

# Accountability and Data Literacy Workshop



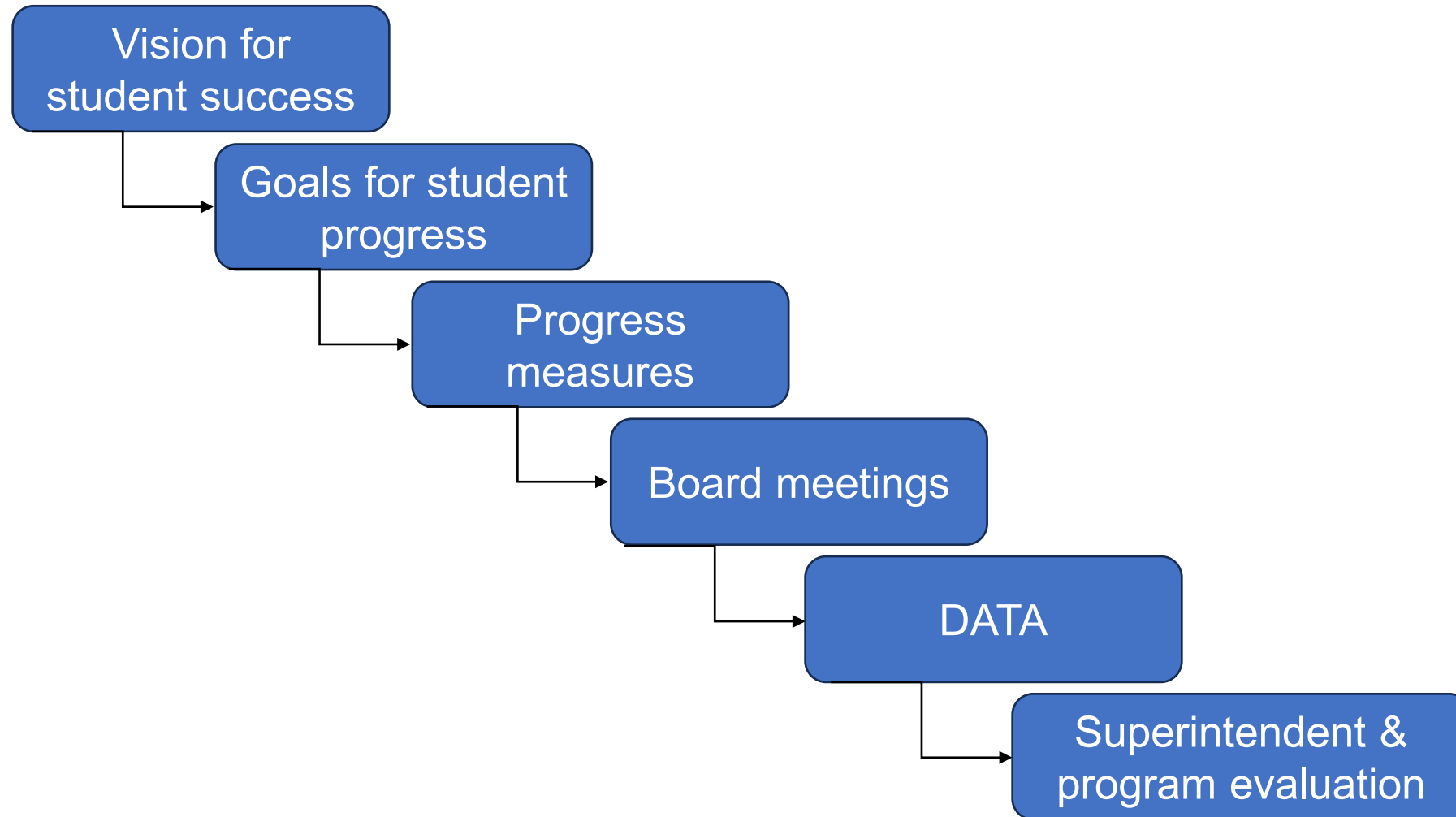
- **Lighthouse Study (Iowa Association of School Boards)**
  - Found that districts where school boards focus on student learning and set clear expectations for student achievement will have higher student performance.
- **RAND Corporation Studies**
  - Highlighted that effective governance practices, including regular monitoring of student progress, are linked to improved student outcomes.
- Overall, active school board involvement in monitoring student progress leads to informed decision-making, accountability, targeted resource allocation, and continuous improvement, all of which contribute to enhanced student achievement.



# How do we do this?

1. **Collaboratively** develop a clear vision for student success.
2. Set clear and **agreed** goals for student progress.
3. Put discussion of student progress on **monthly** board agendas.
4. Work with the administration on the data and format.
  - Report on **standards and/or skills**
5. Make monitoring a priority and part of your **culture** throughout the year.
6. Make student achievement a **primary** factor in superintendent/charter administrator evaluation.





