Fluency
 This score suggests Tyler should work on the following to increase fluency and comprehension of texts at Tyler's reading level.
- 3 Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks
 - 3 Read on-level texts aloud smoothly with expression (e.g., using appropriate expression to indicate punctuation, such as periods, question marks, and exclamation points)
 - 3 Confirm or correct understanding of a word or a larger text by using context clues, including both words and text structures, by using phonics, particularly understanding of word morphology, and by slowing reading pace and/or rereading

Reading: Literature

Key Ideas and Details

This score suggests Tyler should practice the following skills to improve comprehension of the key ideas and details of a literary text at Tyler's reading level.

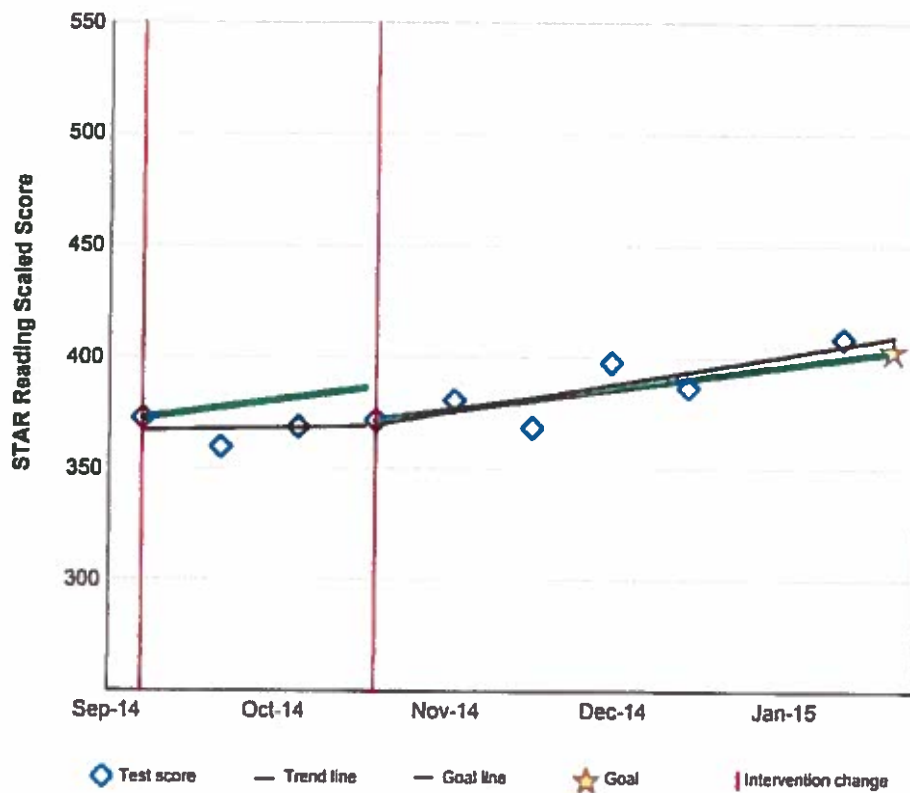
This report is also available in the following Renaissance products.



Contreras, Sofia

Grade: 5
ID: CONTS

Class: Mr. Jackson's Class
Teacher: Jackson, S.



Sofia's Current Goal

Goal: 402 SS 17 PR (Moderate) Goal End Date: 1/16/2015 Expected Growth Rate: 2.4 SS/Week

Fluctuation of scores is typical with any test administered multiple times within a short period. Focus on the general direction emerging after multiple administrations of the test rather than on the ups and downs between individual scores.

This report is also available in the following Renaissance products



Parent Report for Lisa Carter

Printed Friday, September 12, 2014 2 12 15 PM

School: Oakwood Elementary School
Teacher: Mrs. C. Rowley
Class: Mrs. Rowley's Class

Test Date: September 12, 2014 8:53 AM

Dear Parent or Guardian of Lisa Carter:

Your child has just taken a STAR Early Literacy assessment on the computer. STAR Early Literacy measures your child's proficiency in up to nine areas that are important in reading development. This report summarizes your child's scores on the assessment. As with any assessment, many factors can affect your child's scores. It is important to understand that these scores provide only one picture of how your child is doing in school.

Scaled Score: 475

The Scaled Score is the overall score that your child received on the STAR Early Literacy assessment. It is calculated based on both the difficulty of the questions and the number of correct responses. Scaled Scores in STAR Early Literacy range from 300 to 900 and span the grades Pre-K through 3.

Lisa obtained a Scaled Score of 475. Scaled Scores relate to three developmental stages: Emergent Reader (300 - 674), Transitional Reader (675-774), and Probable Reader (775 - 900). A Scaled Score of 475 means that Lisa is at the Emergent Reader stage.

Date Tested	Scaled Score	Emergent Reader				Trans Reader	Probable Reader	Initial Test Scaled Score
		300	400	500	600	700	800	
09/12/14	475			▲				▲

Children at the early Emergent Reader stage are beginning to understand that printed text has meaning. They are learning that reading involves printed words and sentences, and that print flows from left to right and from the top to the bottom of the page. They are also beginning to identify colors, shapes, numbers, and letters.

At this stage, Lisa knows that spoken speech can be represented by letters and that letters have specific shapes. She is likely to be able to identify the letters and to see the differences between them. Also, Lisa is beginning to recognize rhyming sounds.

The most important thing you can do to encourage your child's growth in emergent reading skills is to read storybooks aloud to Lisa at home. If your child asks for the same book again and again, go right on reading it. Also, talk with Lisa about what you've read. Through listening to and talking about stories, Lisa will learn to relate spoken words with printed words on the page.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

Teacher Signature _____ Date _____

Parent Signature _____ Date _____

Comments

This report is also available on the following Renaissance products



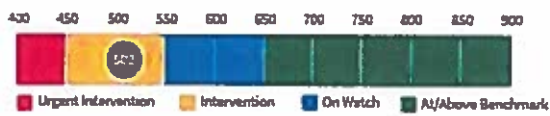
Monitor Student Mastery



I am viewing *comprehensive data* for *Math* for *STAR Custom* for the *all students* in *Mr. Roberts' Class of East Elementary School* using the *STAR Unified Scale*



Results on STAR Math English compared to Benchmarks 11/18/2015



Skill Mastery Percentage within the Standard: CCSS.Math.Content.4.NF.A.1

Standards

Mastery 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



ENGLISH MASTERY CONFIDENCE **

- High Confidence**
Have learned with appropriate skill instruction. Additional assessment is not necessary.
- Moderate Confidence**
Practiced with appropriate skill instruction, but with some degree of caution. Additional practice/assessment will increase confidence.
- Low Confidence**
More instruction/practice/assessment is required to have confidence in the Mastery level. Review following instruction/practice.
- No Data**

MASTERY

- Beginning
- Developing
- Secure

MASTERY %

- English

QUESTIONS ASKED

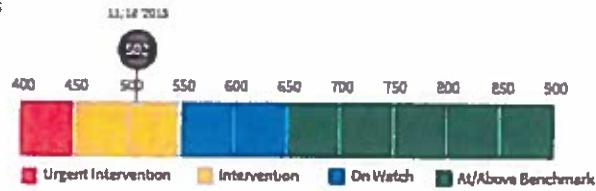
8 items

NOTES

* Please go to help by clicking "?" at the top for an explanation of % Mastery, and how STAR Spanish Mastery and STAR English Mastery should be understood.

** Confidence in mastery score is determined by the amount, type, and recovery of student activity for any given domain, standard, or skill.

English Benchmarks



Domain Score Comparison - Grade 5*

English Score: 502 (11/14/2015)

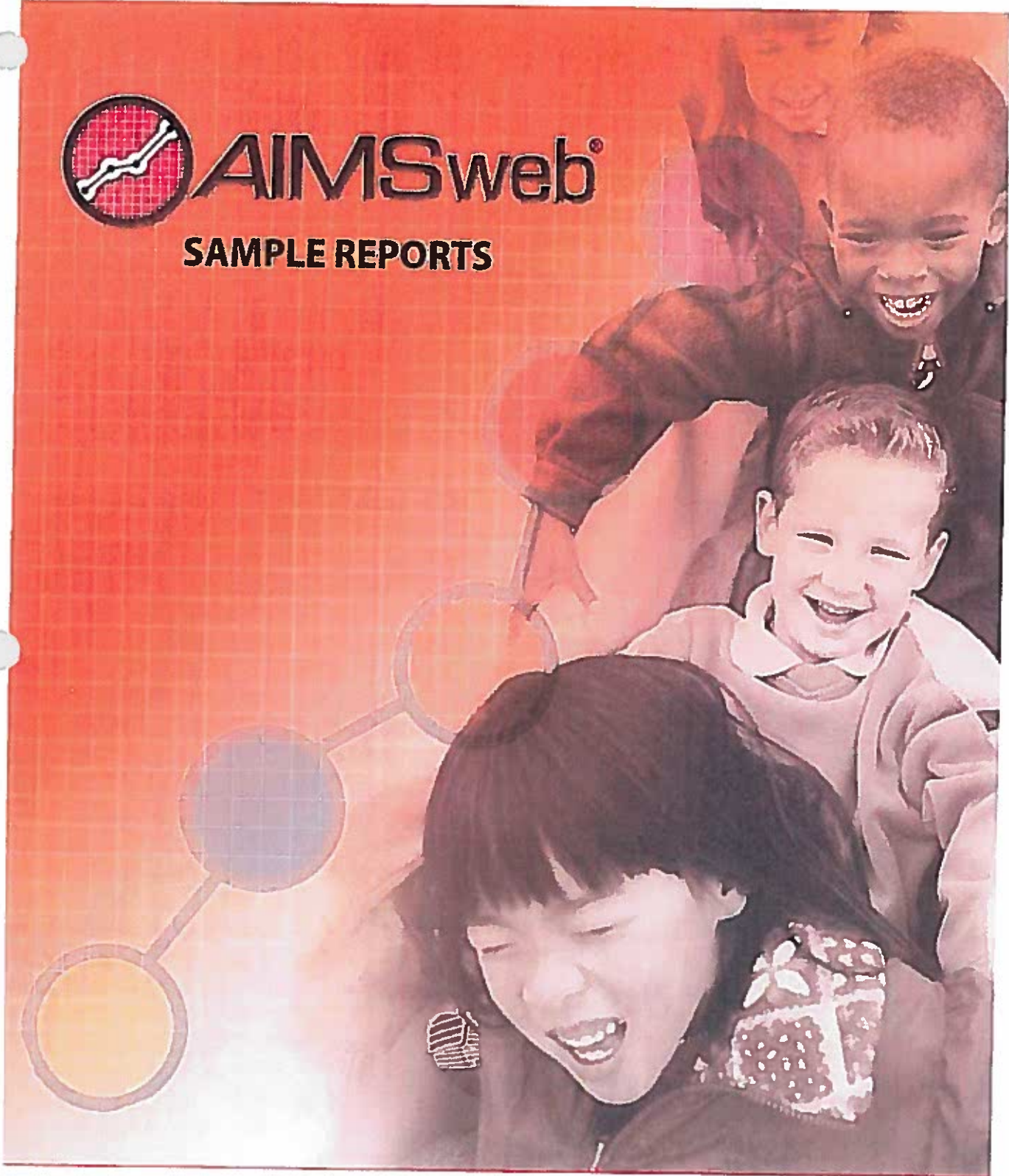
Spanish Score: 578 (11/29/2015)



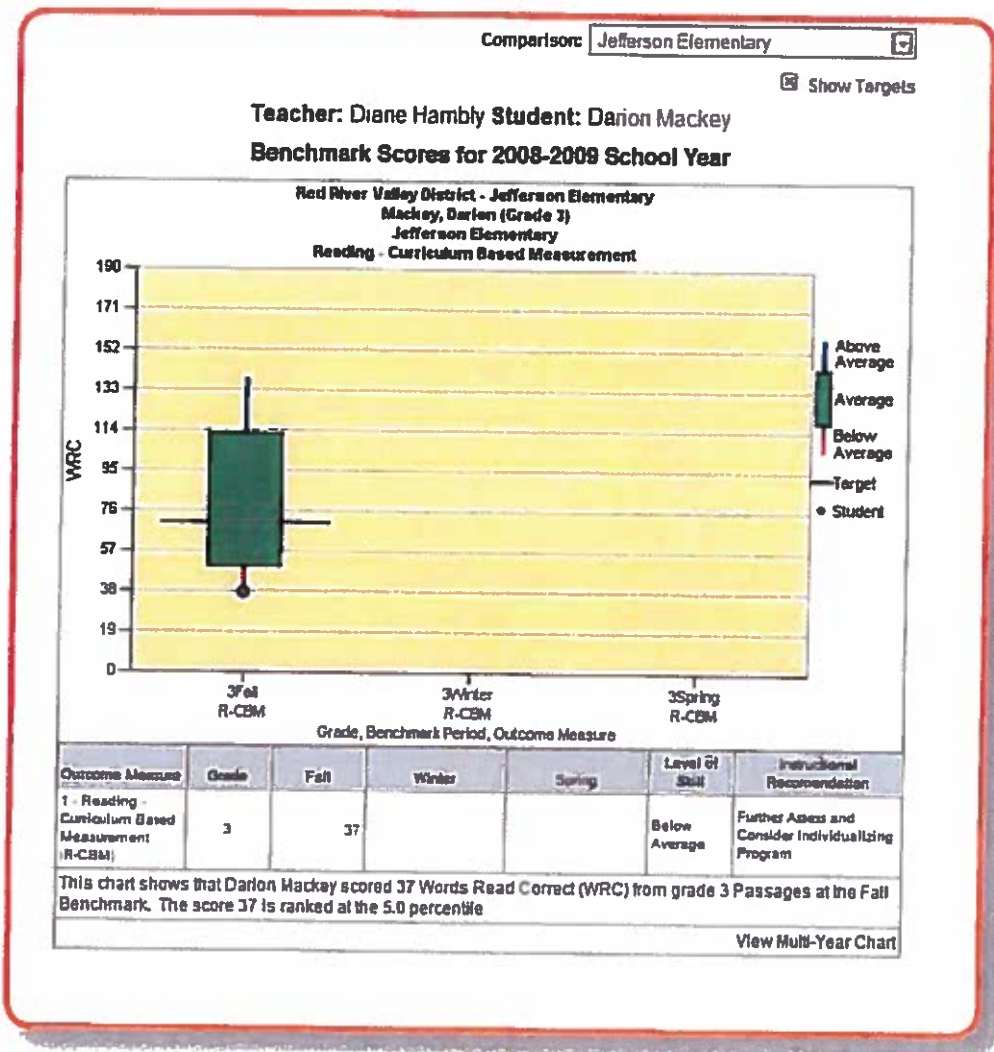


AIMSweb[®]

SAMPLE REPORTS

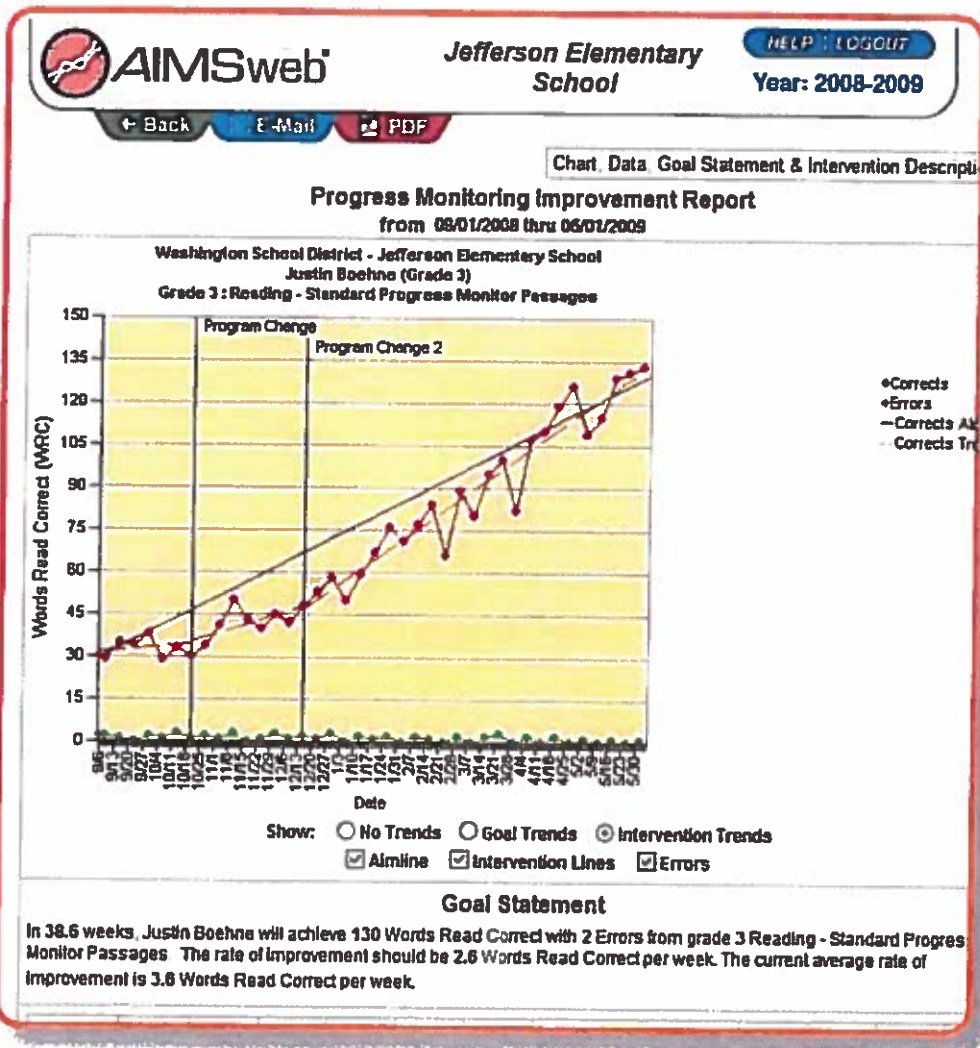


IDENTIFY EARLY

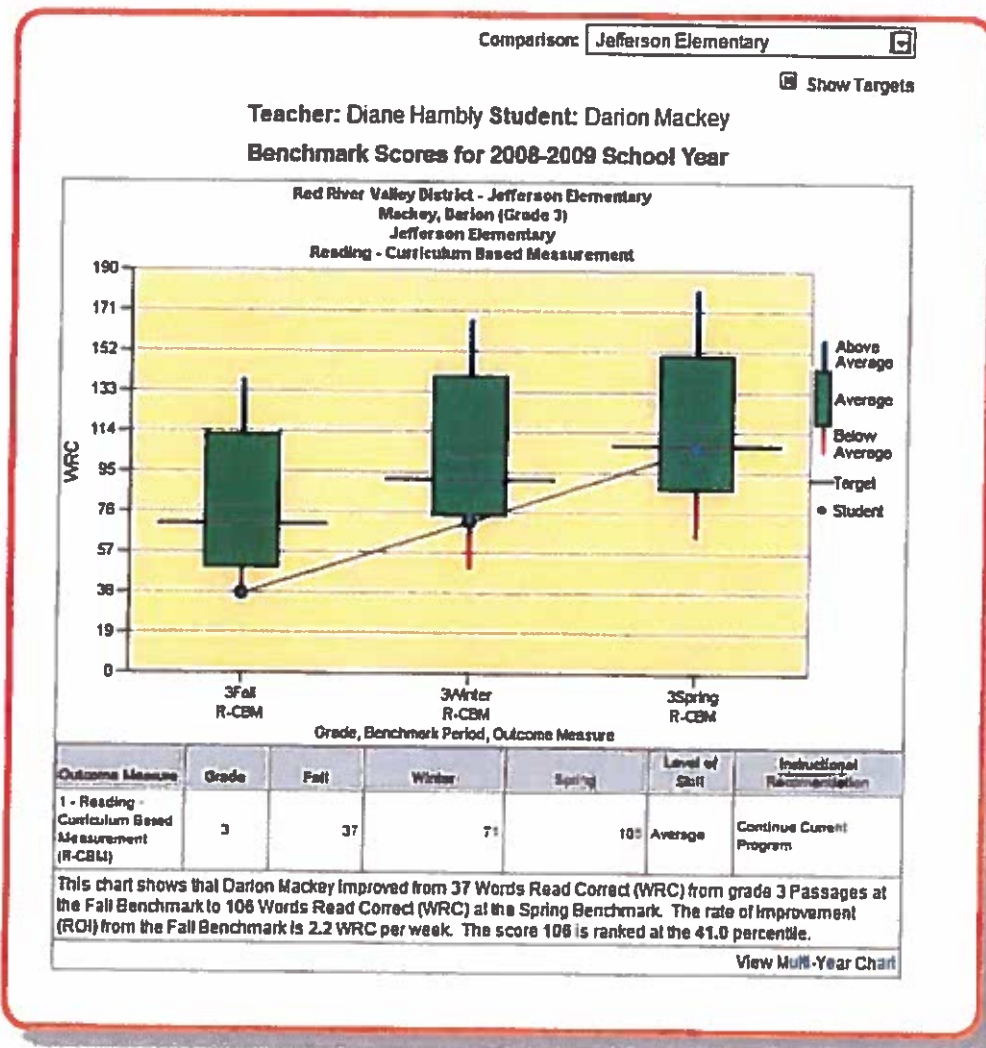


Identify students not making progress quickly and accurately.

