

ACADEMIC DATA FOR CHARTER BOARDS

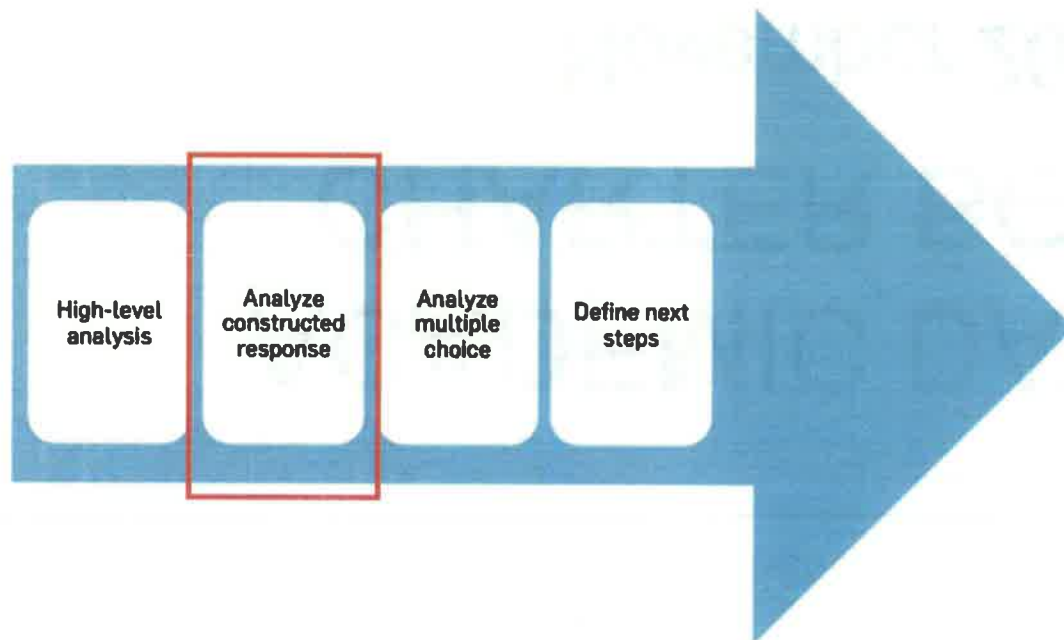
November 2017



CASE STUDY: NYS Test Math Constructed Response

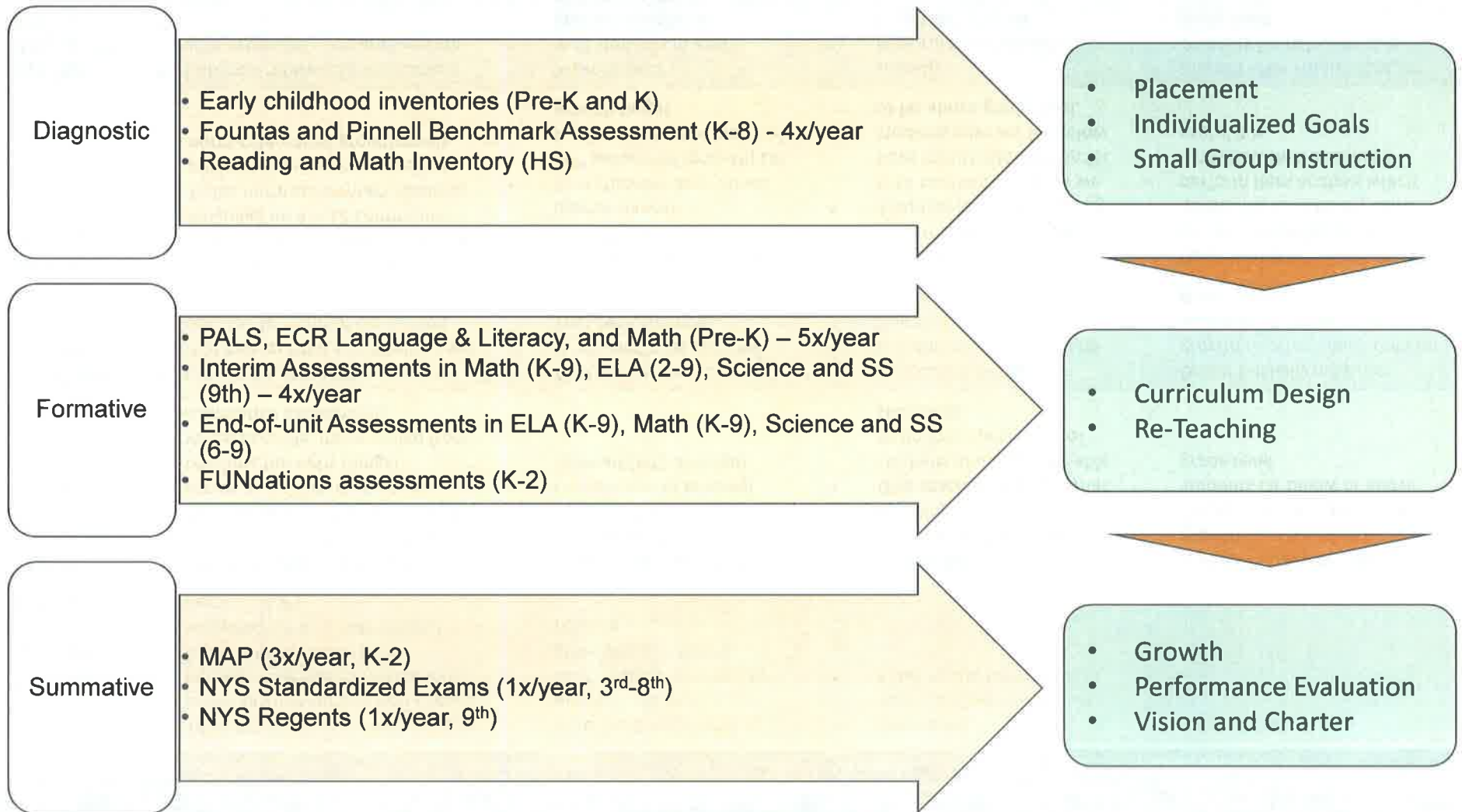
	MC	CR
2016	8%	3%
2017	10%	9%

Math Analysis Process



- ▷ In 2014, we implemented a new ELA protocol for looking at student writing, but we didn't create a corresponding protocol for Math.
- ▷ In 2016, the NYS Test item analysis reports showed a significant gap between Math MC and CR performance.
- ▷ We implemented a Math CR protocol as part of our Data day and saw significant increase in Math CR performance on 2017 NYS Test.