# Data literacy

---

Formative Assessments

Interim Assessments

Summative Assessments

Aggregated Data

Disaggregated Data

Trend

Cohort

Criterion-Referenced Test

Norm-Referenced Test

IRI – Idaho Reading Indicator

ISAT – Idaho Standards

Achievement Test

ISIP – Indicators of Progress

iStation

STAR tests

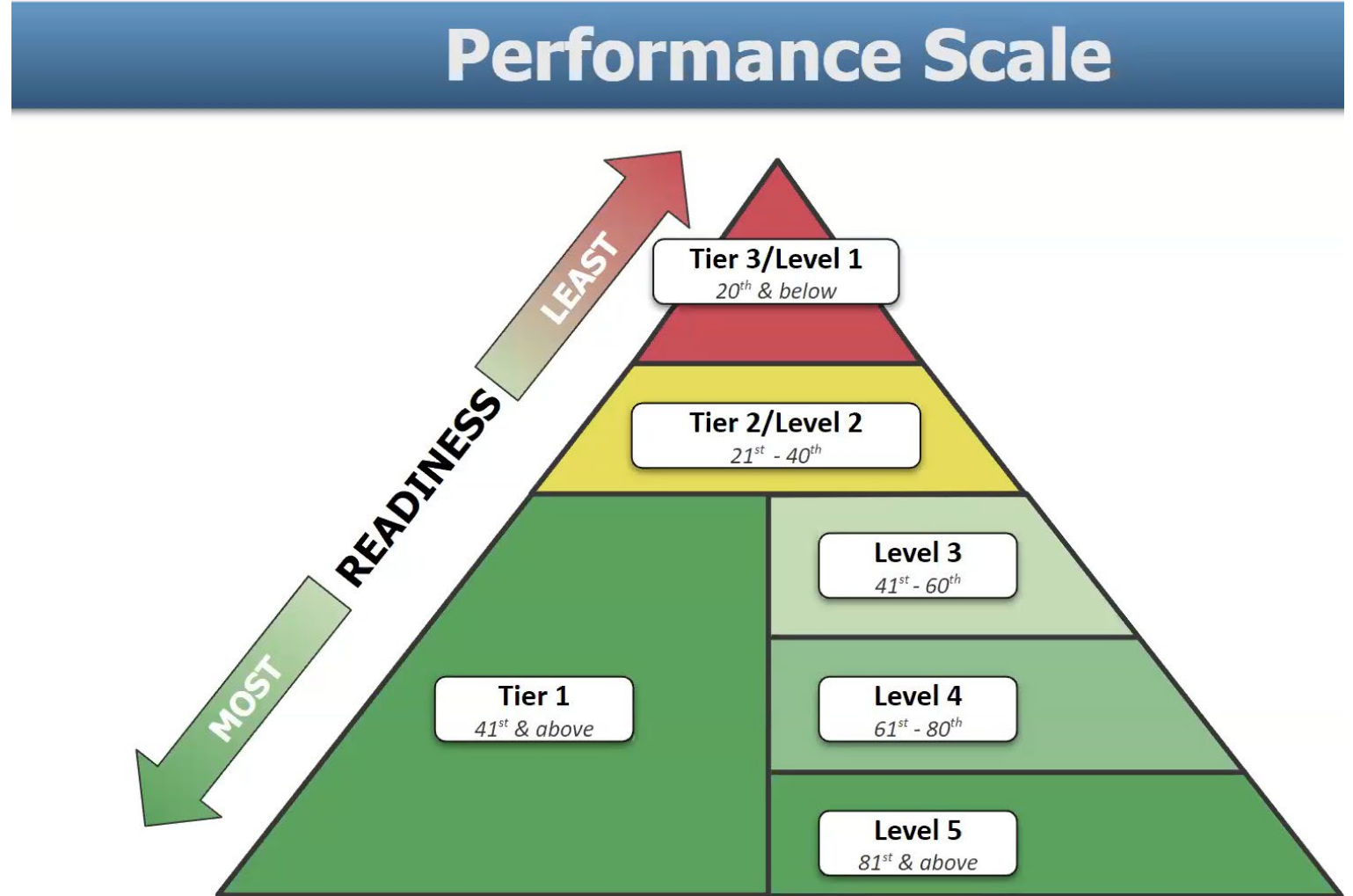
MAP – Measures of Academic  
Progress

# What does the Idaho Reading Indicator test?

Grade	Listening Comprehension	Letter Knowledge	Letter Sounds	Letter Recognition	Phonemic Awareness	Alphabetic Decoding	Reading Comprehension	Vocabulary	Spelling/Word Analysis	Text Fluency	Oral Reading Fluency
Kinder	x	x	x	x	x		x				
1st		x	x	x	x	x	x	x	x	x	
2nd						x	x	x	x	x	
3rd						x	x	x	x	x	