PROGRESS MONITORING IMPROVEMENT

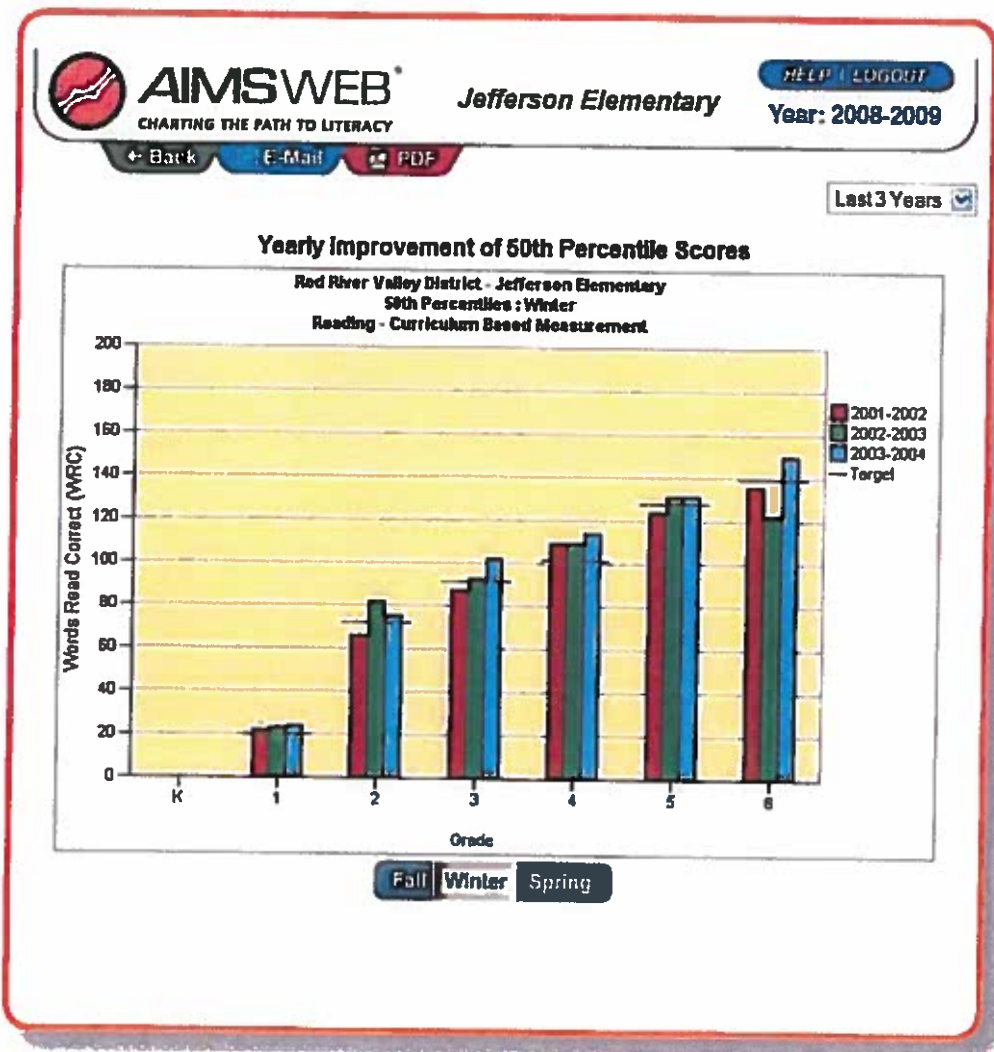


MONITOR PROGRESS



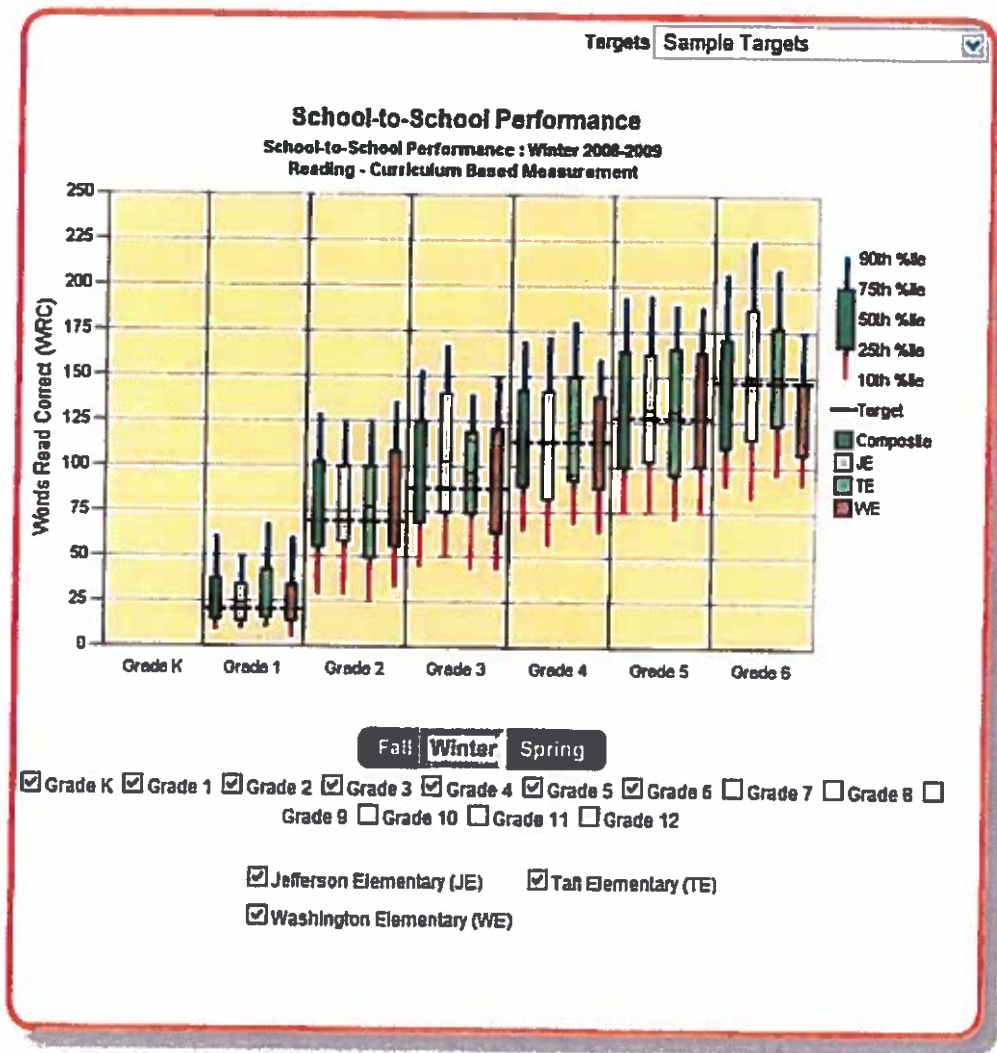
Monitor progress and show improvement.

REPORT AYP



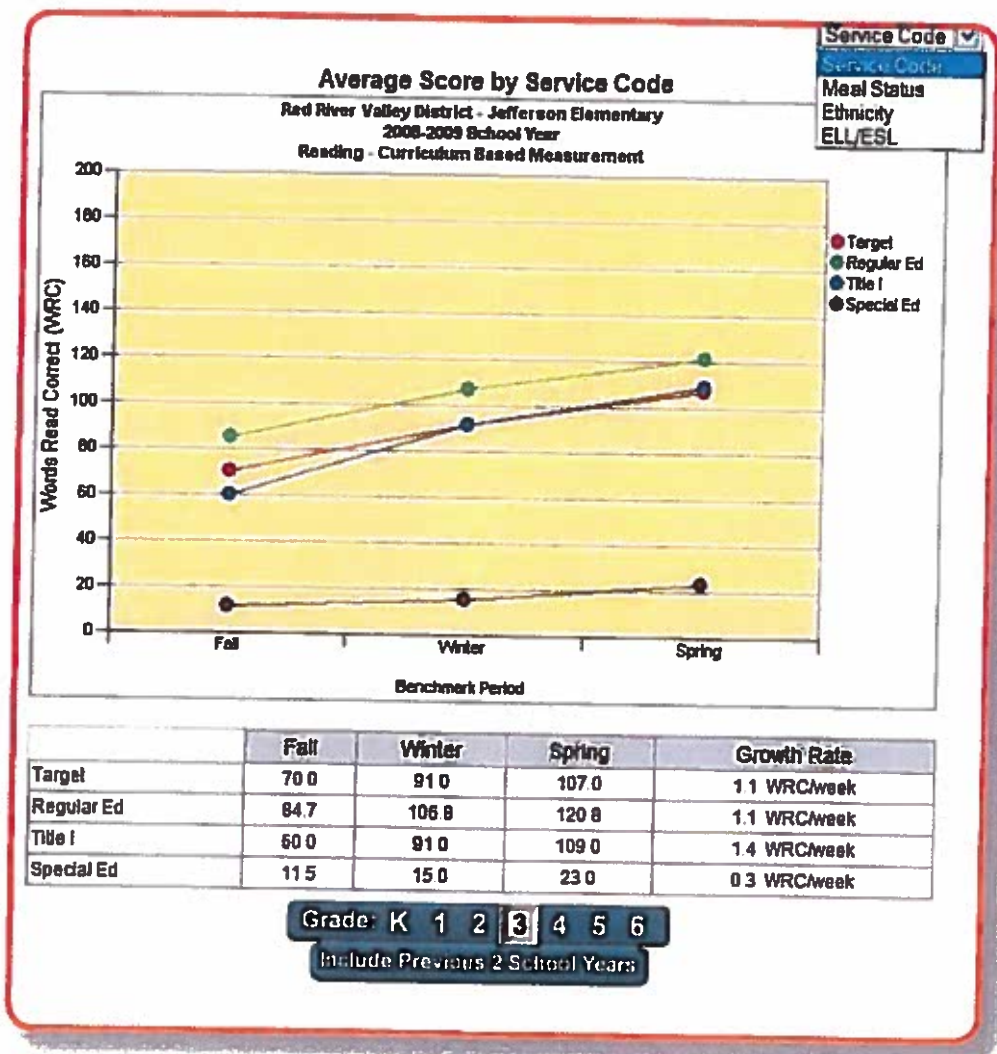
Demonstrate student, school, and district improvement over time.

COMPARE PROGRESS



Make comparisons at the student, class, grade, school, and district levels.

REPORT BY RISK GROUPS



Compare improvement by NCLB risk categories: service, ethnicity, poverty, ELL.

“What We Hope to Accomplish”

What Do We Hope To Accomplish in Calhoun County Public Schools?

Student Learning

Ensuring learning for all students

Integrating standards

Incorporating innovative practice

Integrating technology

Developing a coherent curriculum

Capacity Development

Expanding organizational effectiveness

Adopting a curriculum management system

Promoting innovation

Improving professional/organizational learning

Learning Community Development

Understanding and using state academic results

Providing community-based learning opportunities

Building community partnerships

Building community development Data-Driven Decision-Making

Using a variety of data effectively

Using information to improve instructional practice

Using data to affect student performance

Relating investments, outcomes and improvement strategies

What Do We Hope To Accomplish in Calhoun County Public Schools?

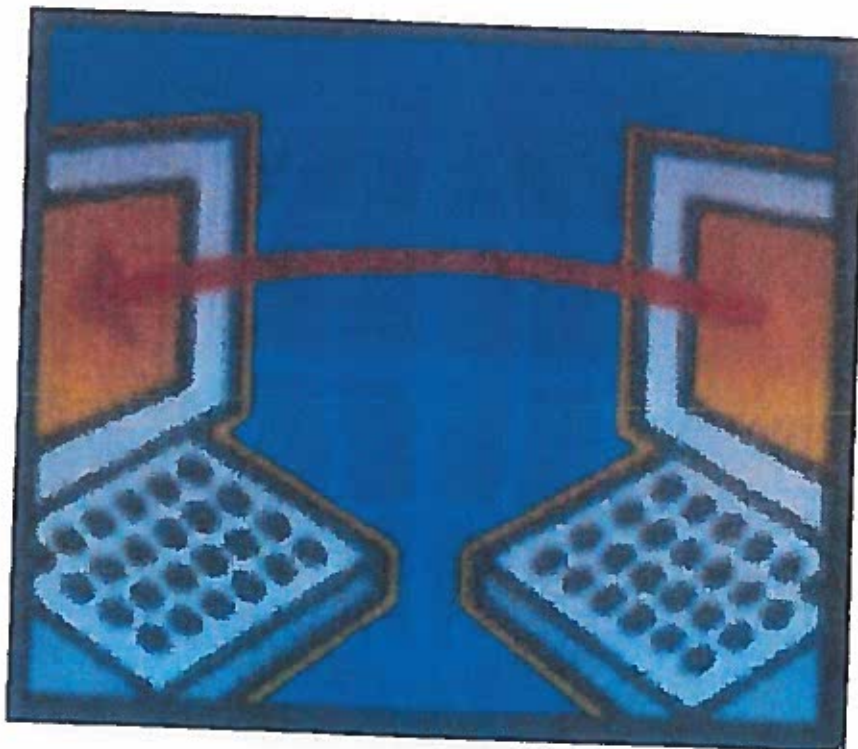
Data-Driven Decision-Making

Using a variety of data effectively

Using information to improve instructional practice

Using data to affect student performance

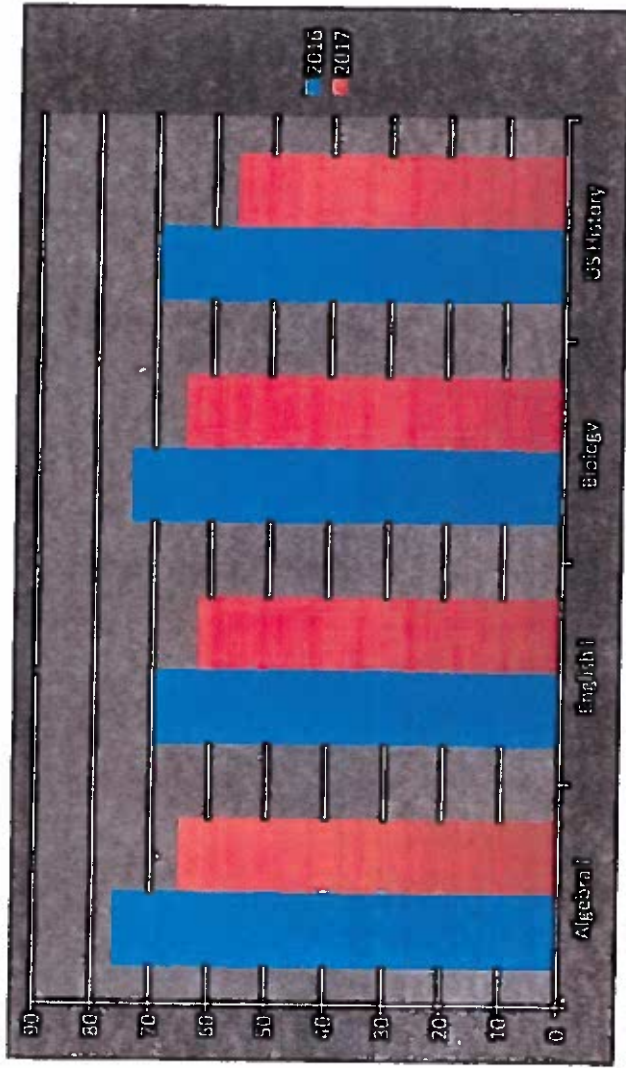
Relating investments, outcomes and improvement strategies



“Our Data”

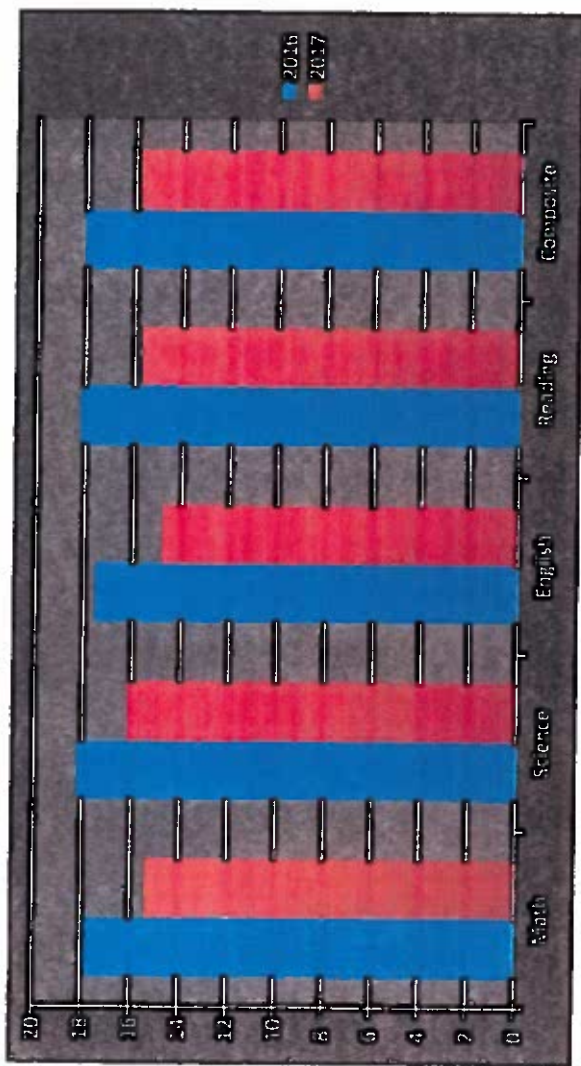
Calhoun County High School

EOC 2016 & 2017 Mean Score Data



EOC	2016	2017
Algebra I	76.4	65.2
English I	69.6	62.3
Biology	73.8	64.7
US History	69.7	56.2

ACT State 2016 & 2017 Comparison Preliminary Data



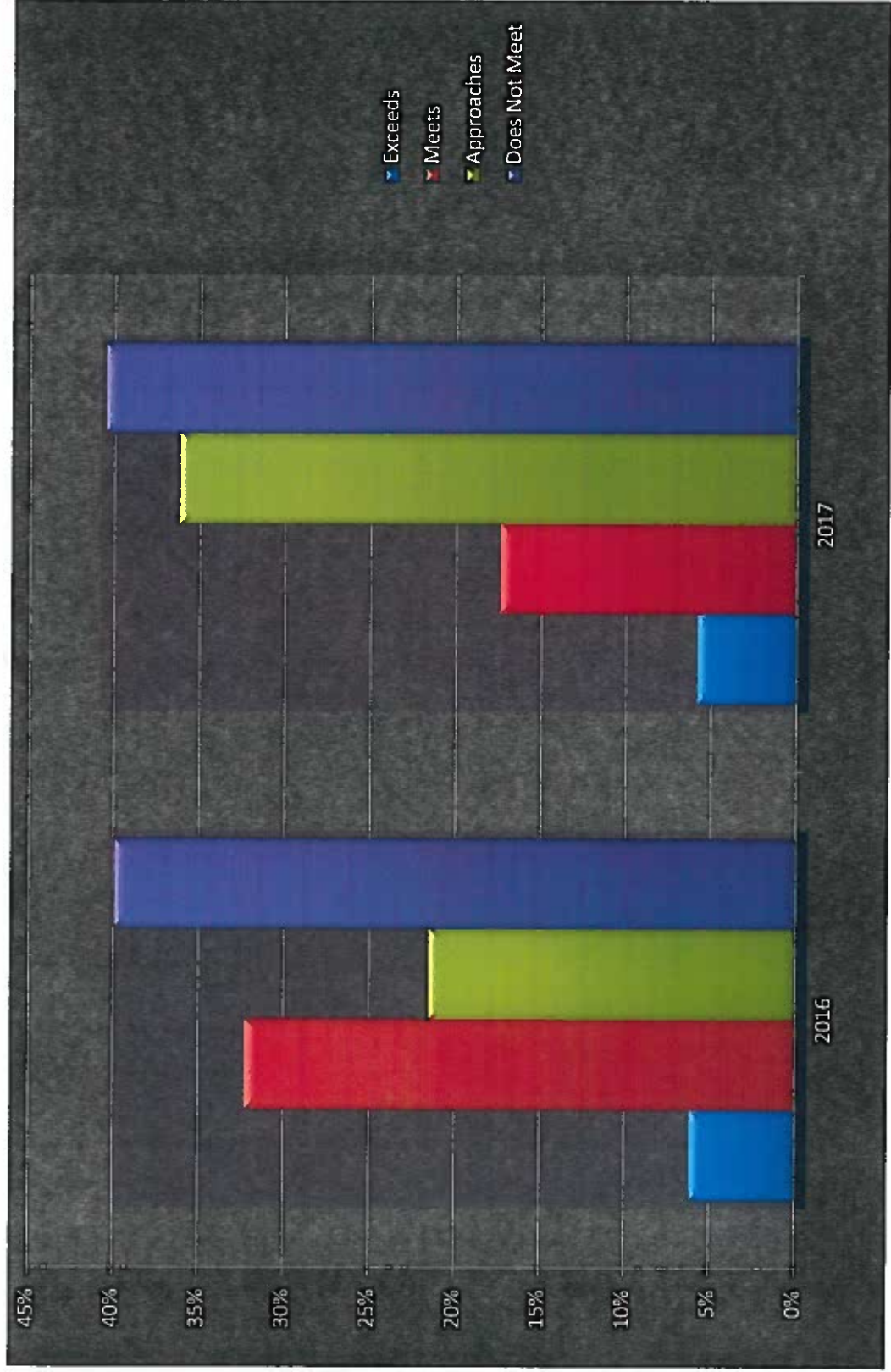
Tested Areas	2016	2017
Math	17.9	15.4
Science	18.2	16.2
English	17.5	14.8
Reading	18.2	15.7
Composite	18.1	15.8

St. Matthews KS School

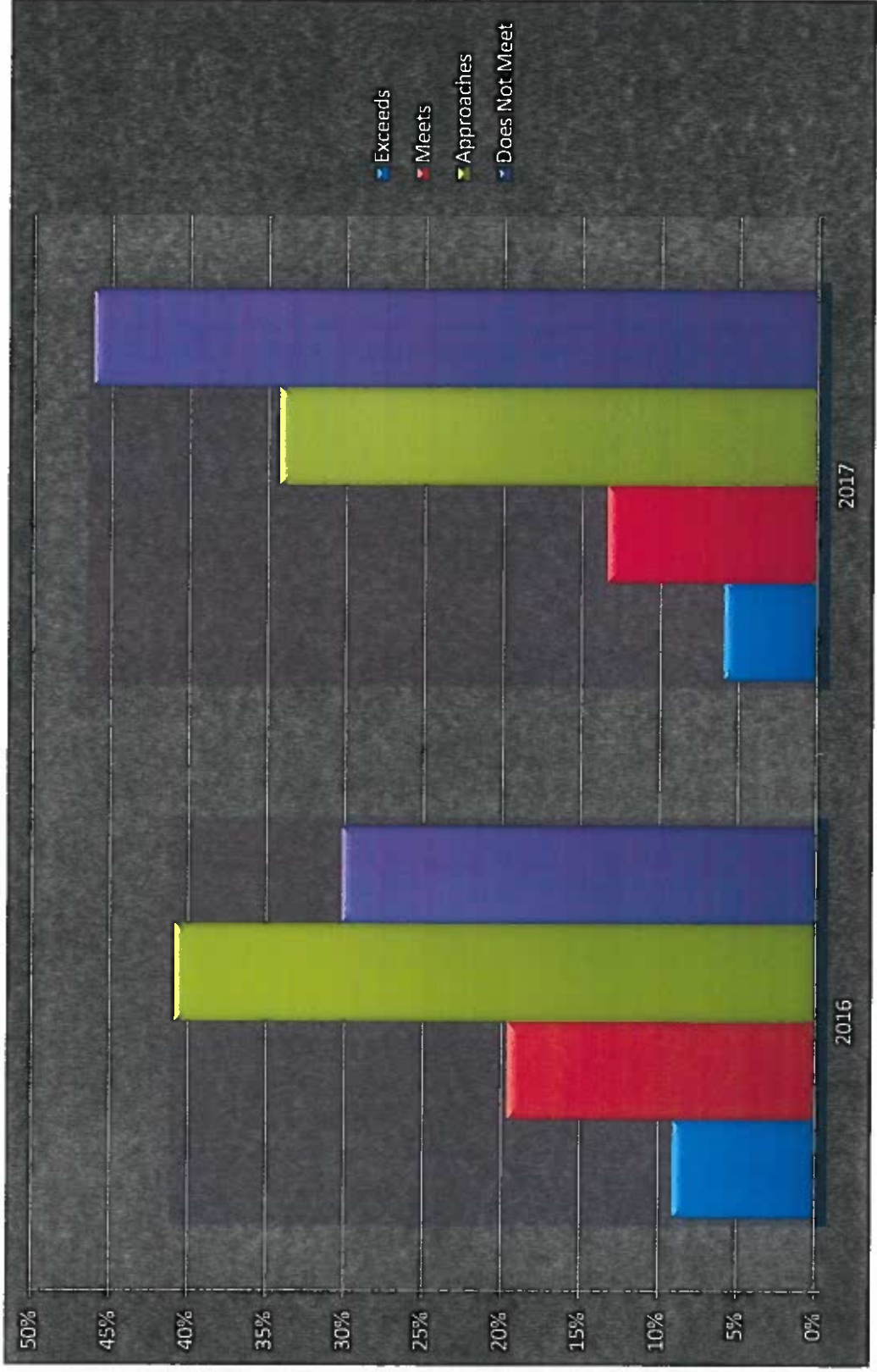
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SC Ready Math 2016-2017 SMK8 3rd Grade