DREAM Common Assessment Framework



DREAM Assessment Framework

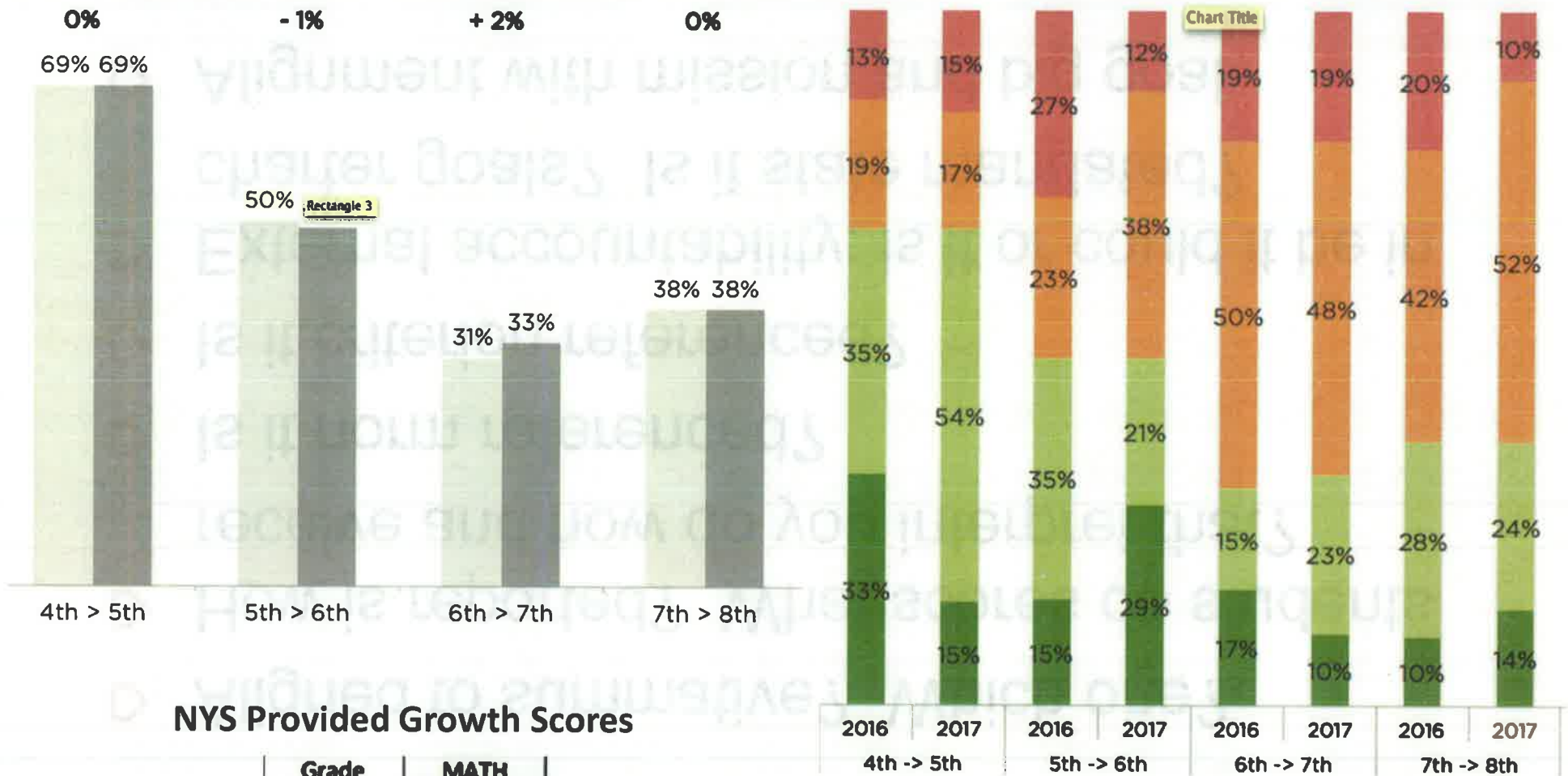
	Design	Measures	Strengths	Limitations
Fountas and Pinnell Benchmark Assessment (K-8) - 4x/year	<ul style="list-style-type: none"> Teachers observe student reading behaviors one-on-one and engage in comprehension conversations to determine students' independent and instructional reading levels 	<ul style="list-style-type: none"> % students reading at or above grade level % of students on track to grow year or more in reading 	<ul style="list-style-type: none"> Placement Individualized Goals Small Group Instruction 	<ul style="list-style-type: none"> Subjectivity
Interim Assessments (K-9) - 4x/year	<ul style="list-style-type: none"> Criterion-referenced assessment that assesses the standards taught over the last 6-8 weeks (but also serves as a check that we are teaching the right things) When possible, items pulled from summative assessments 	<ul style="list-style-type: none"> Average percent correct OR % of students scoring above a certain score Comparison to external referent (NYS average) 	<ul style="list-style-type: none"> Curriculum Design Informs instruction and re-teaching Give teachers data on what students know and are able to do for a specific set of standards 	<ul style="list-style-type: none"> Doesn't usually measure growth Doesn't offer robust data for students far below or above grade level
End-of-unit Assessments	<ul style="list-style-type: none"> Criterion-referenced assessment that assesses the standards taught over the last unit of instruction 	<ul style="list-style-type: none"> Average percent correct (cross-sectional year over year performance) 	<ul style="list-style-type: none"> Curriculum Design Informs instruction and re-teaching 	<ul style="list-style-type: none"> Doesn't usually measure growth or offer robust data for students far below or above grade level