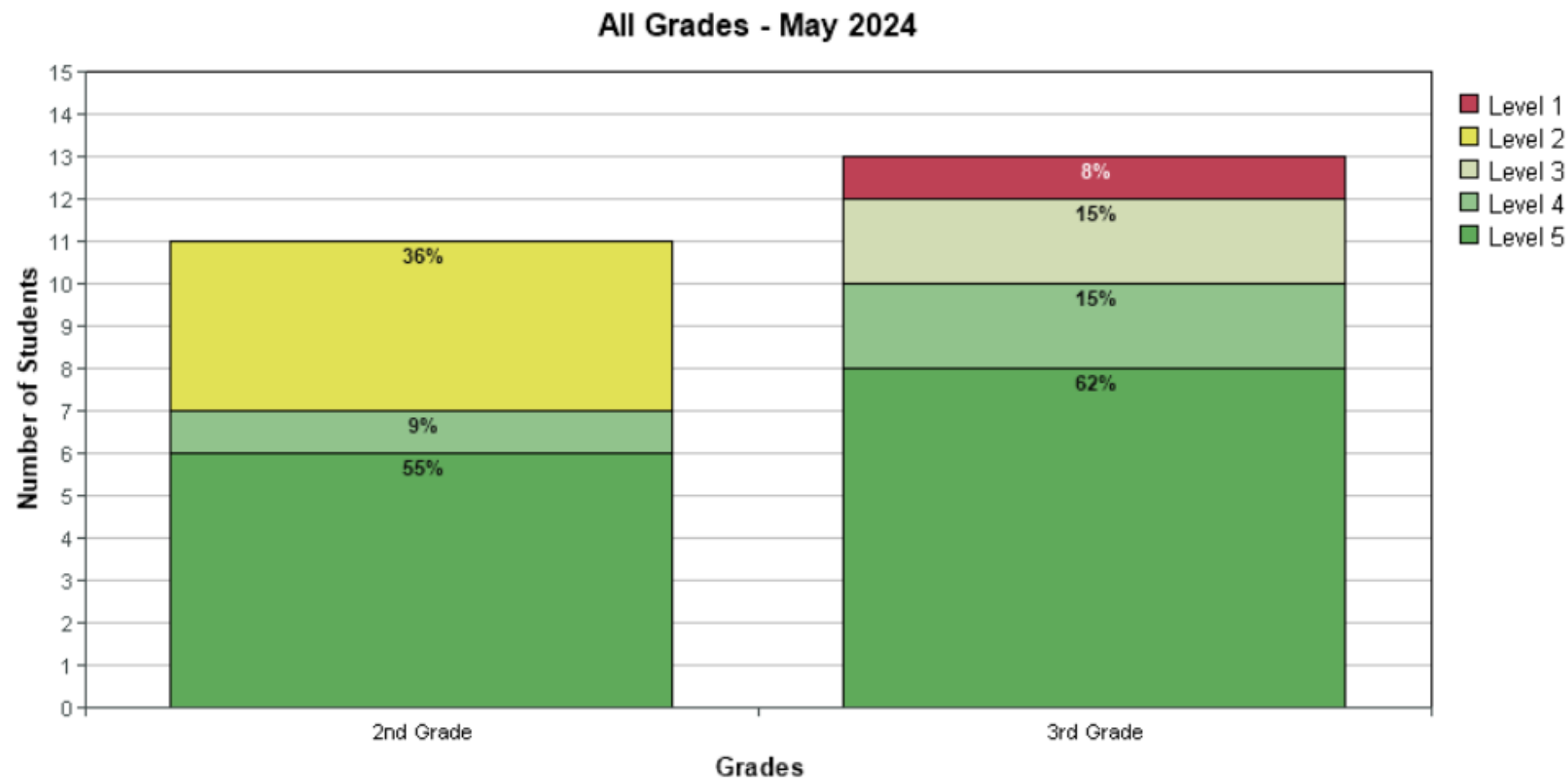
[https://docs.google.com/spreadsheets/d/1NThq4waAwfw\\_IrUhZAYqZGYULtw4NiMDUs9V6vPliOA/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1NThq4waAwfw_IrUhZAYqZGYULtw4NiMDUs9V6vPliOA/edit?usp=sharing)