SC Ready ELA 2016-2017 SMK8 4th Grade



SC Ready Math 2016-2017

SMK8 4th Grade

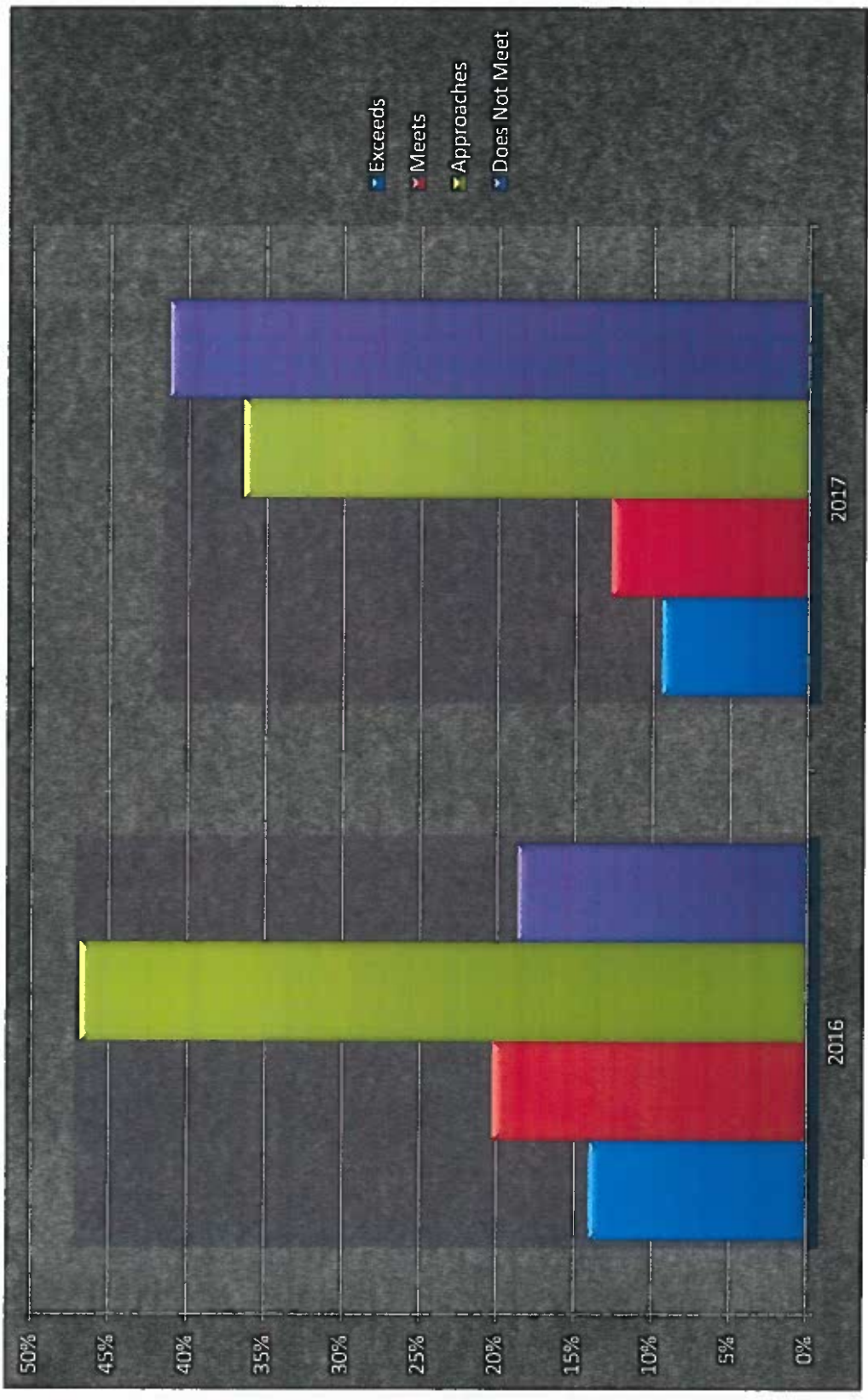


SC Ready ELA 2016-2017

SMK8 5th Grade



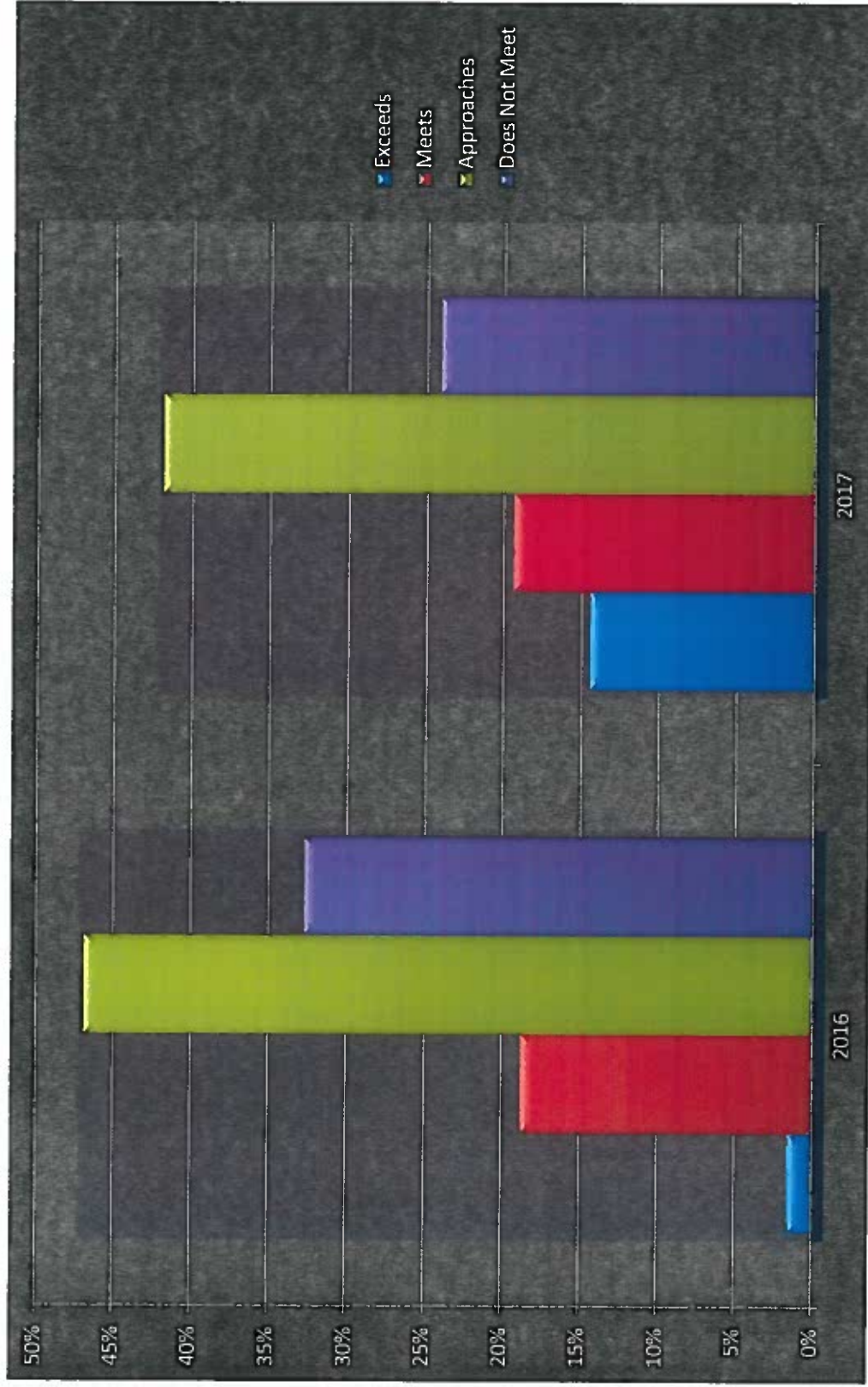
SC Ready Math 2016-2017 SMK8 5th Grade



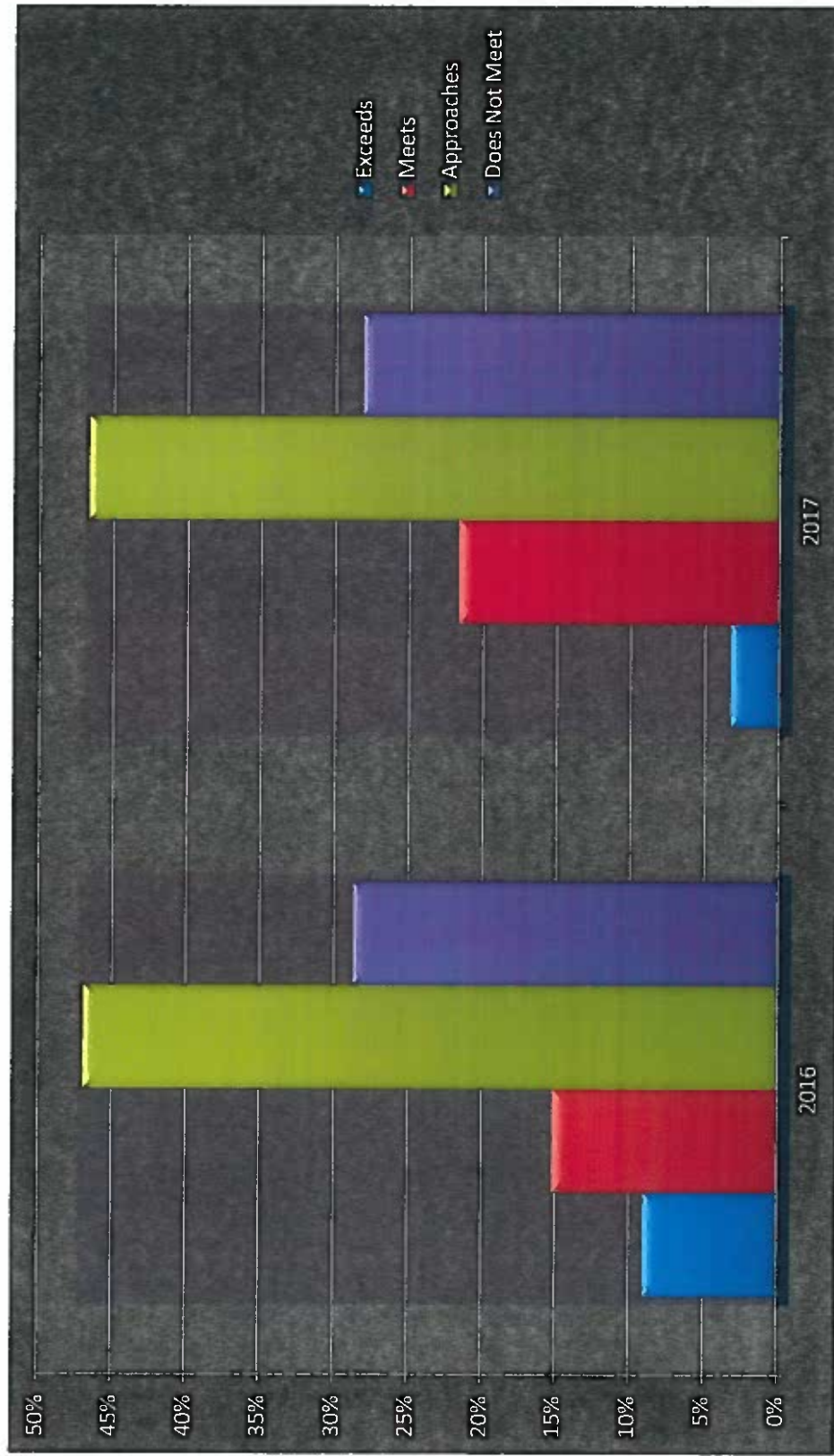
SC Ready ELA 2016-2017 SMK8 6th Grade



SC Ready Math 2016-2017 SMK8 6th Grade



SC Ready ELA 2016-2017 SMK8 7th Grade

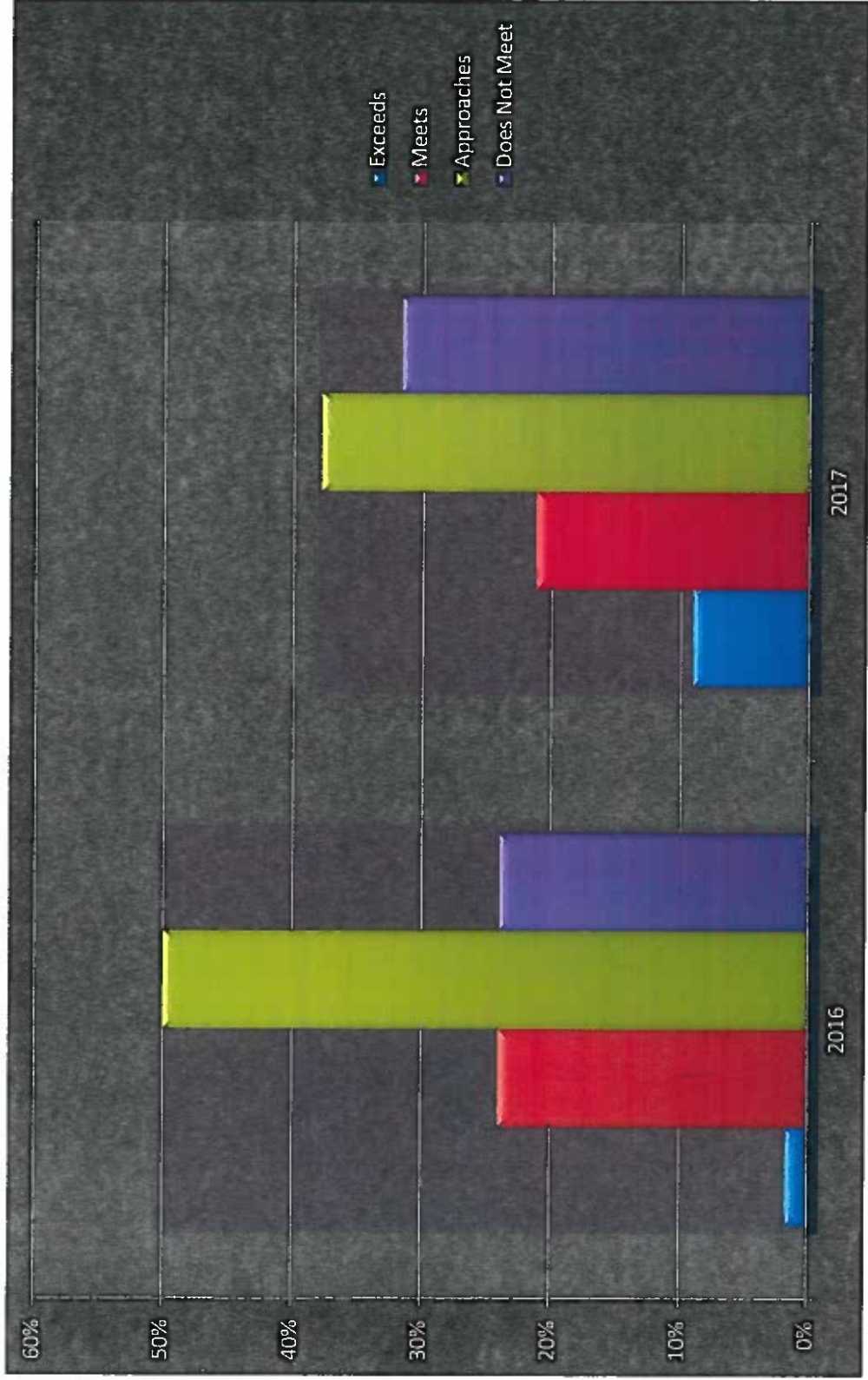


SC Ready Math 2016-2017 SMK8 7th Grade

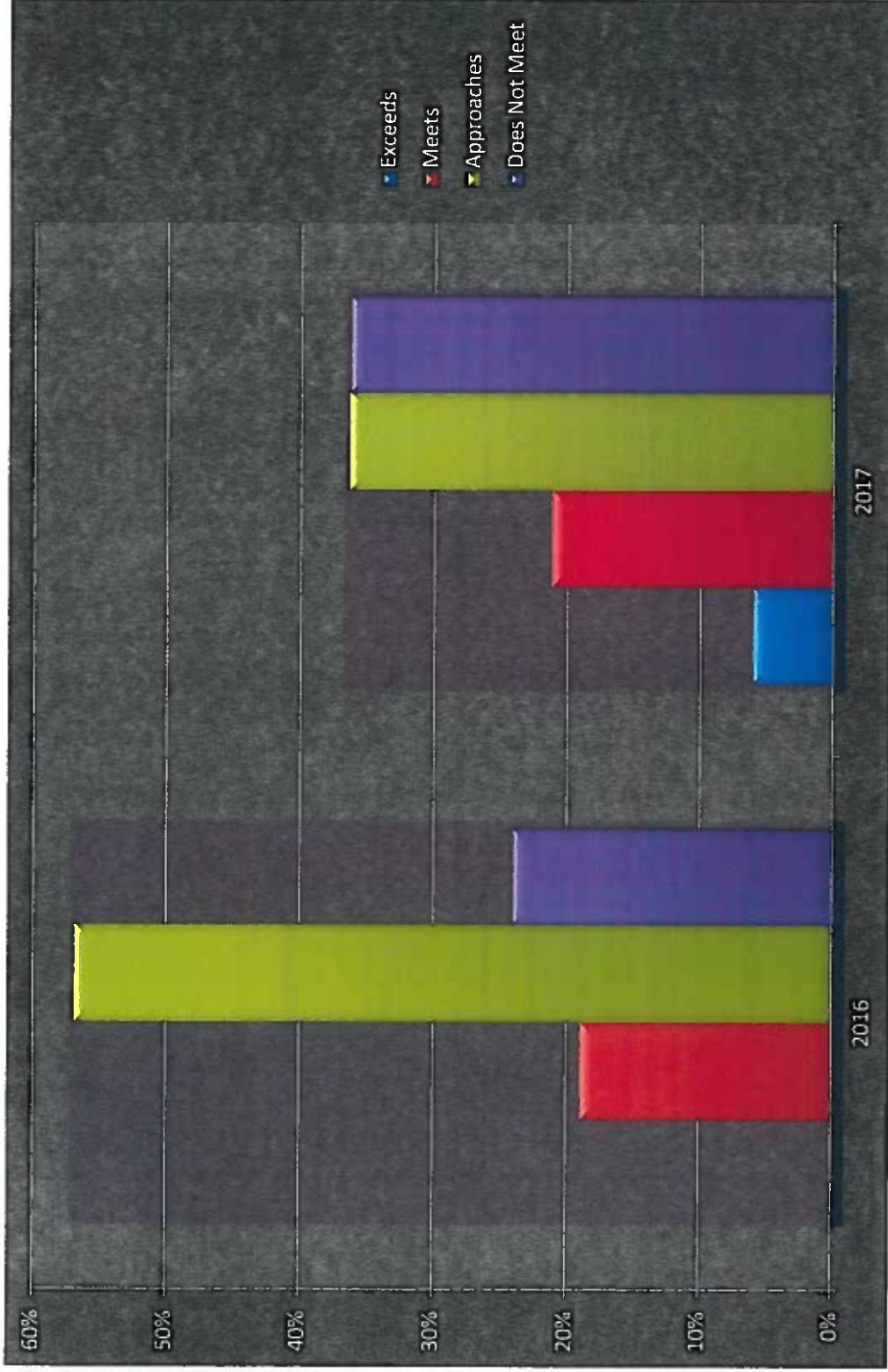


SC Ready ELA 2016-2017