NWEA MAP (3x/year, K-2)	<ul style="list-style-type: none"> Measures relative performance on the CCSS in reading, math and language on a K-12 continuum Yields norm-referenced absolute performance scores, as well as norm-referenced growth goals 	<ul style="list-style-type: none"> % of students at or above 50th percentile (performance) % of students at or above 50th percentile (growth) OR % of students that met their growth target 	<ul style="list-style-type: none"> Growth Performance Evaluation Adaptive assessment along K-12 continuum means we have robust information for students who are far below or far above grade level. 	<ul style="list-style-type: none"> Because it is adaptive, not all students take the same questions, so teachers can't perform item analysis which limits how instructionally useful it is.
NYS Test (1x/year, 3 rd -8 th)	<ul style="list-style-type: none"> Criterion-referenced assessment with extensive comparative data 	<ul style="list-style-type: none"> % proficiency % of students in each performance level Average proficiency rating Median growth percentile 	<ul style="list-style-type: none"> Growth Performance Evaluation Vision and Charter 	<ul style="list-style-type: none"> Doesn't offer robust data for students far below or above grade level
NYS Regents (1x/year, 9 th)	<ul style="list-style-type: none"> Criterion-referenced assessment with extensive comparative data 	<ul style="list-style-type: none"> % of students that pass Average score % of students earning CUNY cut mark 	<ul style="list-style-type: none"> Performance Evaluation Vision and Charter 	<ul style="list-style-type: none"> Difficult to measure growth Doesn't offer robust data for students far below or above grade level