# Istation's Indicators of Progress (ISIP)



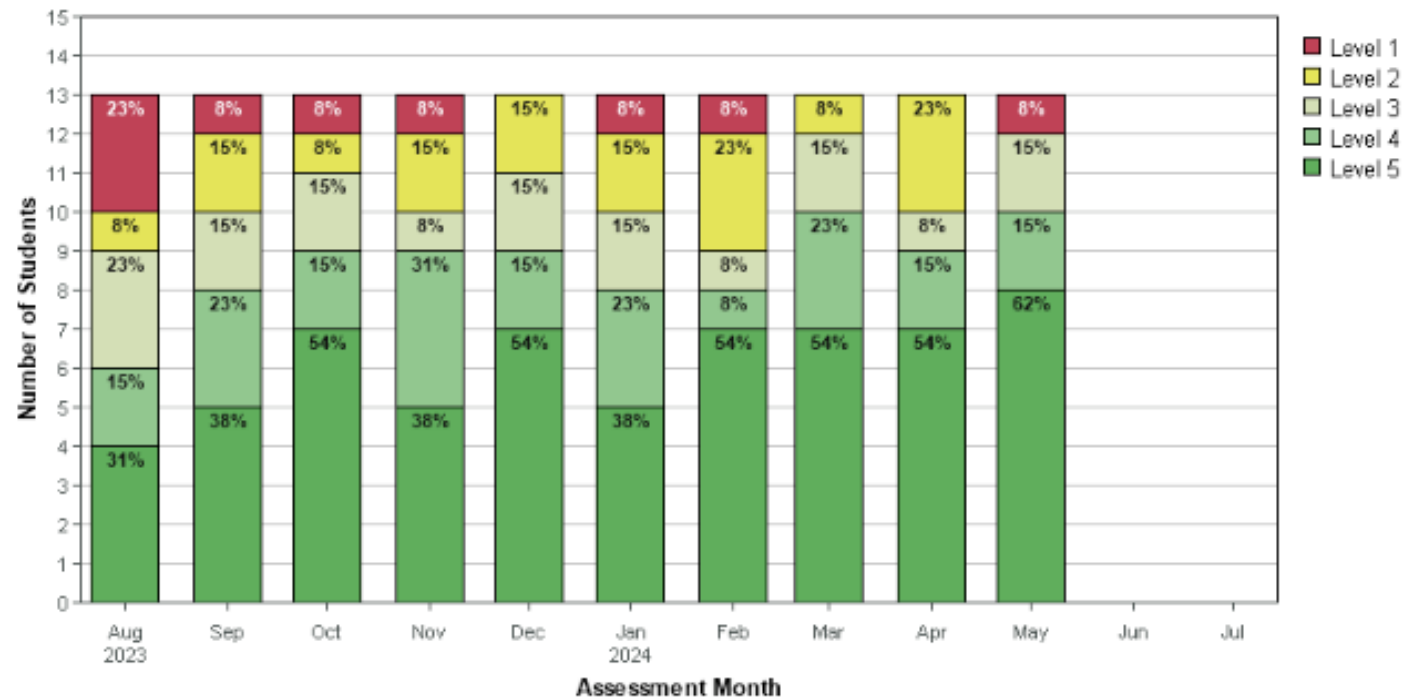


# Istation's Indicators of Progress (ISIP) - Aggregated Data

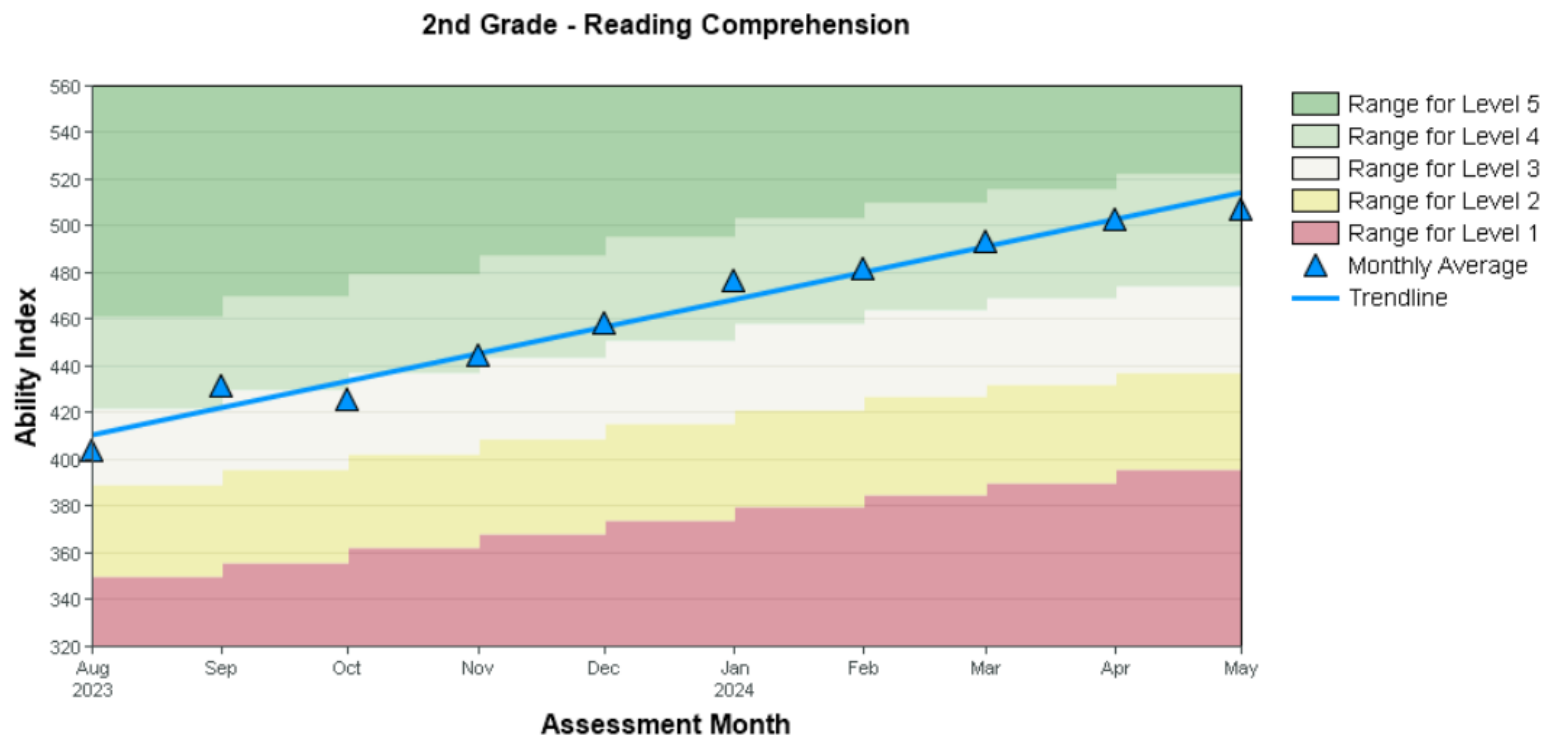




3rd Grade - Overall Reading

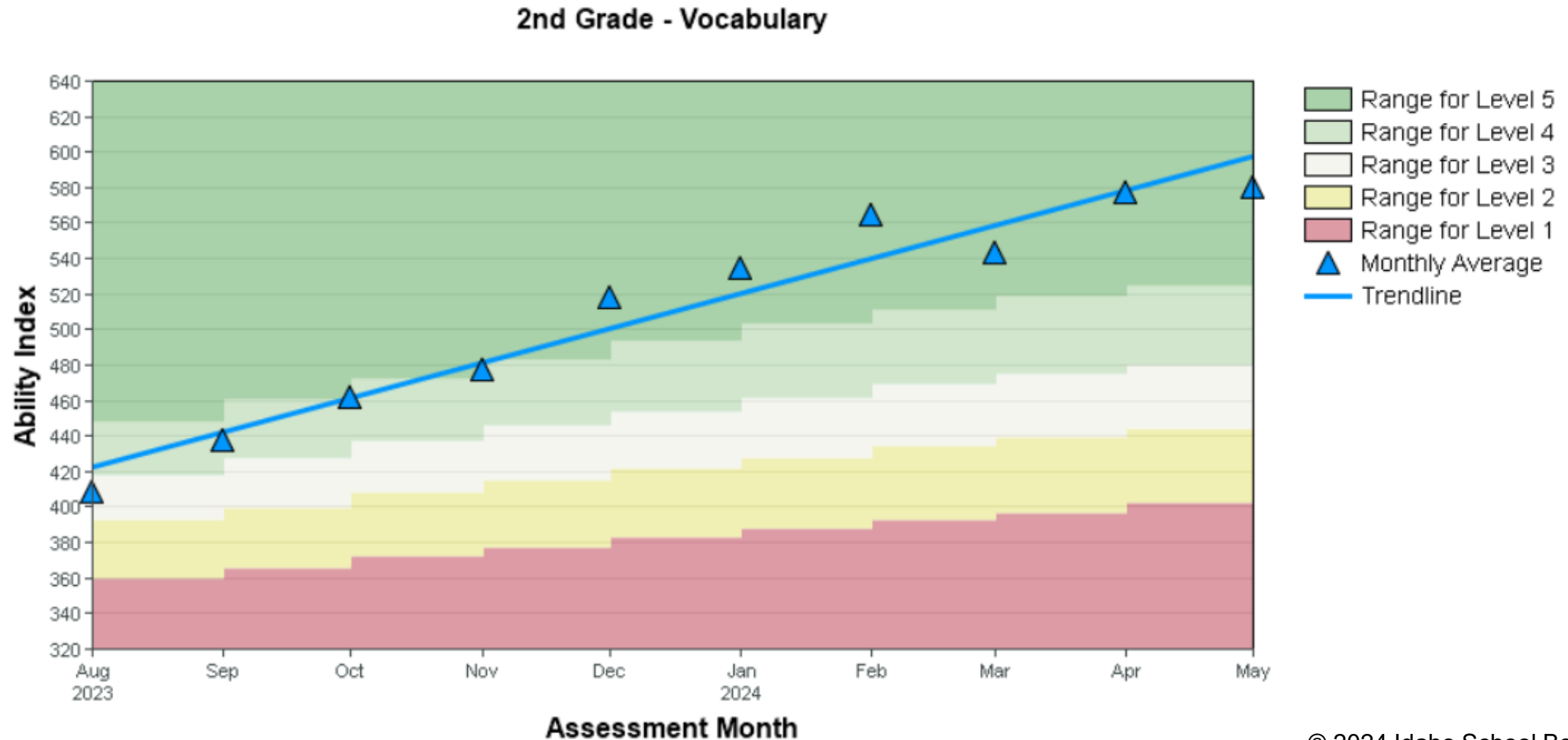


## Istation's Indicators of Progress (ISIP) - Aggregated Data



## Istation's Indicators of Progress (ISIP) - Disaggregated Data

# Istation's Indicators of Progress (ISIP) - Disaggregated Data





# Common Formative Assessment (CFA)

*“CFAs are the lynchpin of the collaborative team process in a PLC.”*

Rickard DuFour, a prominent educator and advocate for Professional Learning Communities (PLCs).