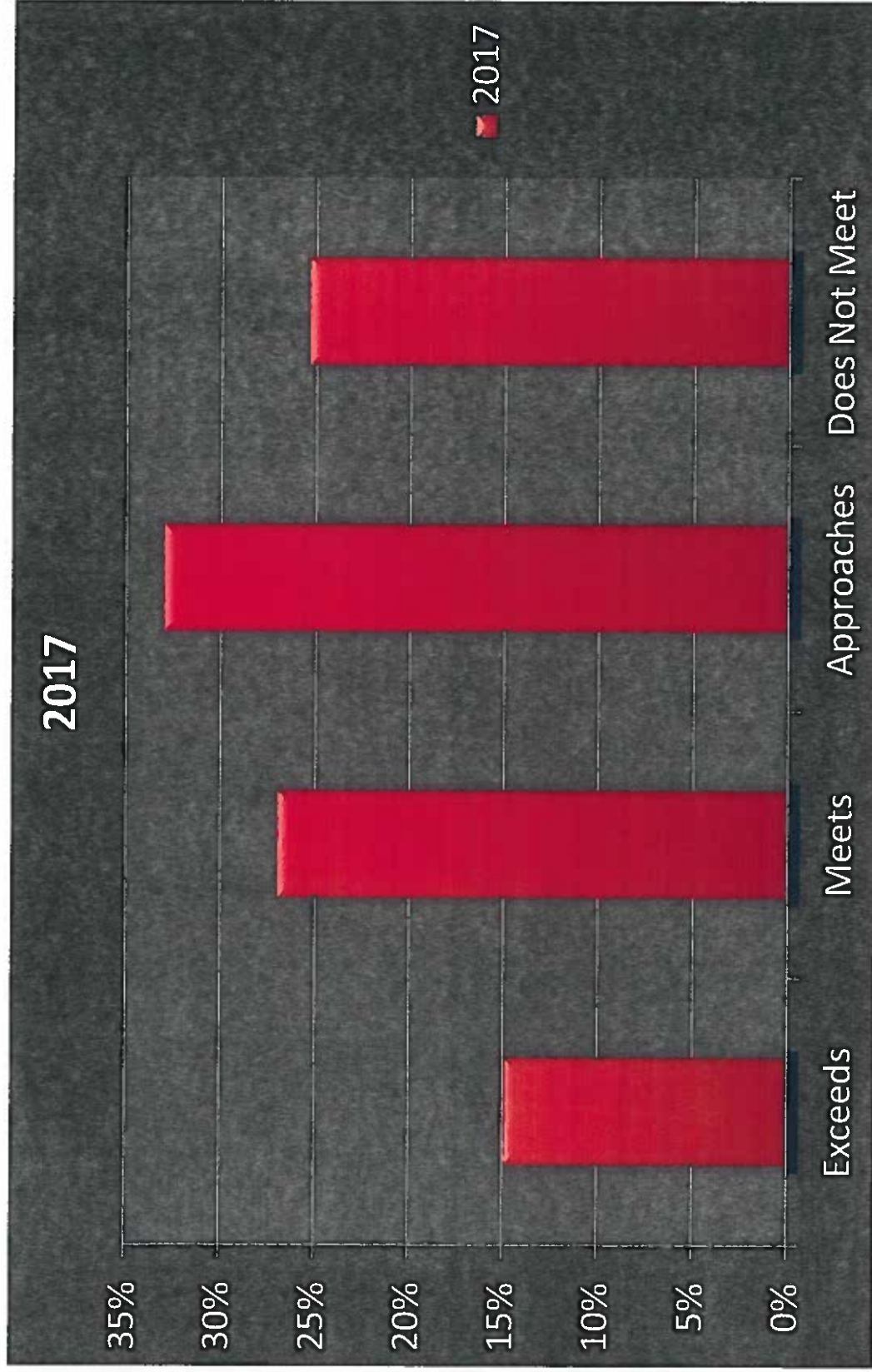
SMK8 8th Grade



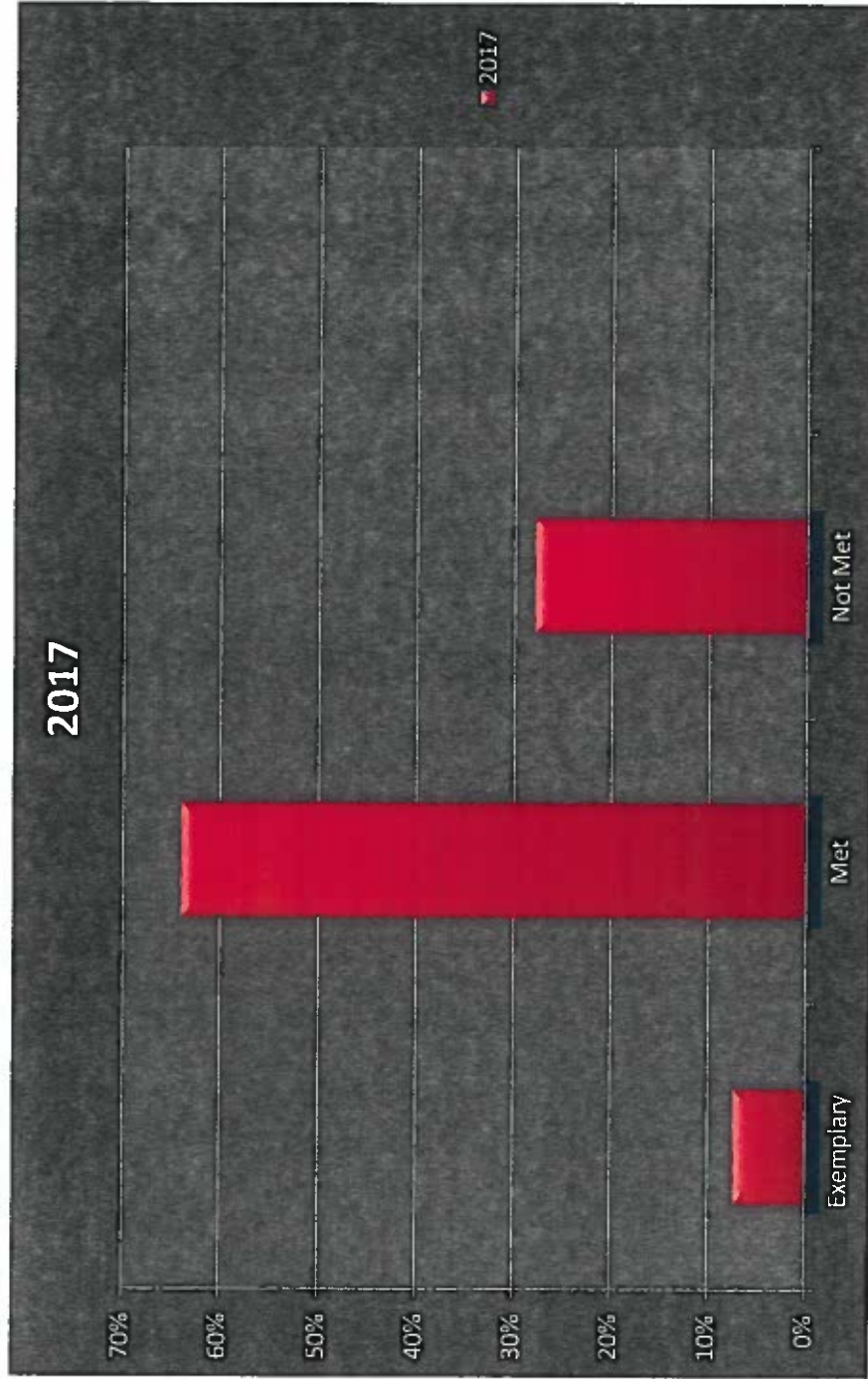
SC Ready Math 2016-2017 SMK8 8th Grade



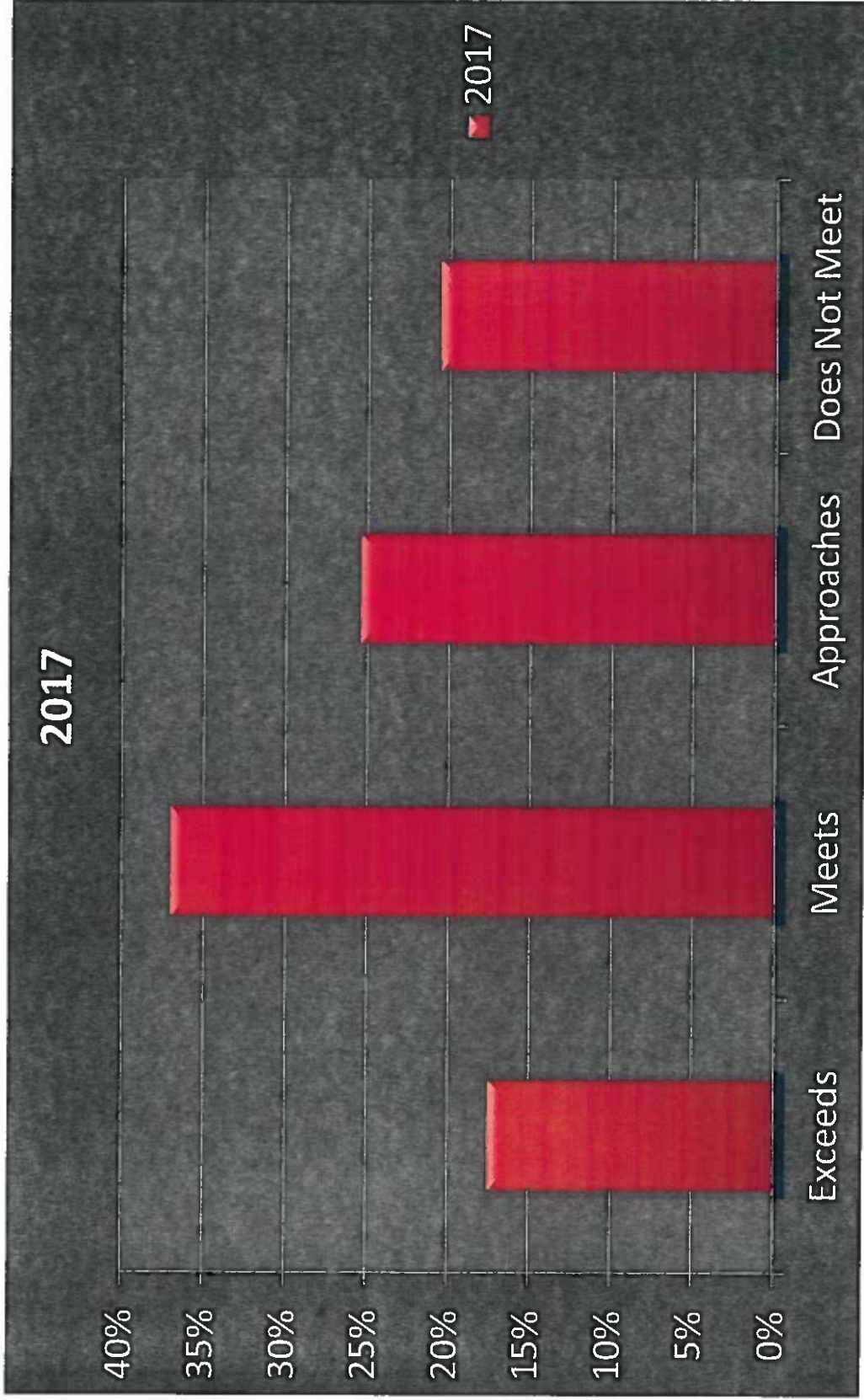
SC PASS Science 2017
SMK8 4th Grade



Social Studies SC PASS 2017 SMK8 4th Grade



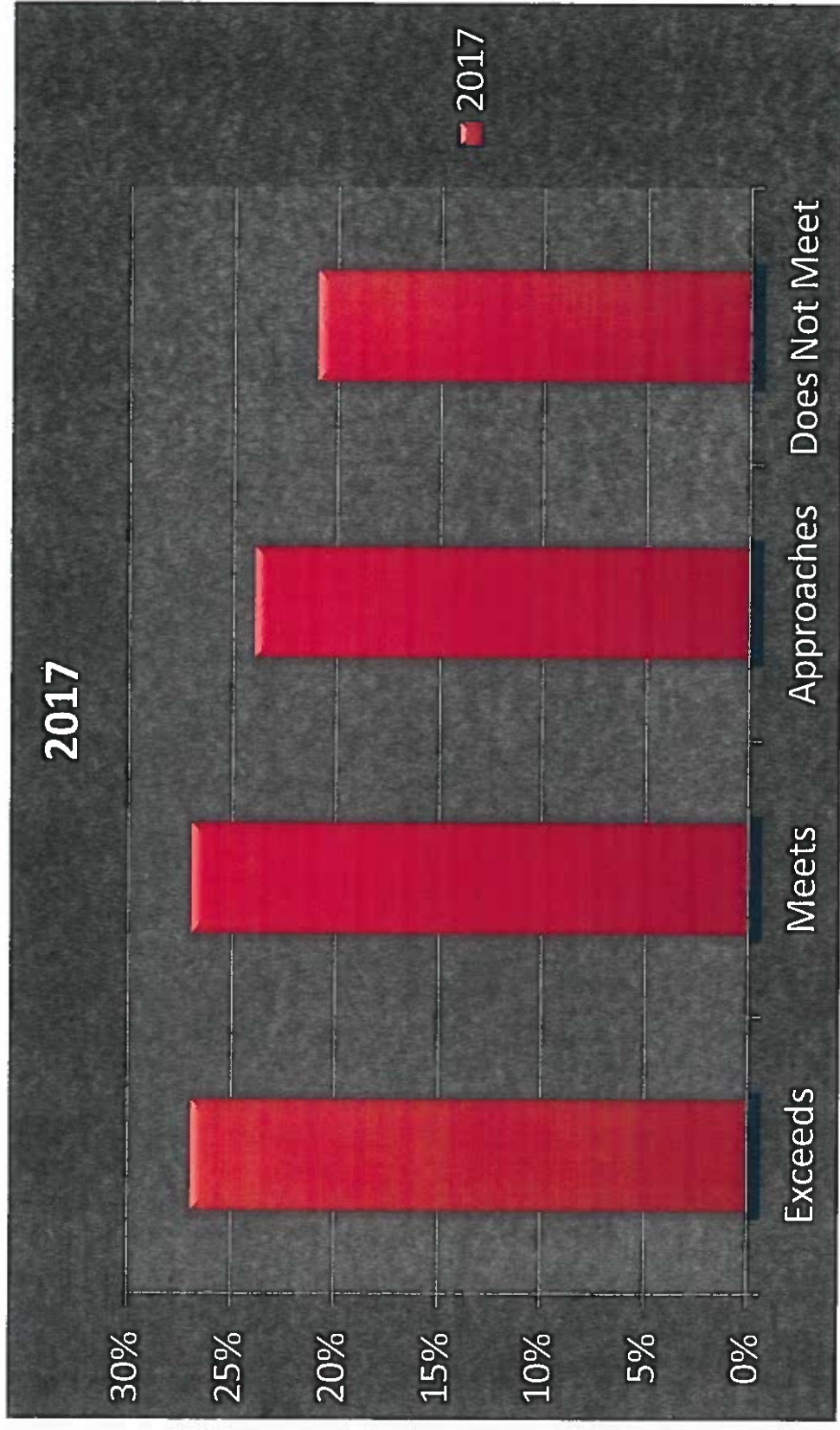
St. Matthews K-8 5th Grade
SC PASS Science
2017



Social Studies SC PASS 2017 SMK8 5th Grade

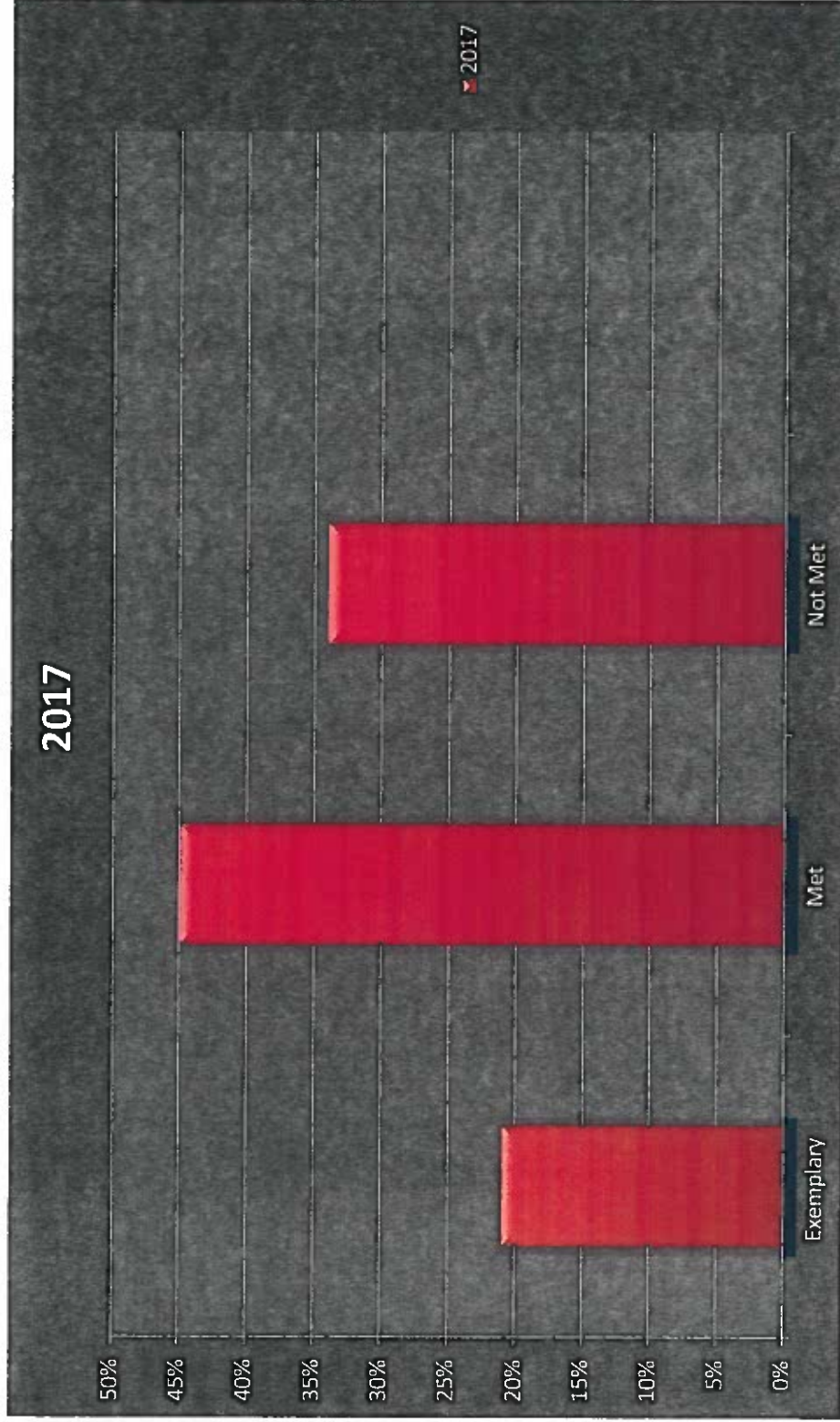


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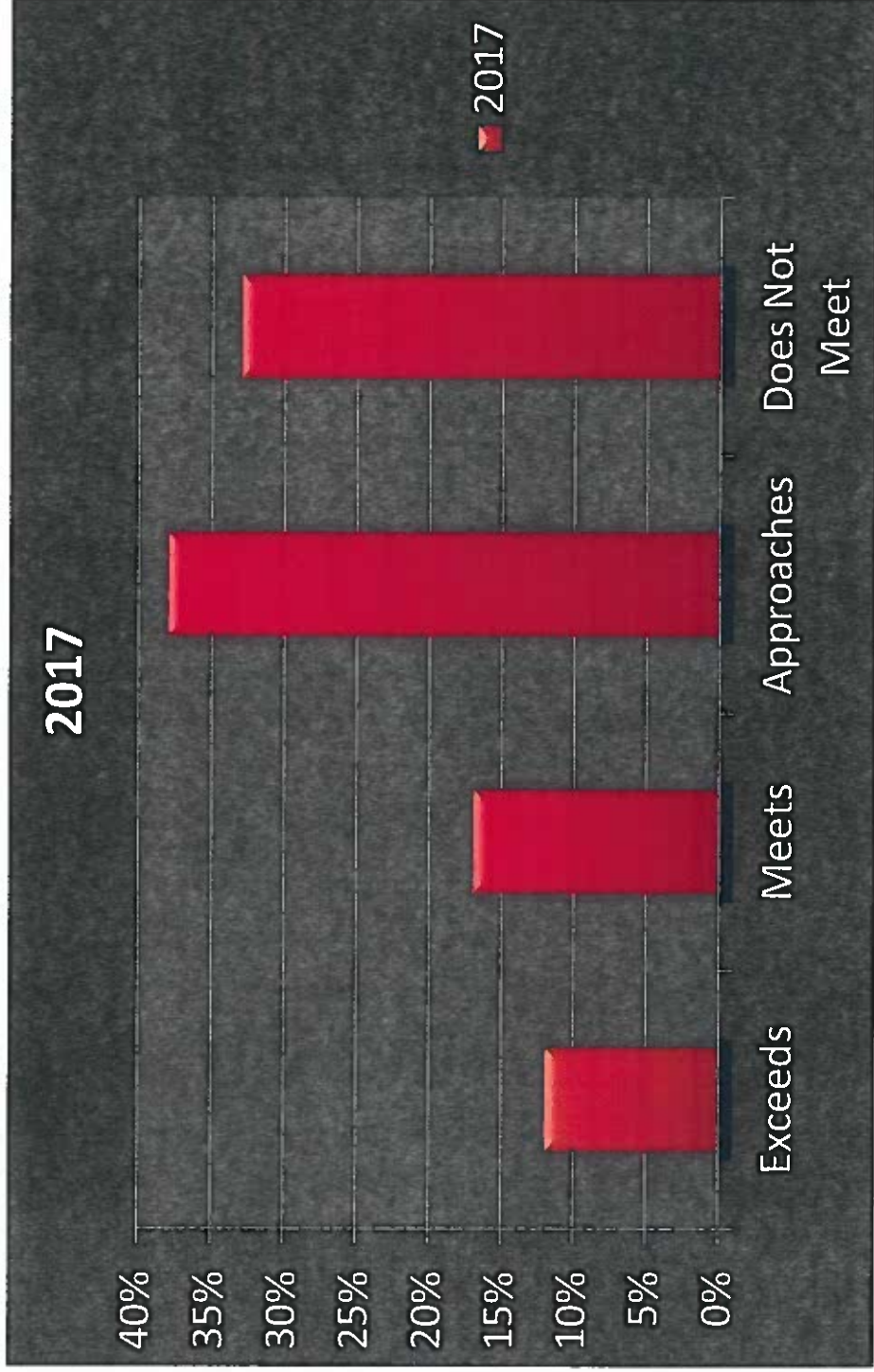