Formative Assessment Criteria

- ▷ Aligned to summative? Which one?
- ▷ How is reported? What scores do students receive and how do you interpret that?
- ▷ Is it norm referenced?
- ▷ Is it criterion referenced?
- ▷ External accountability: is it or could it be in charter goals? Is it state mandated?
- ▷ Alignment with mission and big goal



How much does the context or comparison with other schools matter?



APPENDIX



DREAM Boxscore



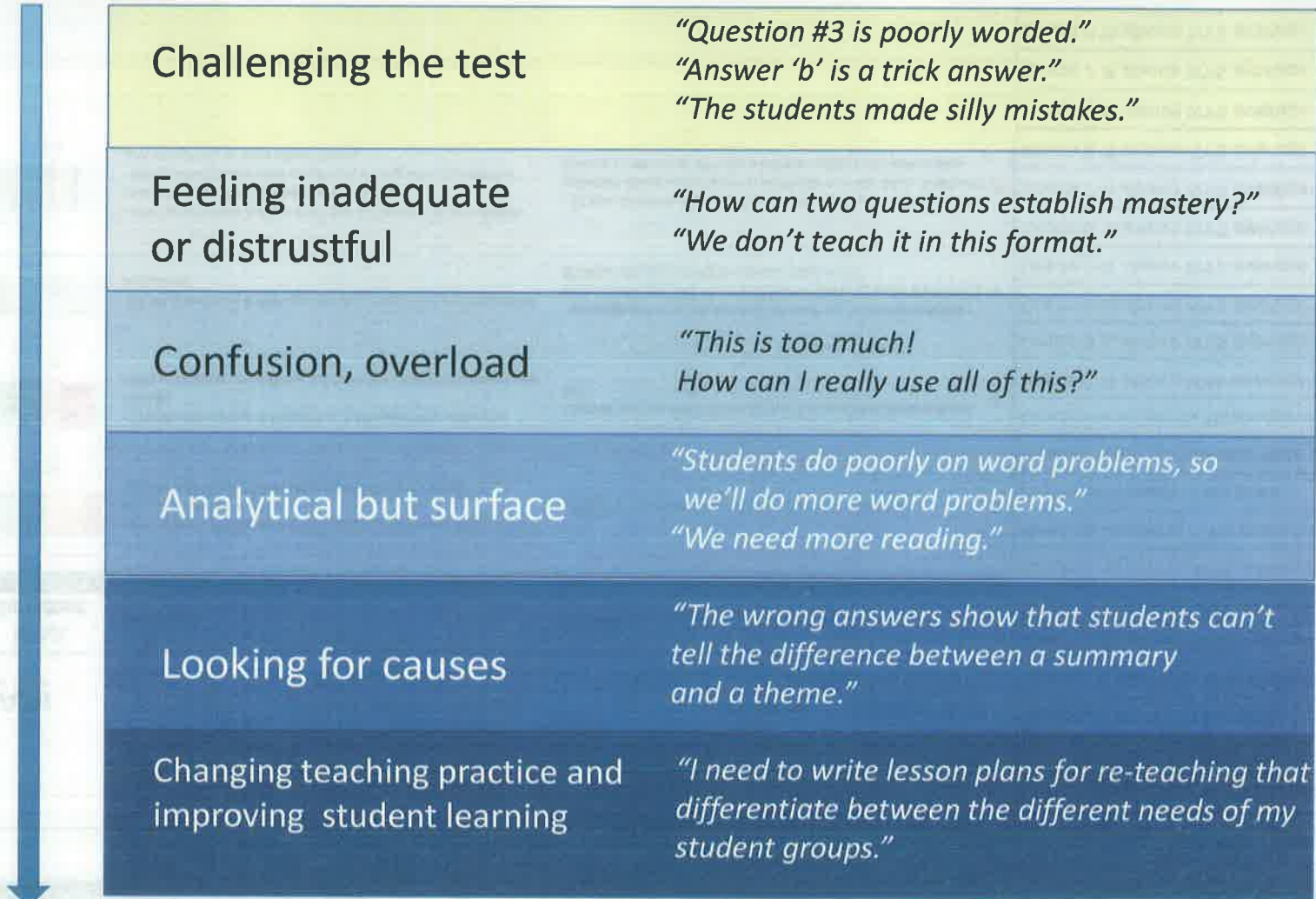
Boxscore - September 2017
3. Detail by Department

Department	Metric Breakdown	Successes	Challenges	Impact
PreK - 5 School Charter		<ul style="list-style-type: none"> - Strong Pre-K ECR baseline data in language & literacy (86% on track) and math (94% on track) - September saw full K-5 enrollment and 96% attendance 	<ul style="list-style-type: none"> - 27% of K-5 students late more than 3 times in September 	↑
Middle School Charter		<ul style="list-style-type: none"> - 97% MS attendance in September, 1.5% higher than prior year average - 94% of teachers rated above 2 out of 4 in essential content last year 	<ul style="list-style-type: none"> - 31% of teachers rated above 2 out of 4 in academic ownership last year 	↑
High School Charter		<ul style="list-style-type: none"> - 97.5% attendance & 99% late less than three times in the month of September 	<ul style="list-style-type: none"> - Although enrollment is currently 98, reaching full enrollment has been a challenge, with some students not showing up on the first day of school despite coming to summer assessments 	↑
Families and Communities*		<ul style="list-style-type: none"> - 84% net promoter score in REAL Kids Summer Program indicates consistently satisfied families across all 5 sites - 90% of Family Visits were completed, driving success in families who attend two or more school events 	<ul style="list-style-type: none"> - 12 new community partnership contacts reported in Q1 due to data collection issues with a recent transition to new database. Additional training underway to allow for a more seamless collection process 	↔