Richard DuFour emphasized the importance of Common Formative Assessments (CFAs) in the collaborative work of teacher teams within PLCs to enhance student learning and instructional effectiveness.

# Common Formative Assessment (CFA)



Assessments are "common" because they are collaboratively developed and administered by **multiple teachers** within a grade level or subject area to ensure consistency in evaluating student progress.



"Formative" because their primary purpose is to provide ongoing feedback that can be used to **adjust teaching** and support student learning during the instructional process.



Used by teachers to monitor student learning and **inform instructional practices**

# Why CFAs?

- **Team capacity:** Collaborative teacher teams can identify and address problem areas in their programs...saves teachers time.
- **Fairness:** They promote common goals, similar pacing, and consistent standards to assess student proficiency.
- **Effective monitoring:** Monitoring provides timely evidence of whether the guaranteed and viable curriculum is being taught and learned.
- **Collective response:** They support timely, systematic interventions (and extensions) for students.
- **Informed teacher practice:** Individual teachers obtain the basis of comparison that enables them to identify strengths and weaknesses of their teaching

# Accurate Assessment is Not Enough

- Common formative assessments are the most powerful tool for helping a school begin to function as a professional learning community, if they...
  - Inform and **improve** individual **practice**
  - **Improve** the **effectiveness** of the team
  - **Identify** students who need **additional time** and support for learning
  - **Identify** students who are ready for **enrichment**



# **How can a board help?**

- Curriculum
- Support
  - Discipline, student sub populations, paraprofessionals
- Schedules
  - Remediation for students, time for PLC
- Class size
- Professional development
- Policy
  - Discipline, attendance, teacher evaluation, recruitment and retention

# STUDENT PROGRESS MEASURING PROTOCOLS

© 2024 Idaho School Boards Association

## **Focus on what you see.**

- What are the trends?
- What questions does this create?

## **Avoid shaming, blaming, or excuses.**

- Ask open-ended questions about the data.
- Don't jump to conclusions.

## **What else might you consider?**

- What are possible questions to ask for better understanding?
- What disaggregating questions might be important to ask?

# Comprehensive Assessment System

## Formative Assessment – Assessment **AS** Learning

- During instruction
- Adjust teaching strategies

## Interim Assessment – Assessment **FOR** Learning

- Checkpoints along the way
- Guides/informs instruction

## Summative Assessment – Assessment **OF** Learning

- End of year
- Informs systems

# Student Achievement Data Literacy Assessments

## Idaho Reading Indicator (IRI)

- Grades K-3
- Screener, diagnostic, and a summative assessment that also measures students' progression in learning foundational reading skills.
- Includes subtests from each of the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

## Idaho Standards Achievement Test (ISAT)

- Grades 3-8 and 11
- ELA
- Math
- Science (*5, 8, and 11*)

# Student Achievement Data – Student Growth

- Student Growth – the academic progress a student has made between two points in time.
  - **IRI**
    - [Rate of Improvement \(ROI\)](#) – measures the rate of student growth through the year comparing a student’s past performance to that of their peers across multiple months.
  - **ISAT**
    - [Academic Growth](#) – annual growth target that is identified so the student will be able to reach proficiency by the end of three years. If the student’s actual growth was greater than or equal to the target, the student is “on track.”



## IDAHO STANDARDS ACHIEVEMENT TEST - ISAT

### ENGLISH LANGUAGE ARTS/LITERACY

(97.4% participation rate)



[View Details](#)

### MATHEMATICS

(96.1% participation rate)



[View Details](#)

### SCIENCE

(91.7% participation rate)



[View Details](#)

## IDAHO READING INDICATOR \*

### FALL 2022 PROFICIENCY



[View Details](#)

### SPRING 2023 PROFICIENCY

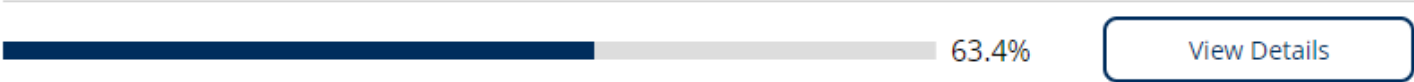


[View Details](#)

ARE STUDENTS IN THIS DISTRICT IMPROVING ENOUGH ON STATE ASSESSMENTS TO BE PROFICIENT IN THREE YEARS?

Academic growth recognizes the improvement a student achieves from year to year, toward mastery of grade level content standards. In measuring progress, a student does not need to be currently proficient. Instead, he or she only has to be showing sufficient improvement to meet those standards in the future. Idaho considers a student to be making adequate progress on the statewide assessments in ELA/Literacy and Mathematics if he or she demonstrated enough growth to be “on track” for proficiency in three years.

ENGLISH LANGUAGE ARTS



MATHEMATICS

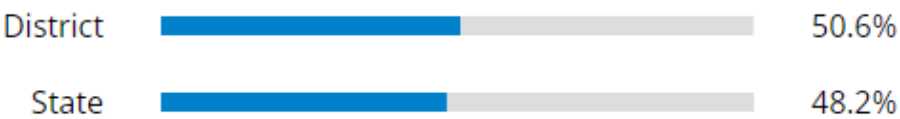


HOW DO STUDENTS IN THIS DISTRICT COMPARE?