Social Studies SC PASS Scores 2017

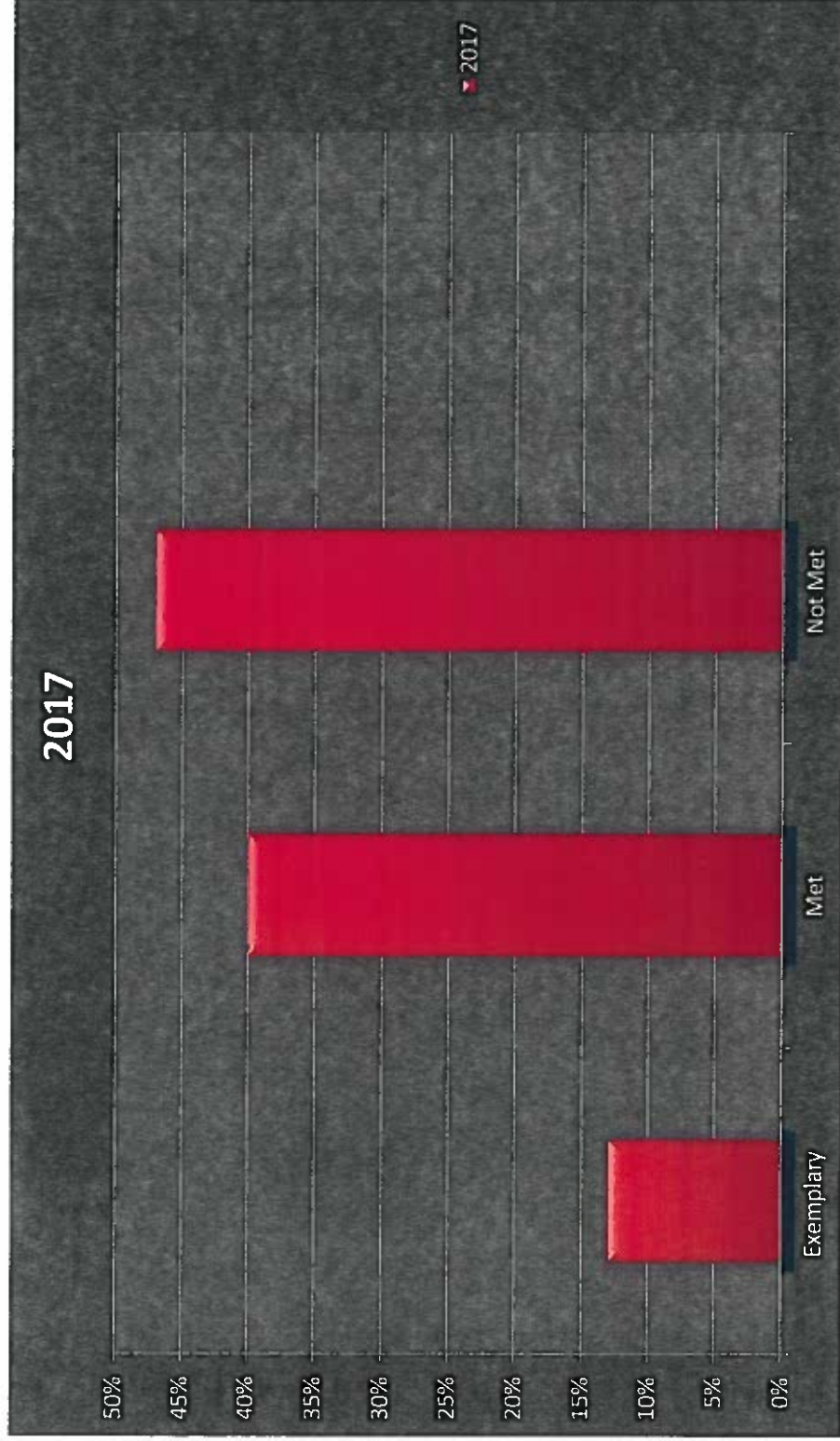
SMK8 6th Grade



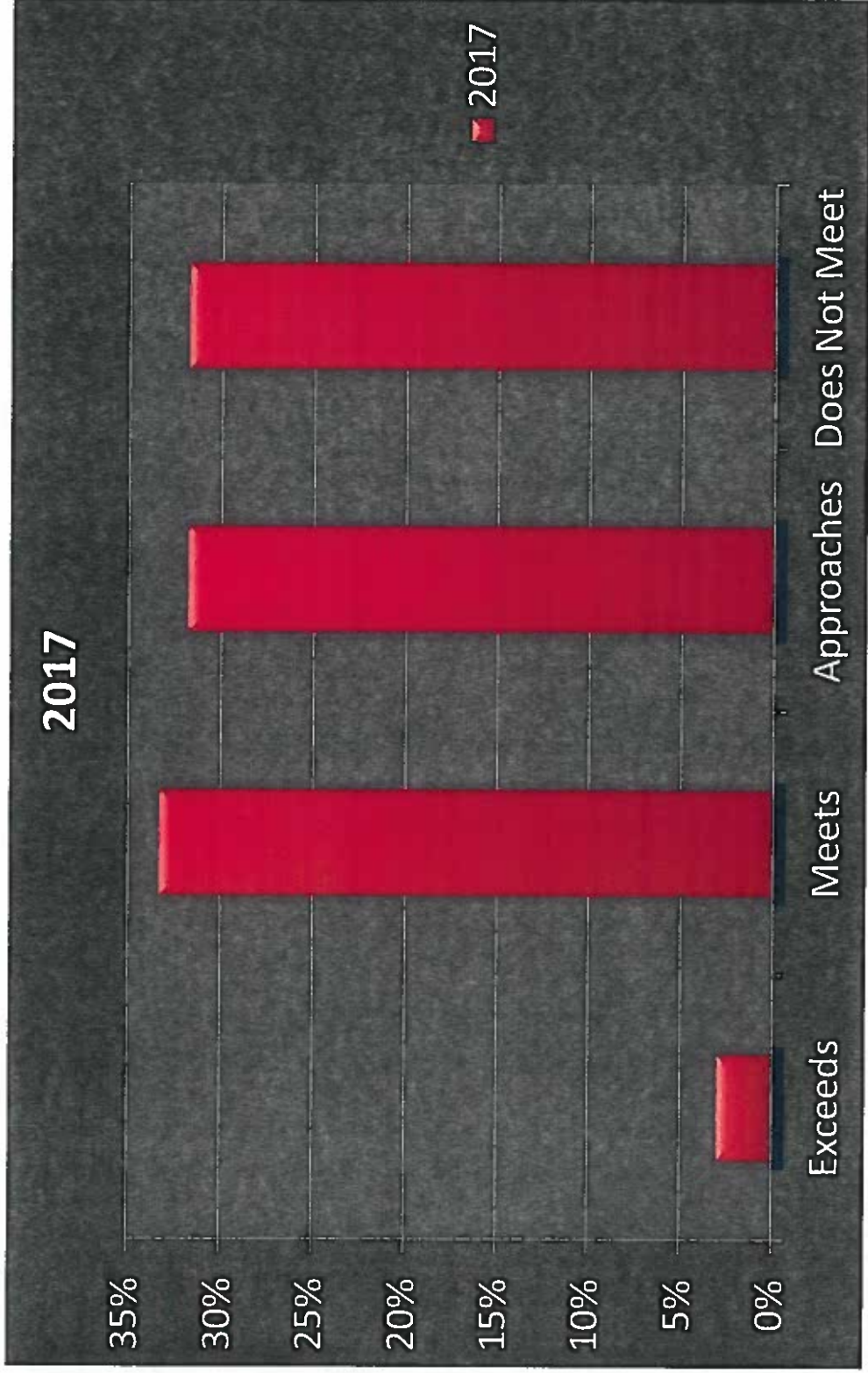
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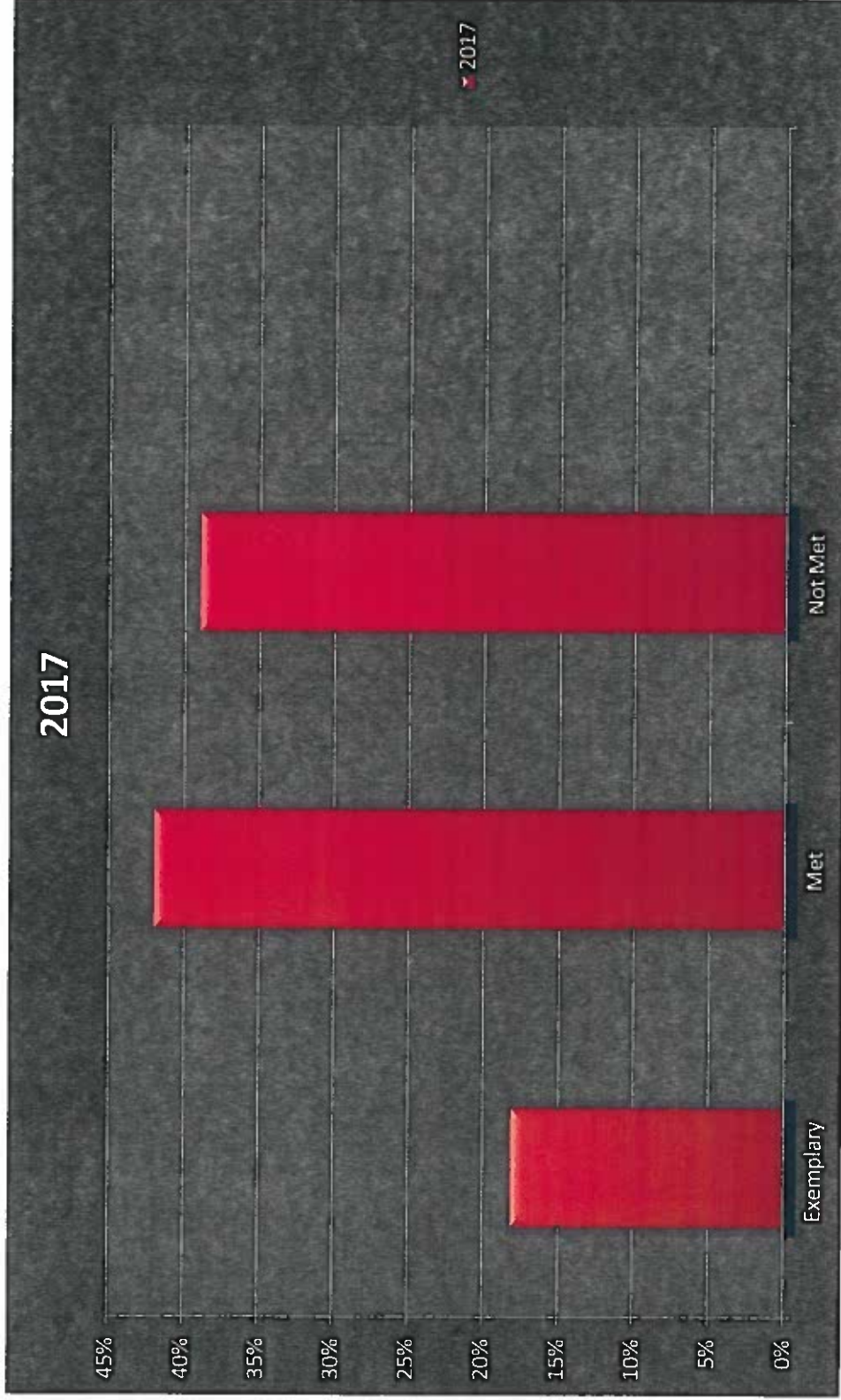
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SMK8 8th Grade



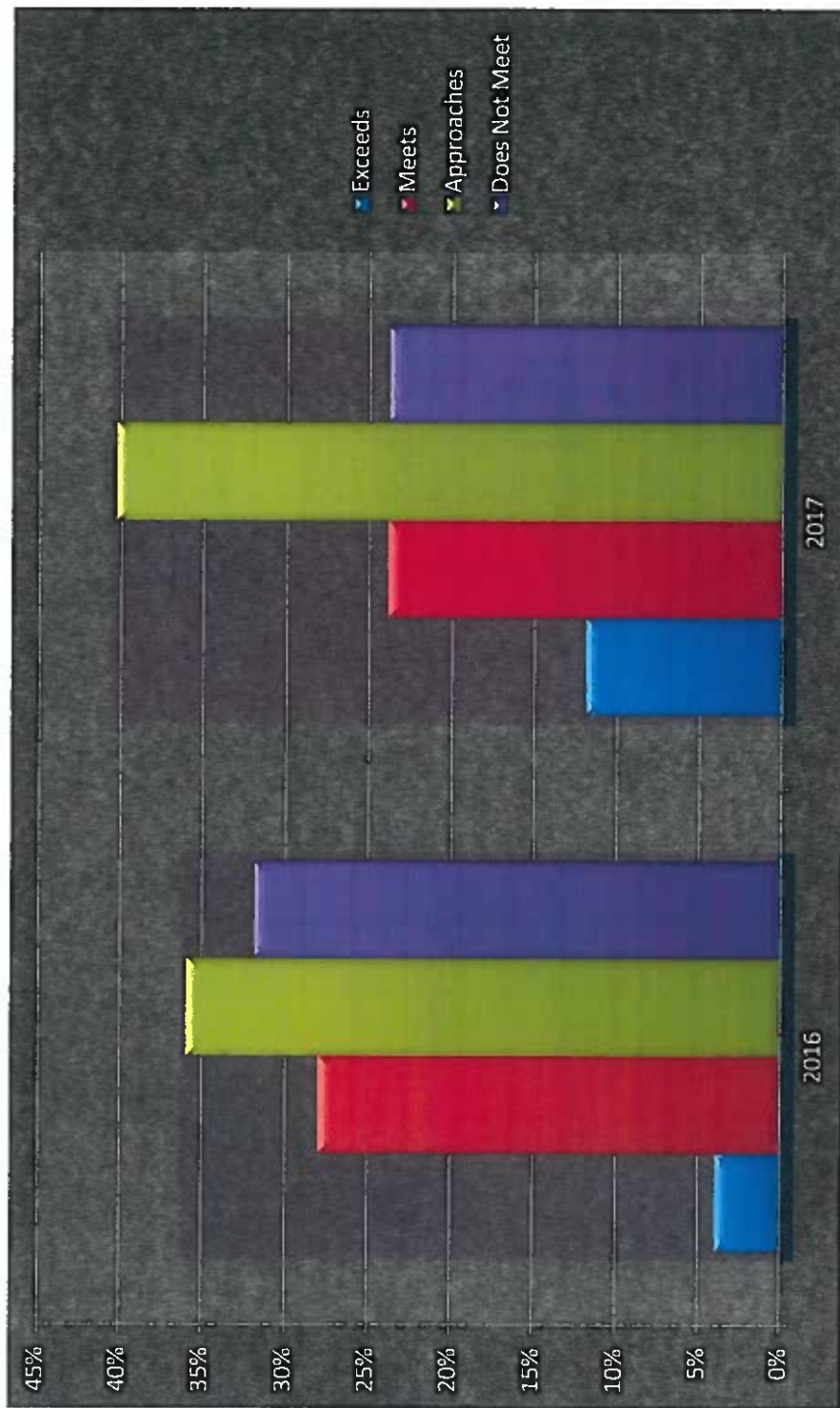
Social Studies SC PASS 2017 SMK8 8th Grade



Sandy Run School

SC Ready ELA 2016-2017

SRK8 3rd Grade



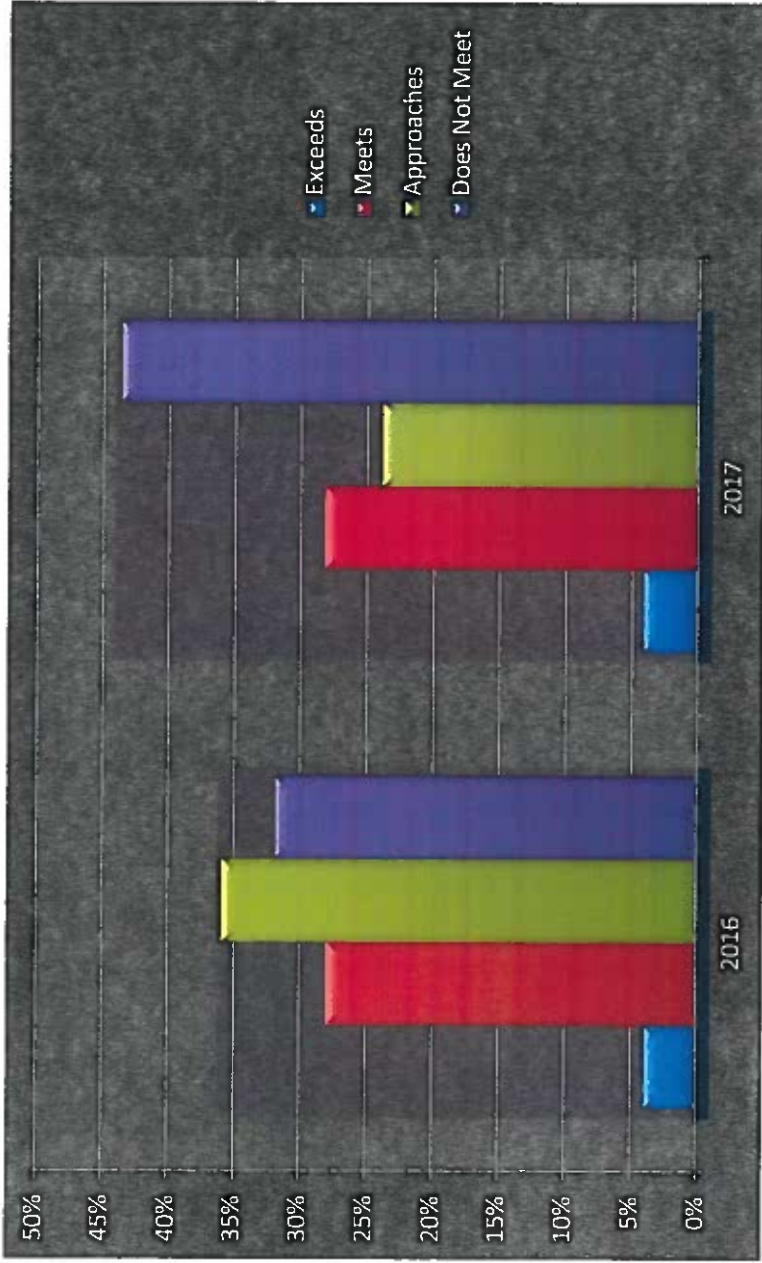
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SRK8 3rd Grade



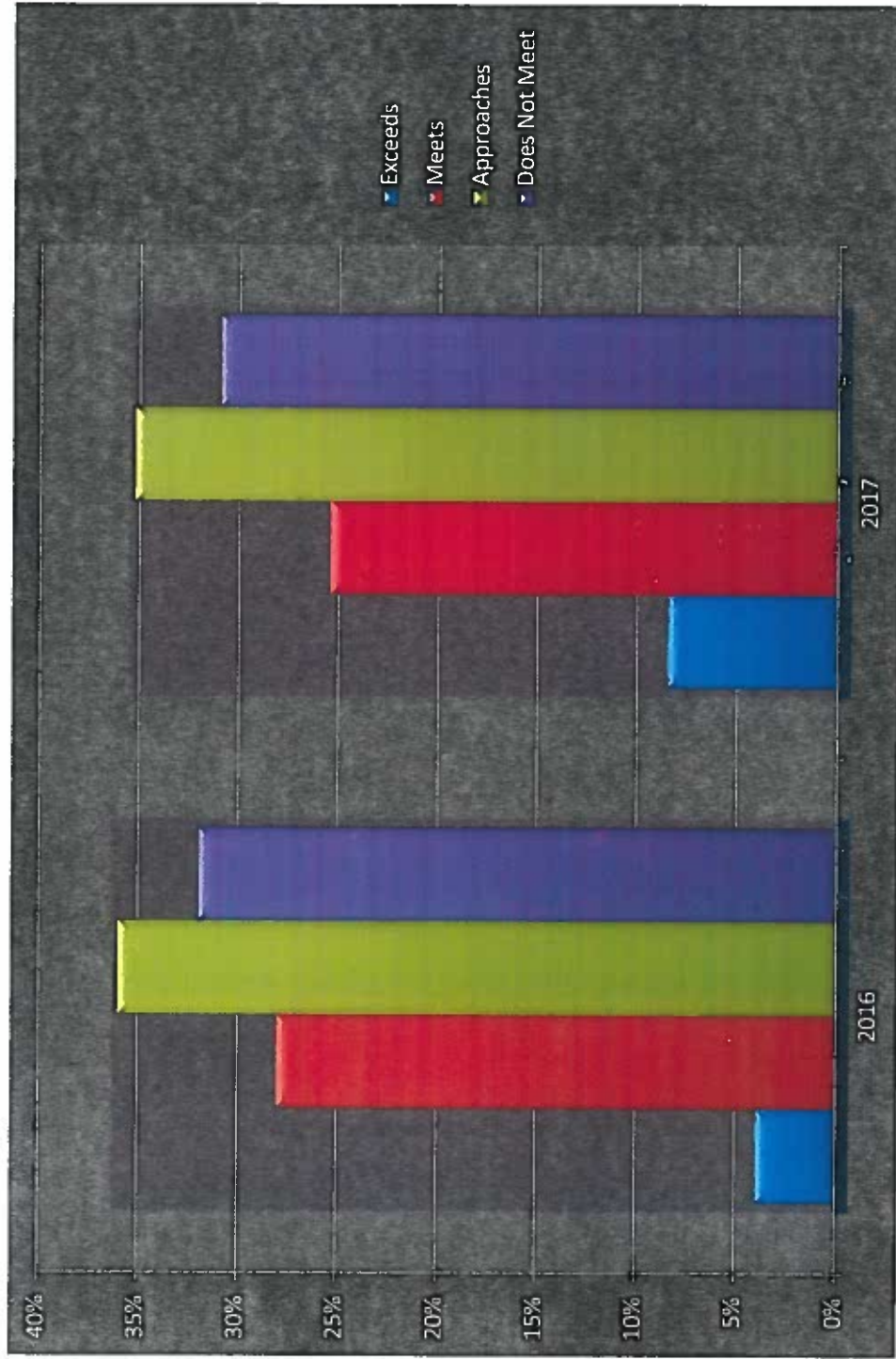
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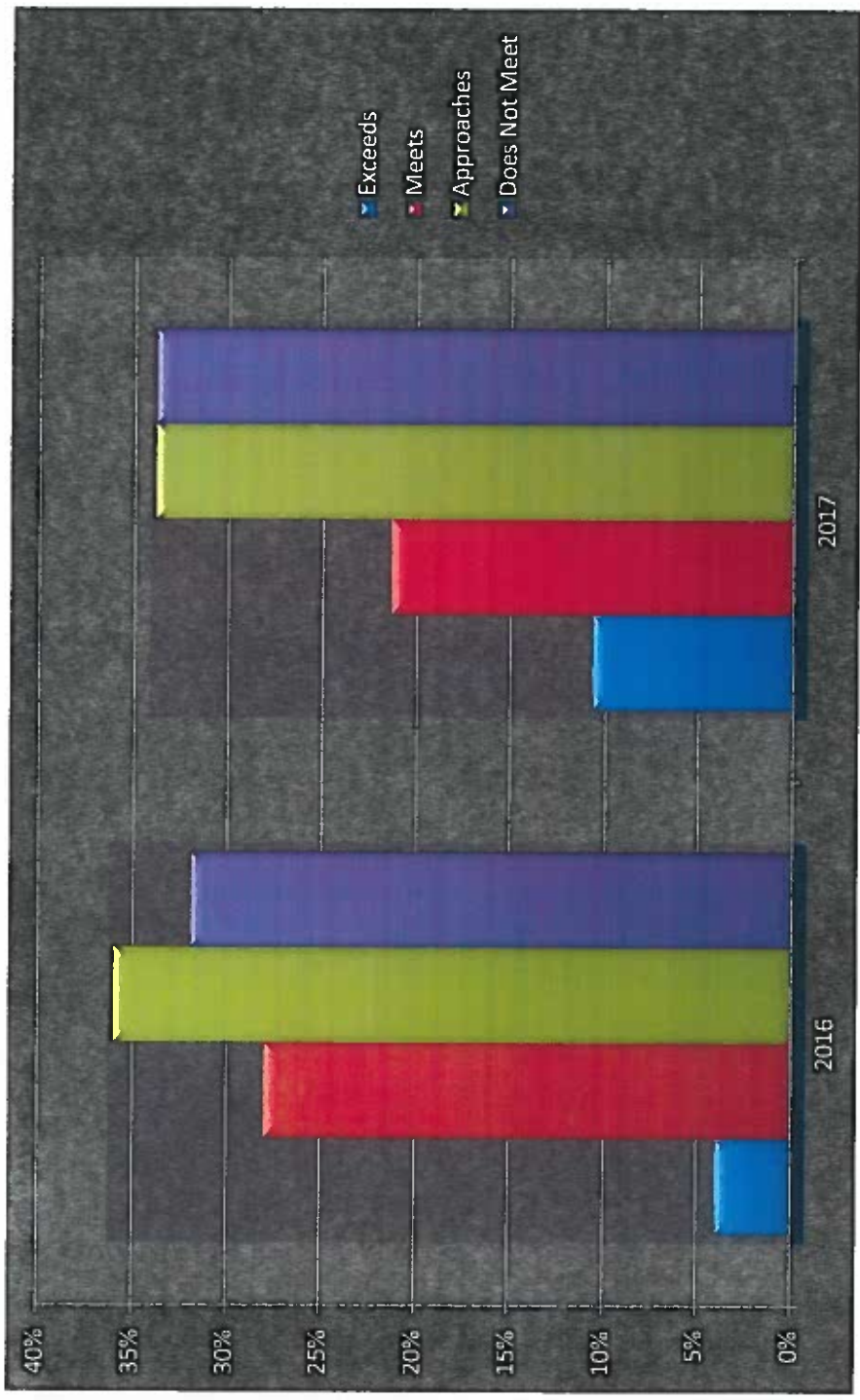
SC Ready Math 2016-2017

SRK8 4th Grade



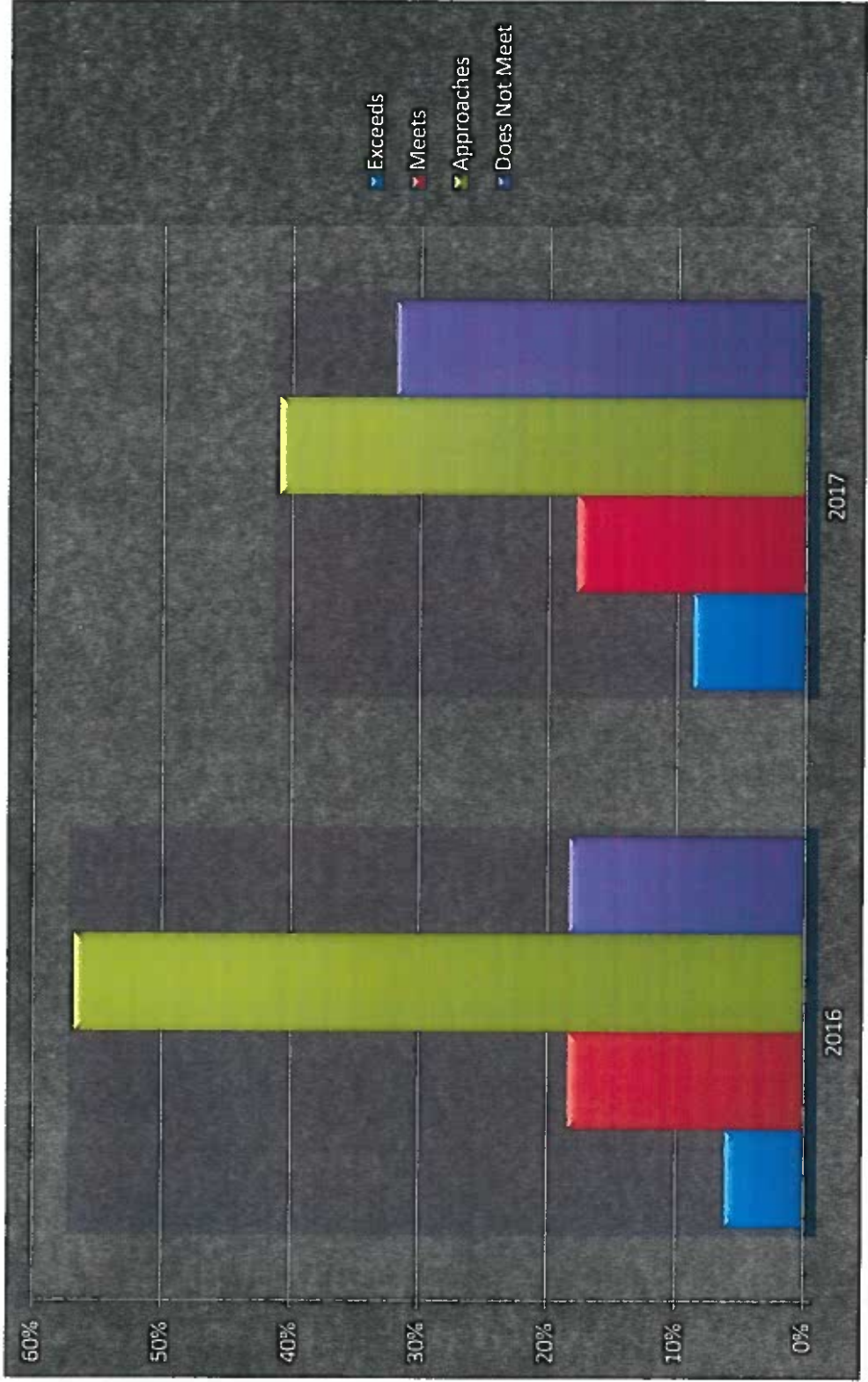
SC Ready ELA 2016-2017

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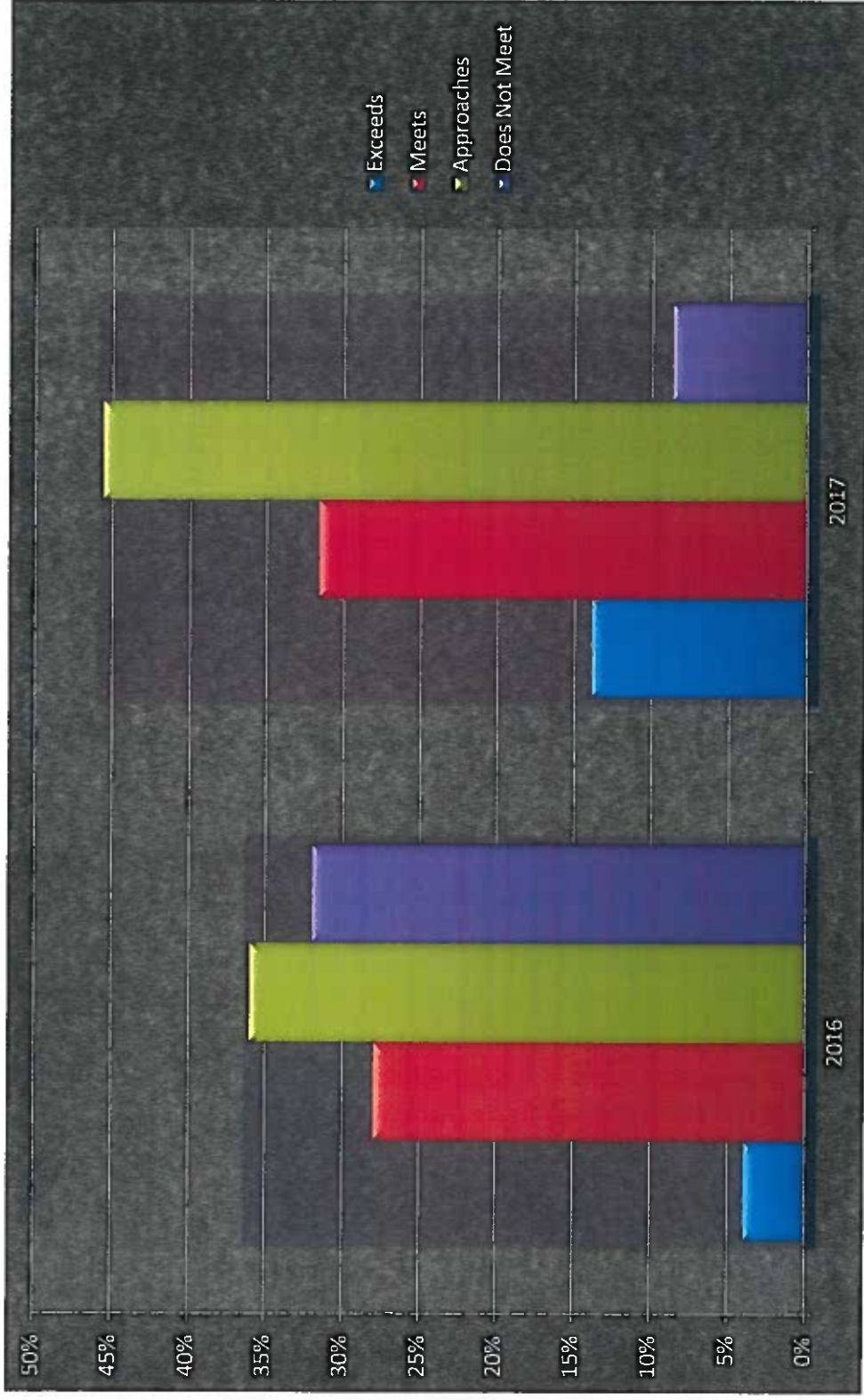
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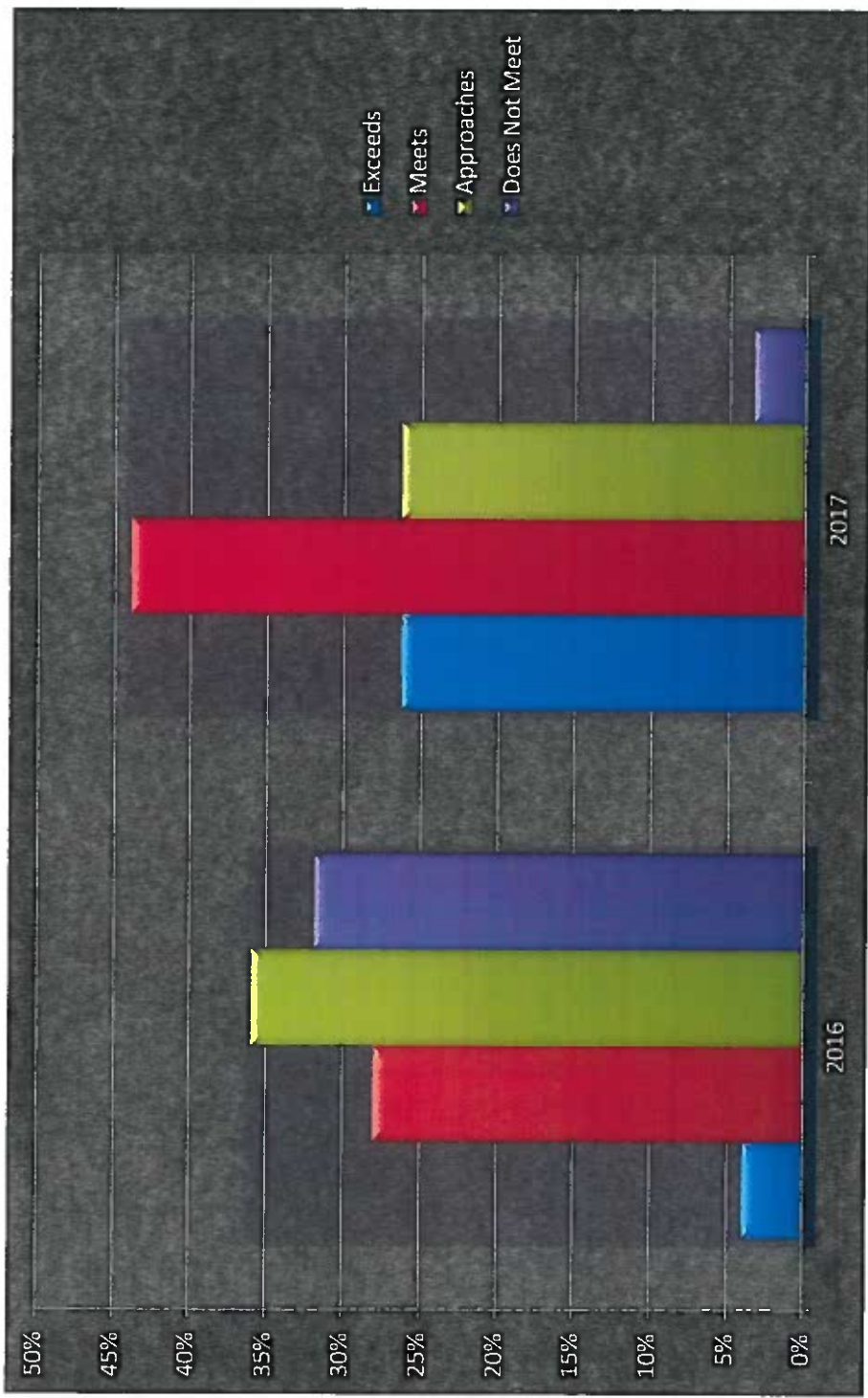
SC Ready ELA 2016-2017

SRK8 6th Grade



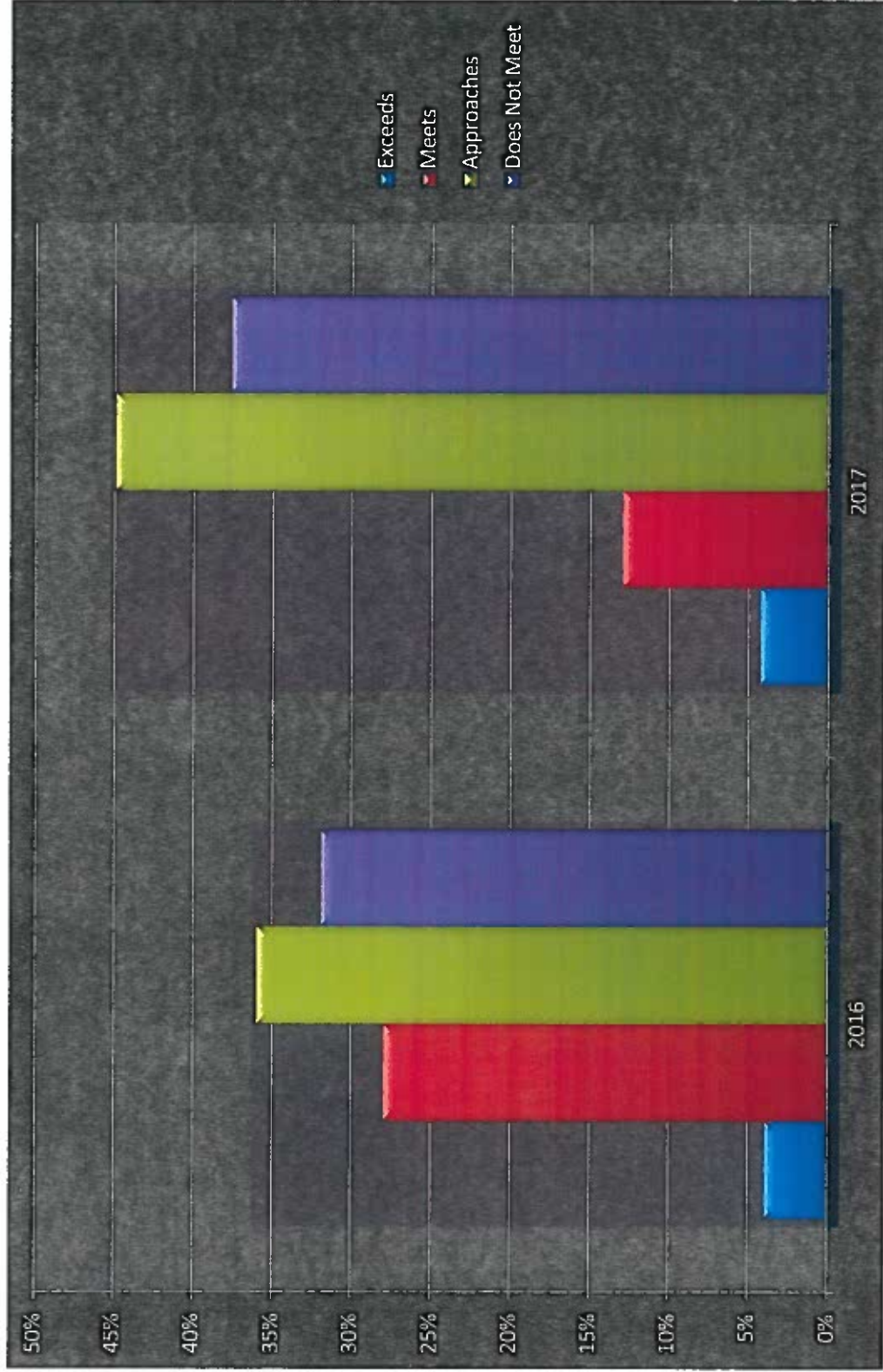
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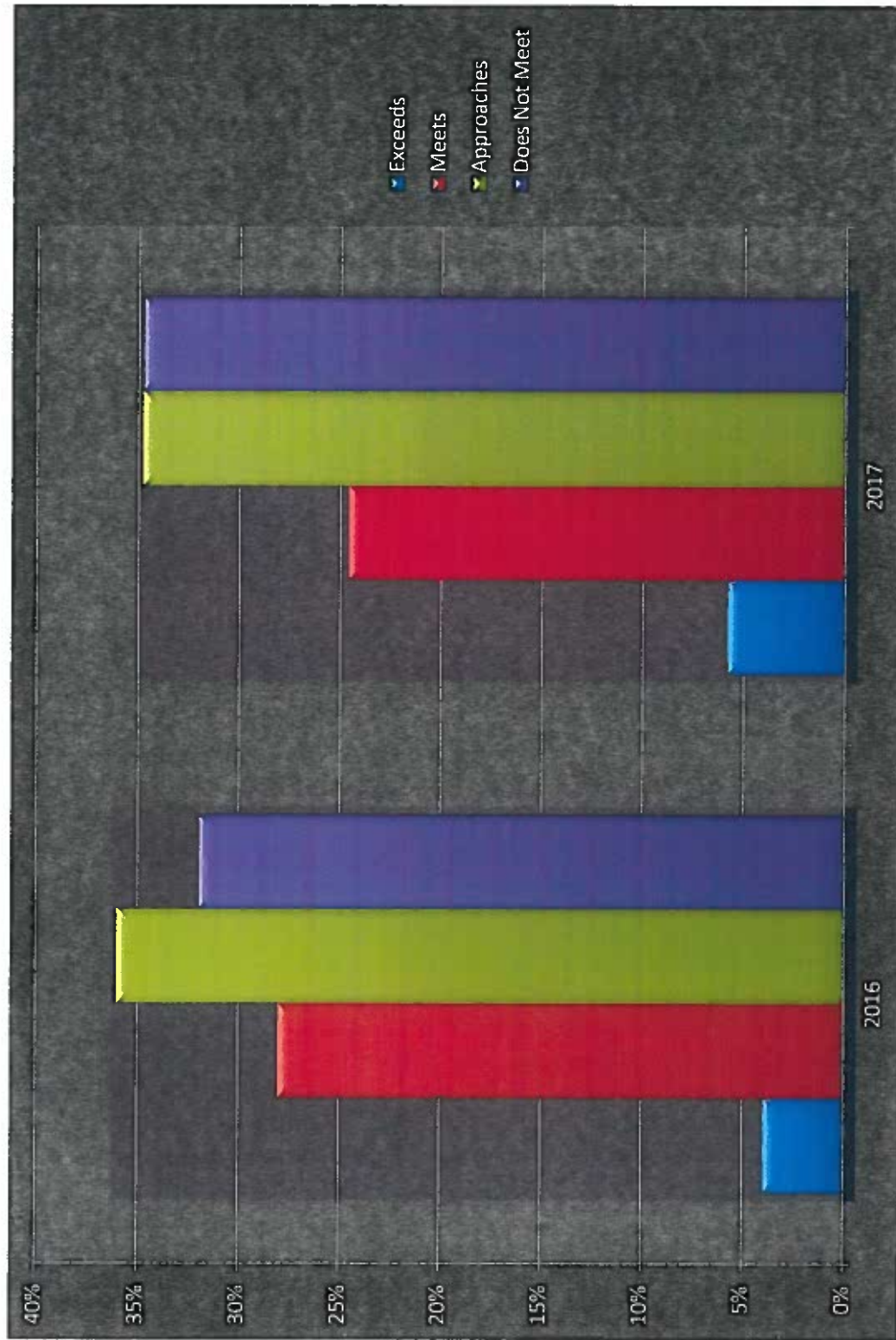