ENGLISH/LANGUAGE ARTS GROWTH

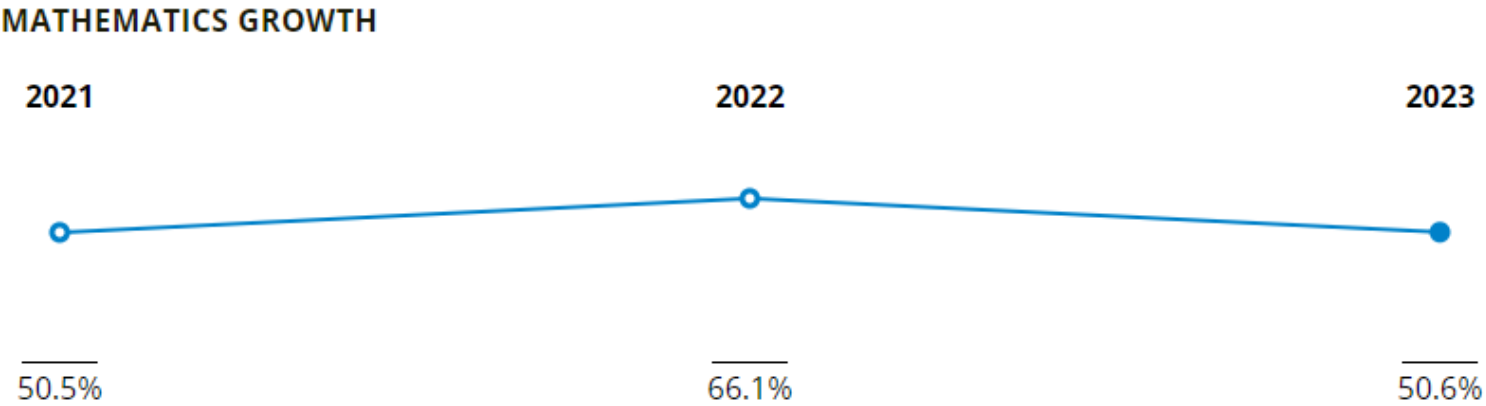
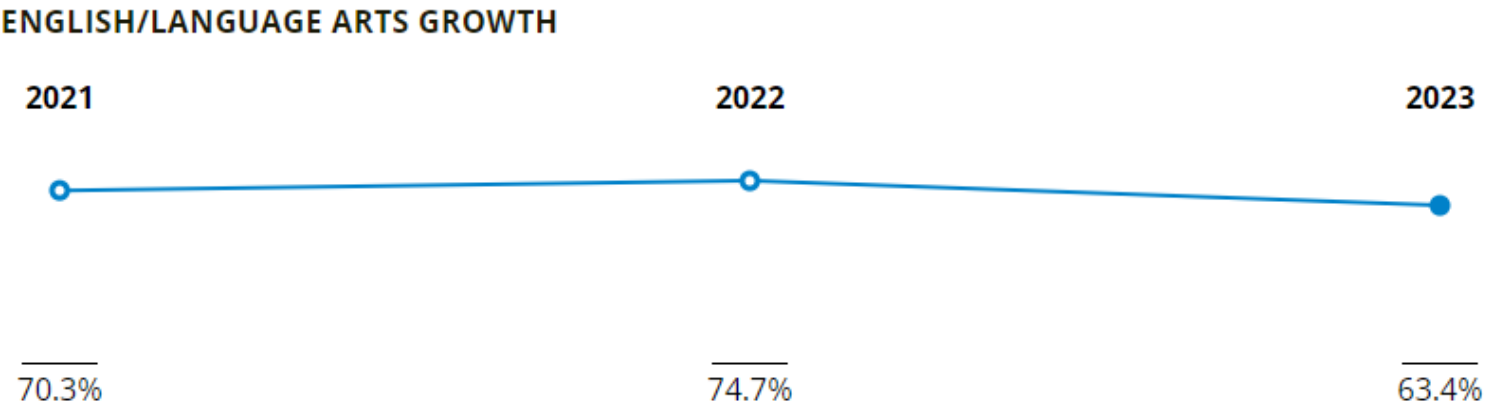


MATHEMATICS GROWTH





HOW DID STUDENTS IN THIS DISTRICT DO IN THE PAST?



## HOW DO STUDENTS IN THIS DISTRICT COMPARE?

### FOUR-YEAR GRADUATION RATE FOR THE COHORT CLASS OF 2022



### FIVE-YEAR GRADUATION RATE FOR THE COHORT CLASS OF 2021



## ARE STUDENTS IN THIS DISTRICT EARNING THEIR HIGH SCHOOL DIPLOMA IN FOUR OR FIVE YEARS?

Obtaining a high school diploma dramatically increases a student's future educational and workplace opportunities.