SC Ready ELA 2016-2017

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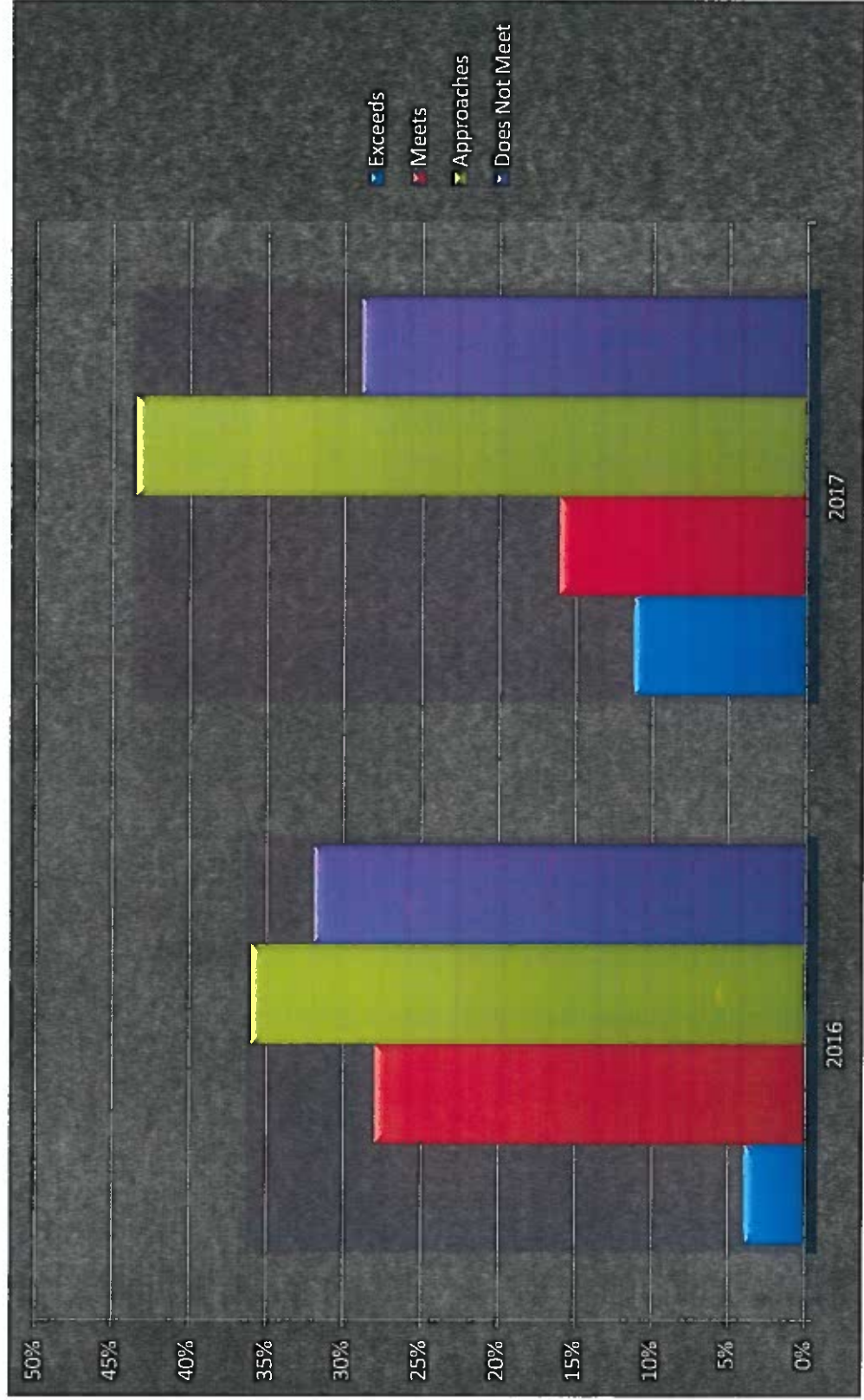


SC Ready Math 2016-2017 SRK8 7th Grade



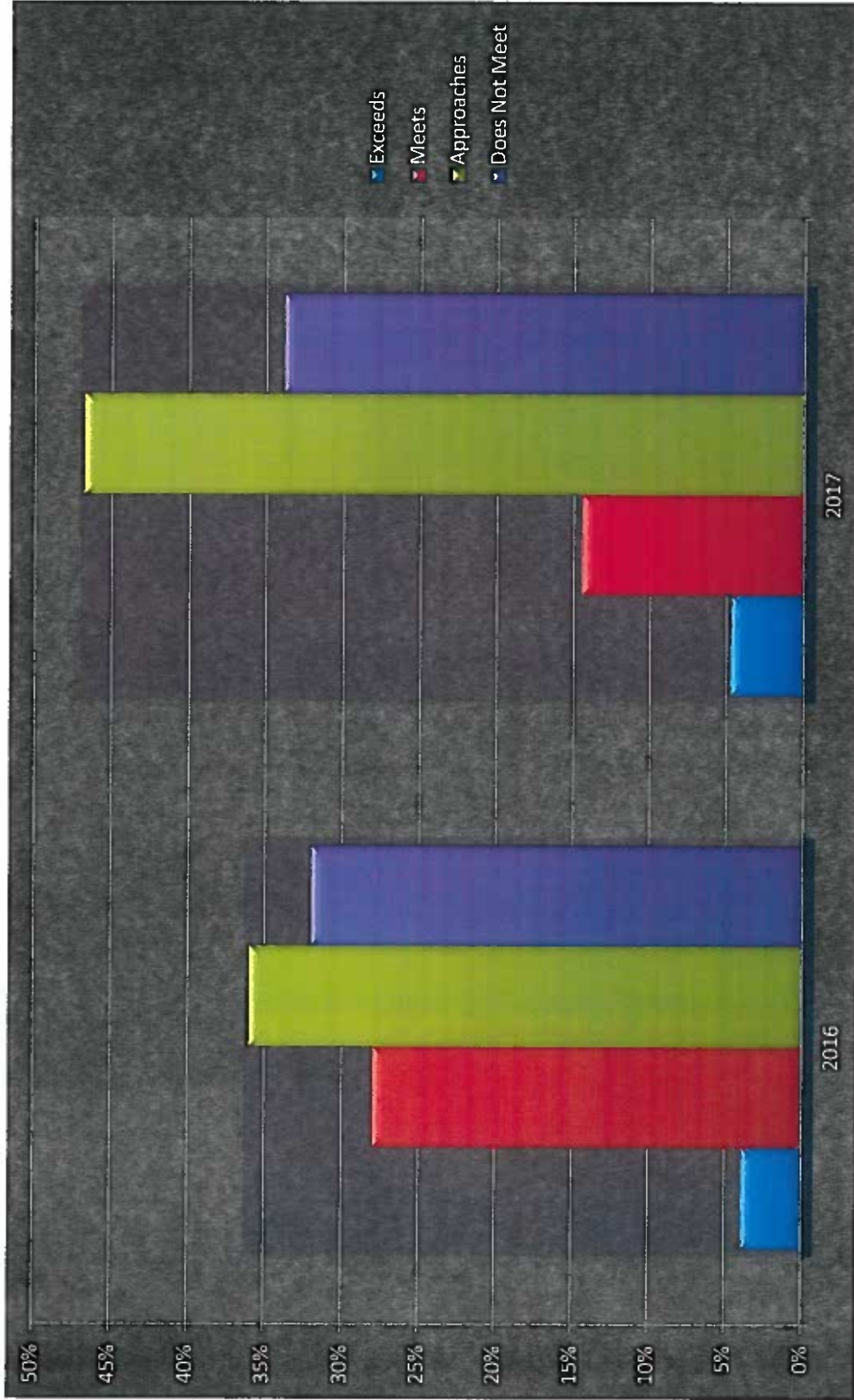
SC Ready ELA 2016-2017

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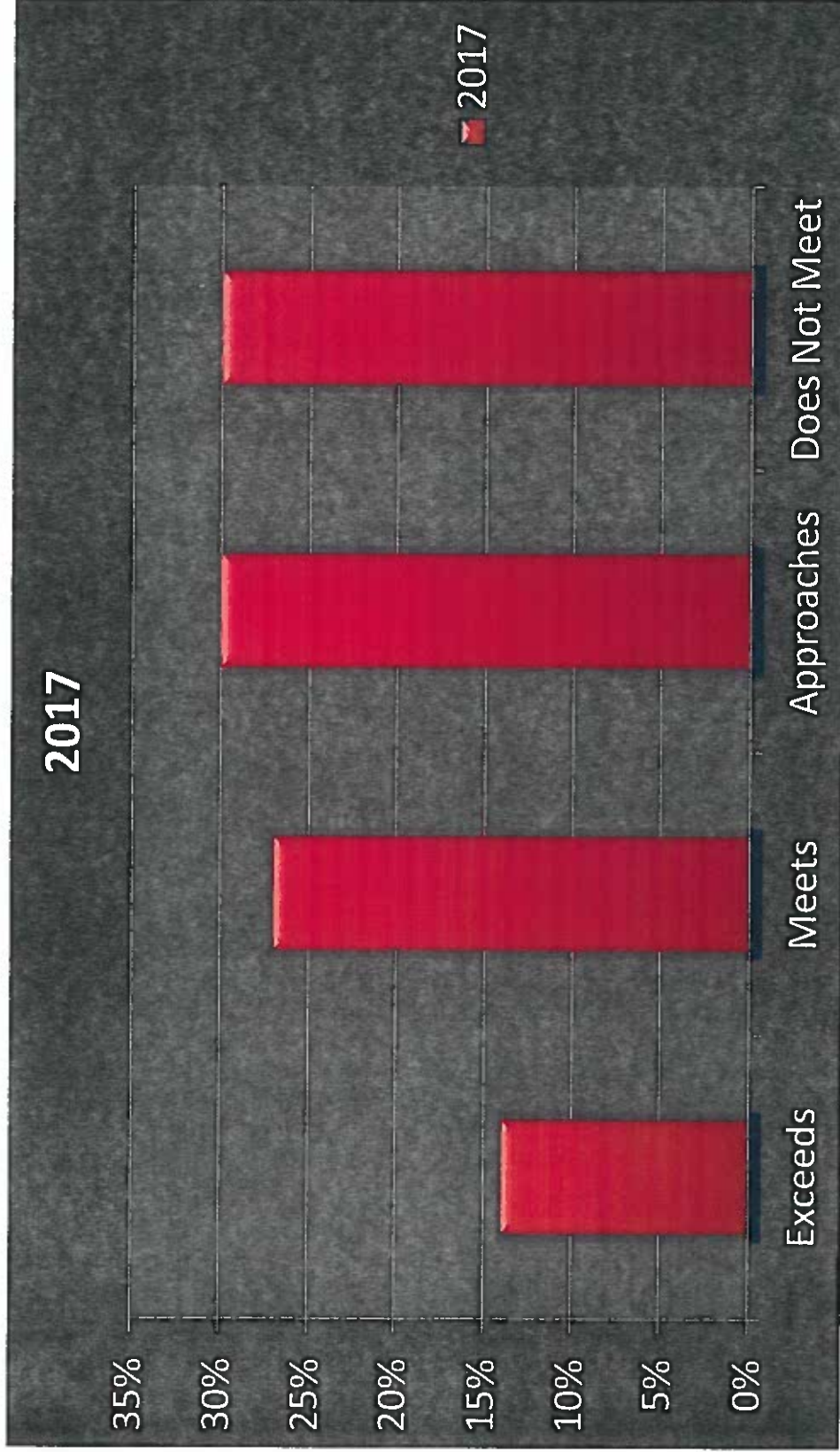


SC Ready Math 2016-2017

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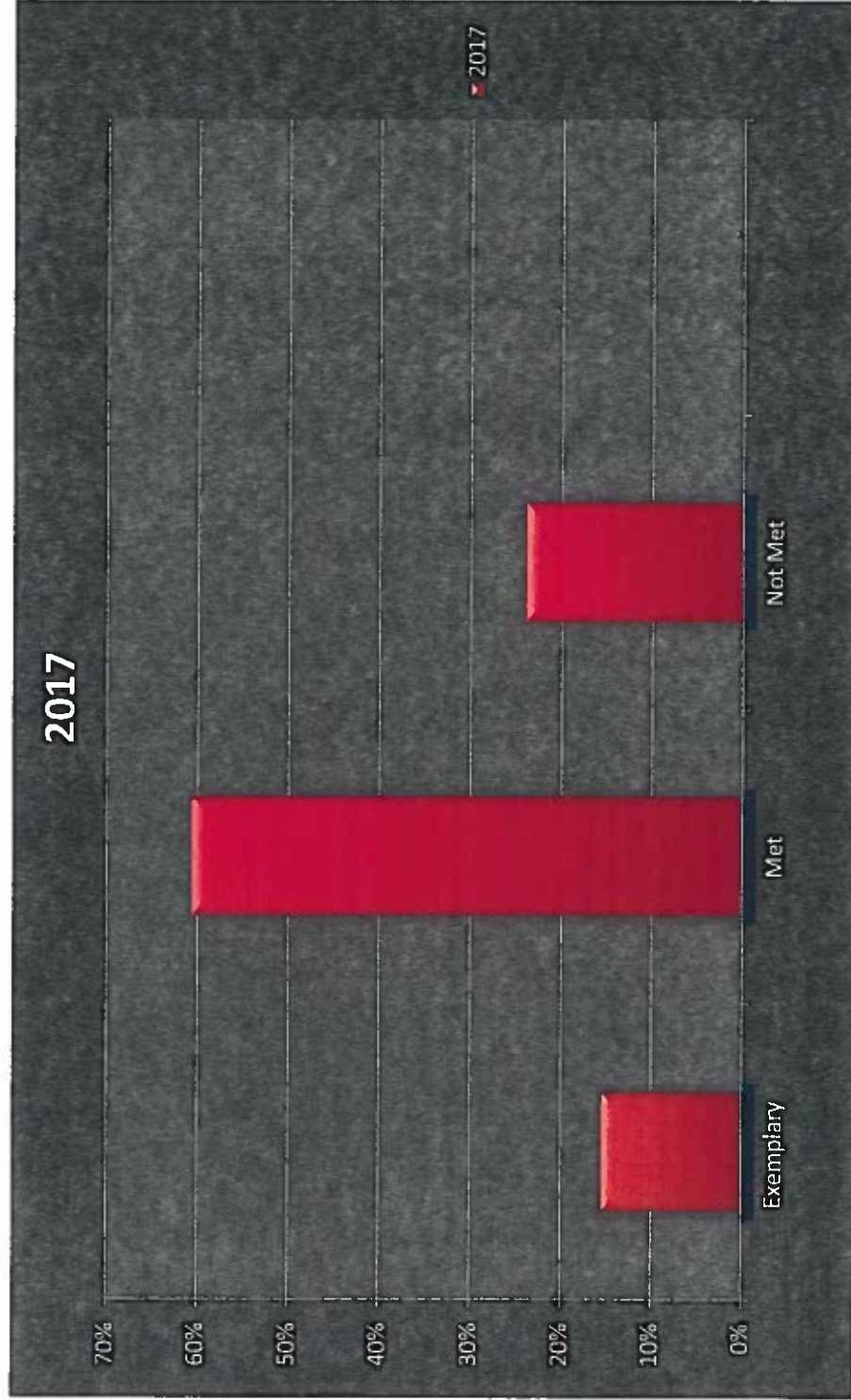


SC PASS Science 2017
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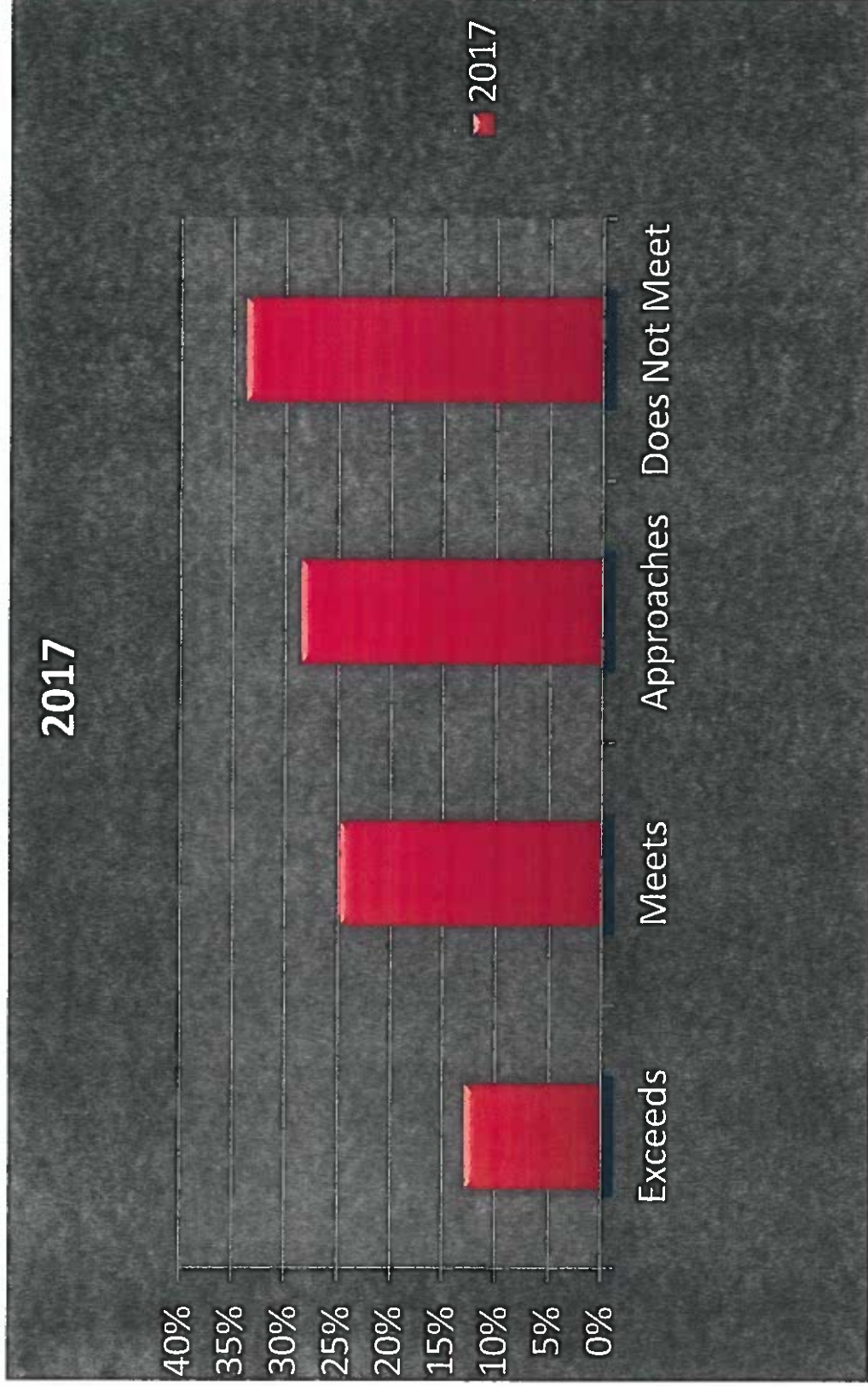