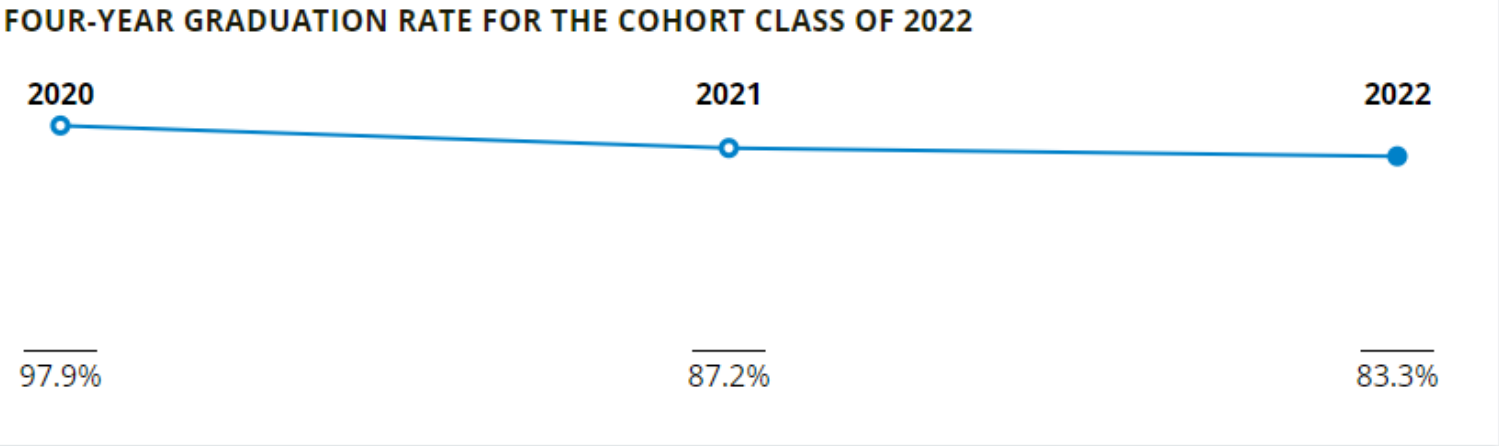
### FOUR-YEAR GRADUATION RATE FOR THE COHORT CLASS OF 2022

[View Details](#)

### FIVE-YEAR GRADUATION RATE FOR THE COHORT CLASS OF 2021

[View Details](#)

WHAT IS THE GRADUATION  
RATE IN THIS DISTRICT OVER  
TIME?



# Setting Measurable Goals – Cohort Example

## *Continuous Improvement Plan – Section II*

### Literacy Proficiency & Growth Metrics - Example

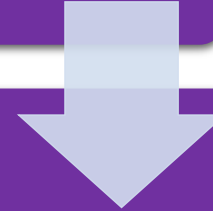
- Goal – All students will demonstrate the reading readiness needed to transition to the next grade.

Performance Metric	2023-2024 Results	2024-2025 Goal
Percent of students who score proficient on the Kindergarten Spring 2024 IRI	85.0%	90.0%
Percent of students who score proficient on the Grade 1 Spring 2024 IRI	70.0%	88.0%
Percent of students who score proficient on the Grade 2 Spring 2024 IRI	70.0%	75.0%
Percent of students who score proficient on the Grade 3 Spring 2024 IRI	75.0%	75.0%
Percent of students who score proficient on the Grade 4 ELA 2024 ISAT	60%	75.0%
Percent of students who make adequate growth on the Grade 4 ELA 2024 ISAT	N/A	90.0%

# Alignment of Goals – IRI Example

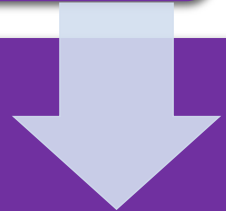
## West Coast School District

- 88% of 1<sup>st</sup> grade students will score proficient on the Grade 1 Spring 2025 IRI



## Beacon Elementary School

- 90% of 1<sup>st</sup> grade students will score proficient on the Grade 1 Spring 2025 IRI



## First Grade Teacher

- Proficiency Goal - 92% of my 1<sup>st</sup> grade students will score proficient on Grade 1 Spring 2025 IRI.
- Growth Goal – 100% of my 1<sup>st</sup> grade students will meet rate of improvement from Grade 1 Fall 2024 IRI to Grade 1 Spring 2025 IRI

# Alignment of Goals – ISAT Example

## West Coast School District

- 75% of 4<sup>th</sup> grade students will score proficient on the Grade 4 ELA 2025 ISAT
- 90% of 4<sup>th</sup> grade students will make adequate growth on the Grade 4 ELA 2025 ISAT

## Beacon Elementary School

- 75% of 4<sup>th</sup> grade students will score proficient on the Grade 4 ELA 2025 ISAT
- 90% of 4<sup>th</sup> grade students will make adequate growth on the Grade 4 ELA 2025 ISAT

## Fourth Grade Teacher

- **Proficiency Goal** - 75% of my 4<sup>th</sup> grade students will score proficient on Grade 4 ELA 2025 ISAT
- **Growth Goal** – 100% of my 4<sup>th</sup> grade students will make adequate growth on their Grade 4 ELA 2025 ISAT