Social Studies SC PASS 2017

SRK8 4th Grade

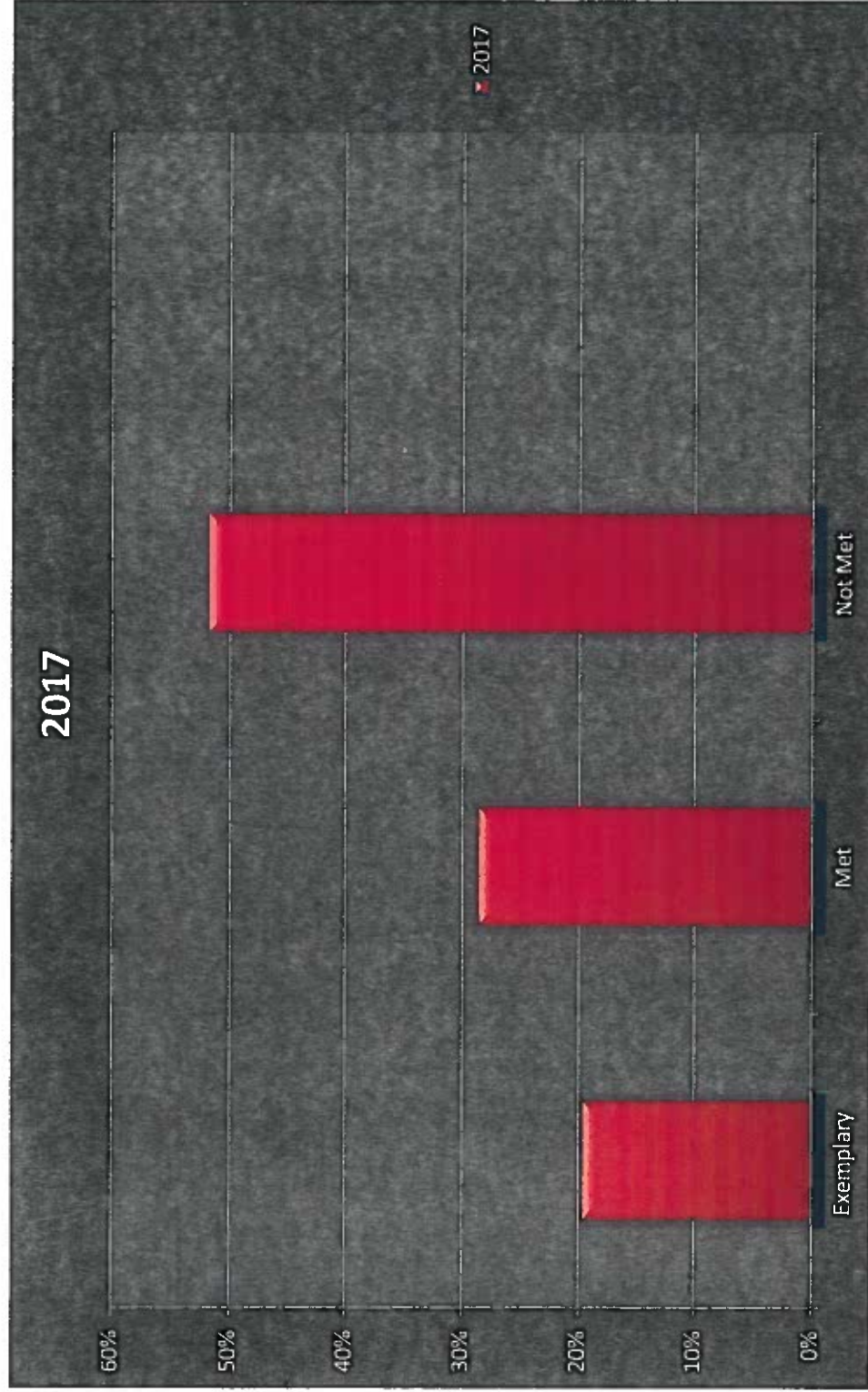


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SRK8 5th Grade

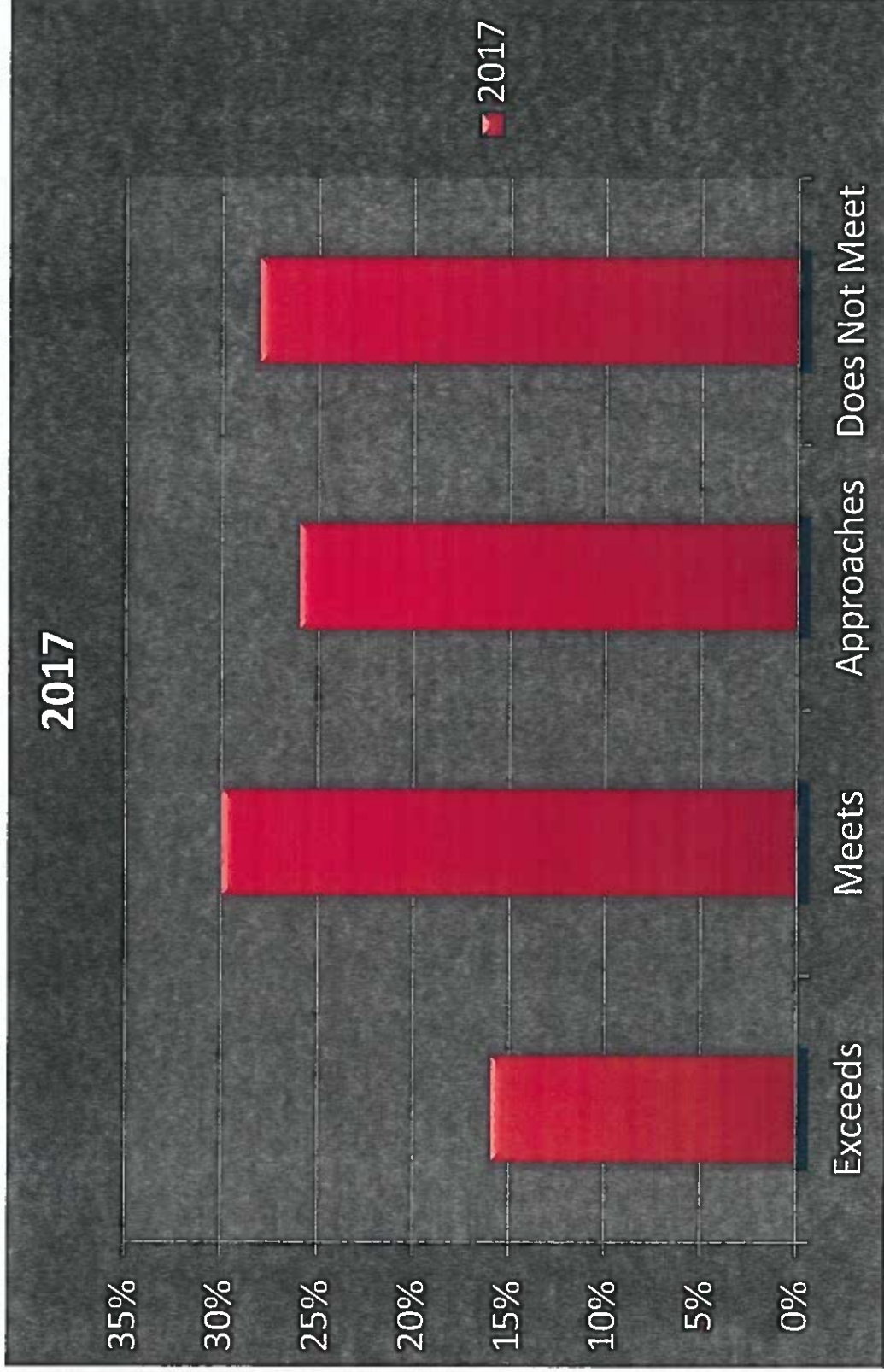


Social Studies SC PASS 2017

SRK8 5th Grade

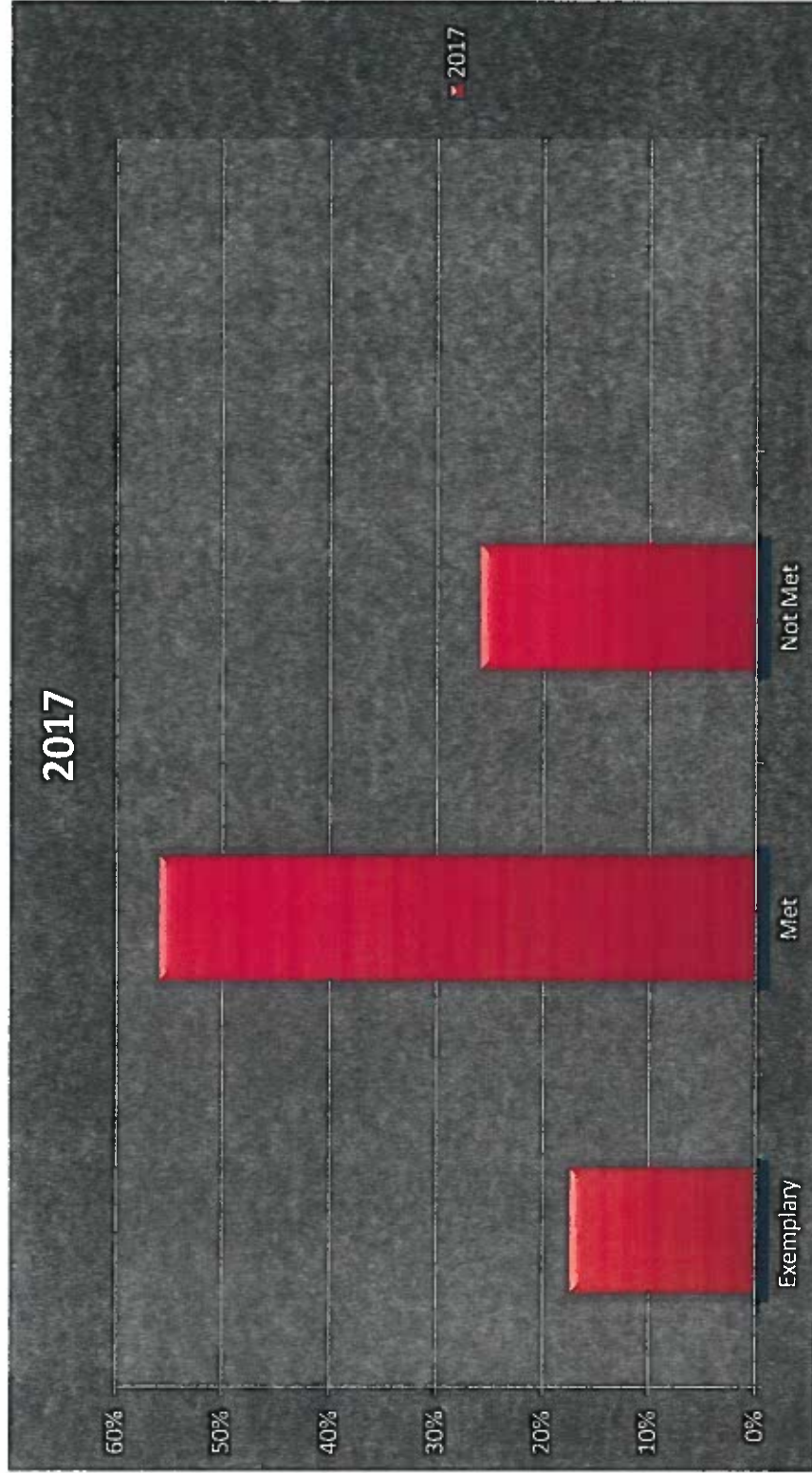


SC PASS Science 2017
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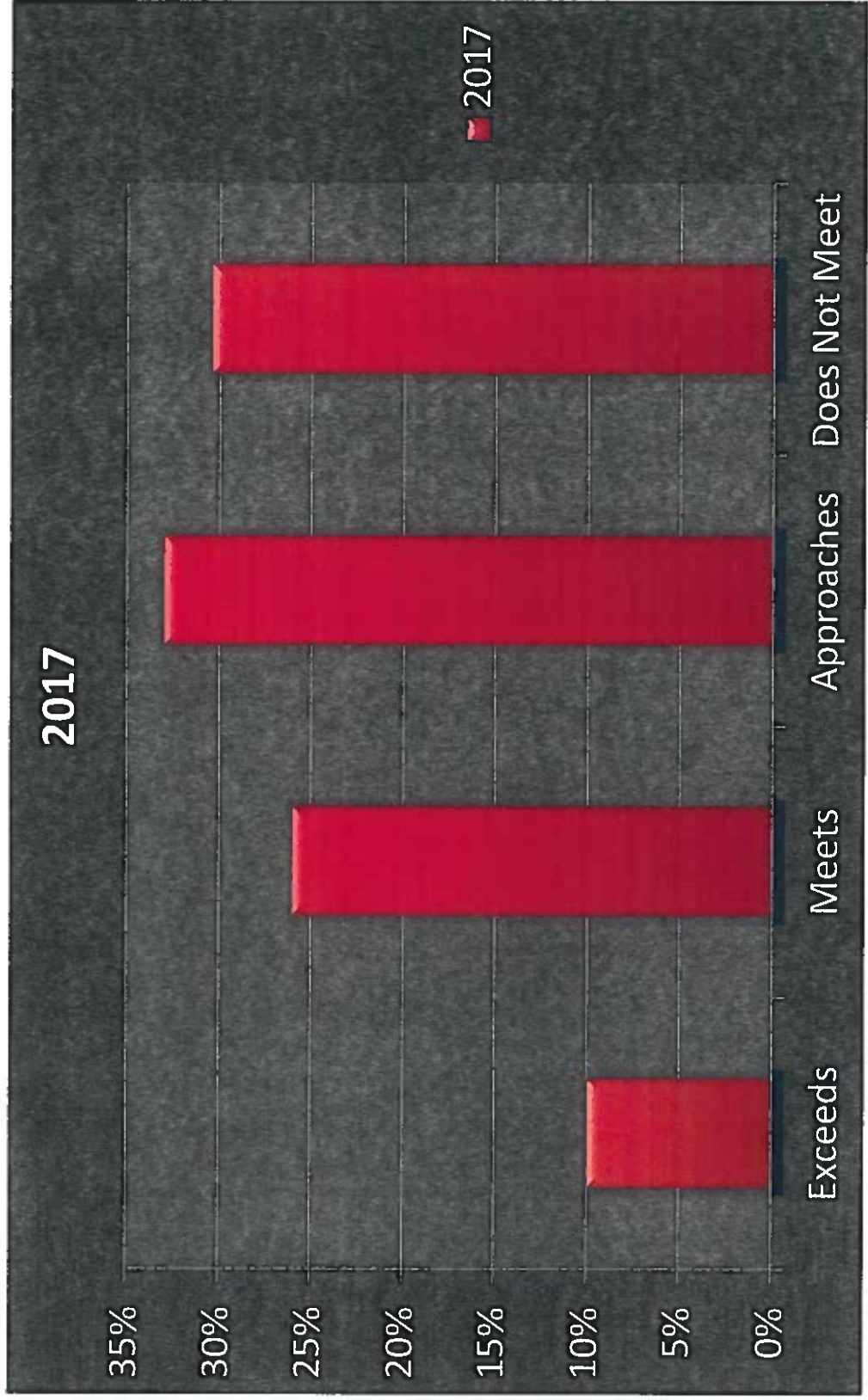


Social Studies SC PASS 2017

SRK8 6th Grade

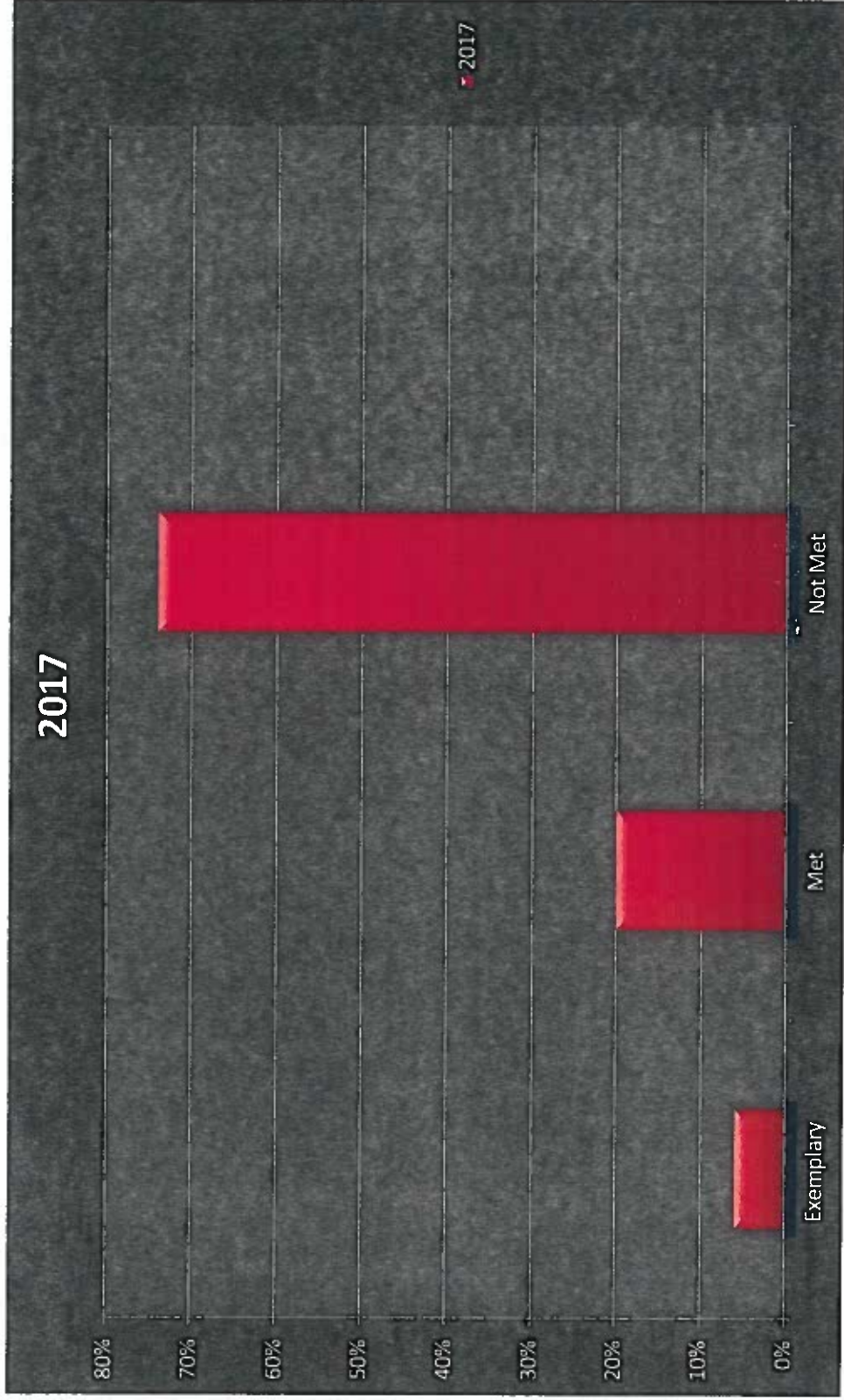


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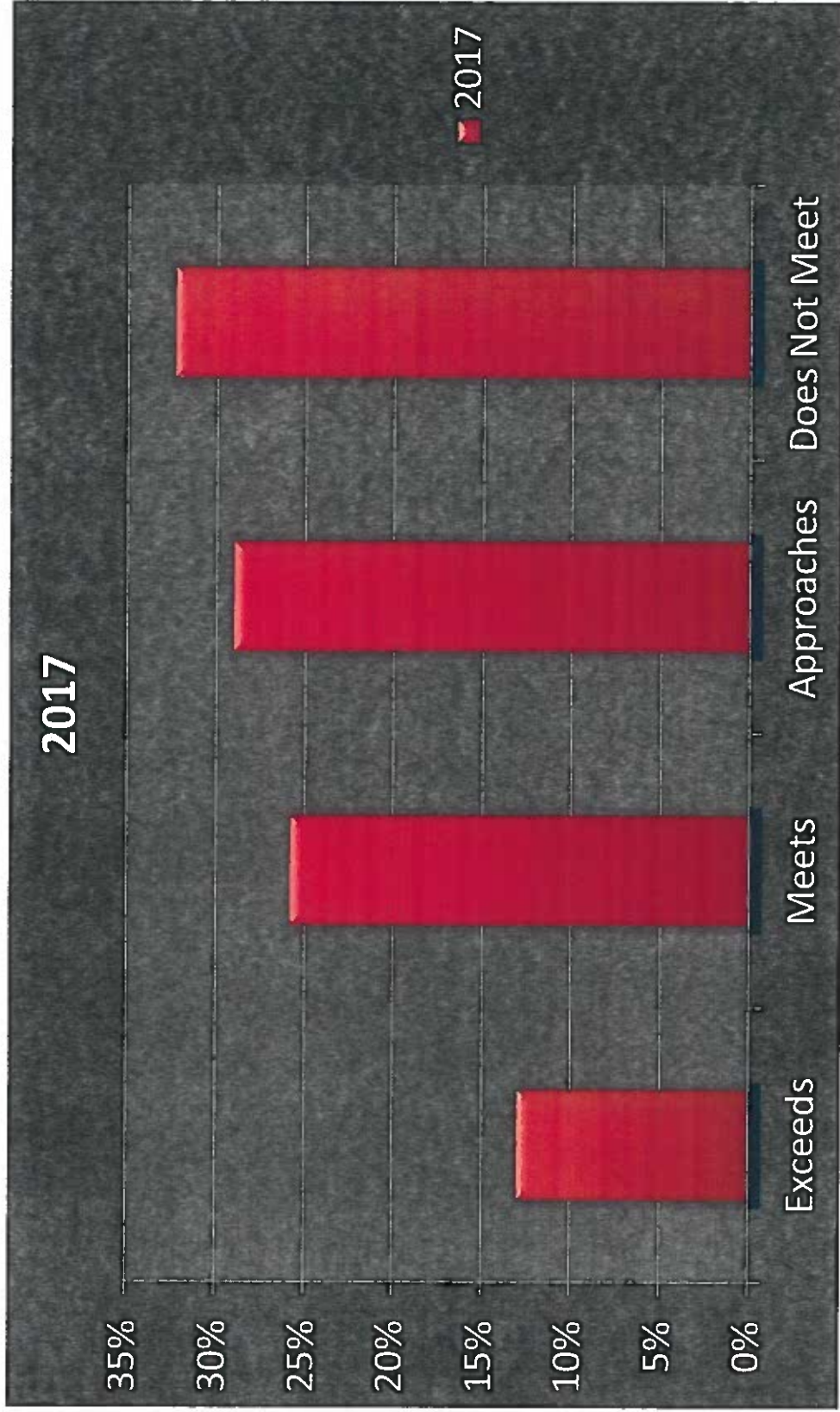


Social Studies SC PASS 2017

SRK8 7th Grade

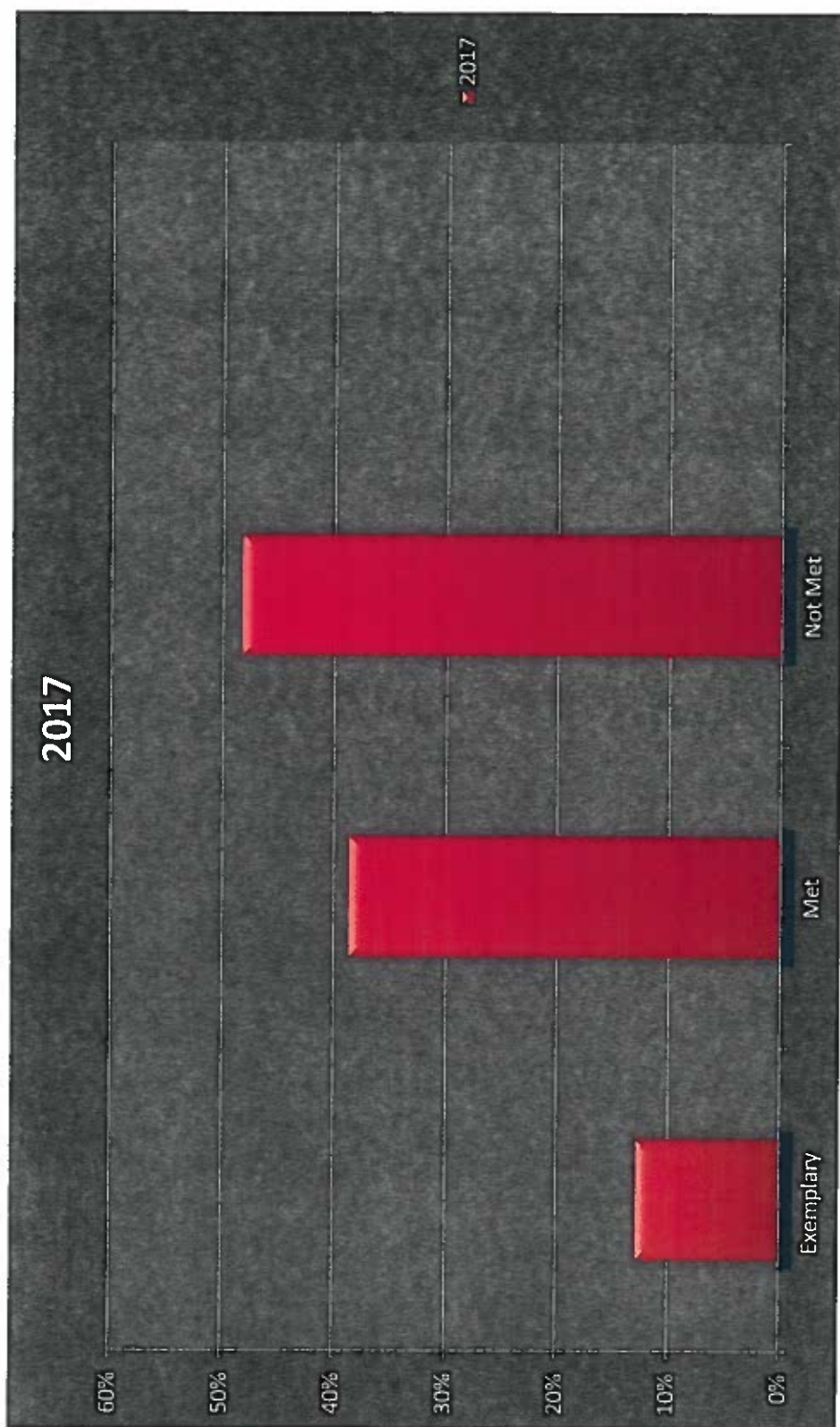


SC PASS Science 2017
SRK8 8th Grade



Social Studies SC PASS 2017

SRK8 8th Grade



Notes