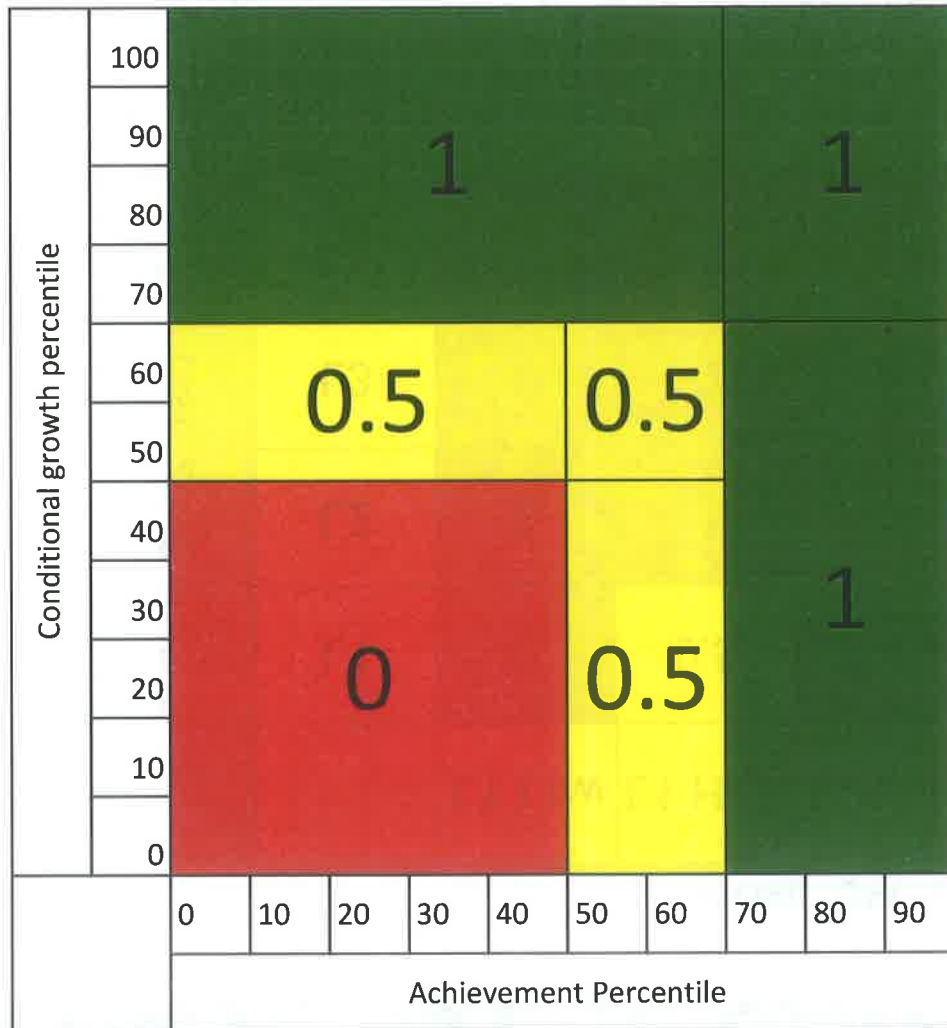
Metric
Pre-K: PALS Letter ID % on track
Pre-K: PALS Letter Sound % on track
Kindergarten % students reading above grade level
Grade 1 % students reading above grade level
Grade 2 % above NYS average ELA
Grade 3 % above NYS average ELA
Grade 4 % above NYS average ELA
Grade 5 % above NYS average ELA
Pre-K: ECR math % on track
Kindergarten % students Math above 60%
Grade 1 % students Math above 60%
Grade 2 % above NYS average in math
Grade 3 % above NYS average in math
Grade 4 % above NYS average in math
Grade 5 % above NYS average in math
Grade 6 % above NYS average in ELA
Grade 7 % above NYS average in ELA
Grade 8 % above NYS average in ELA
Grade 6 % above NYS average in math
Grade 7 % above NYS average in math
Grade 8 % above NYS average in math



6 phases of adopting data-driven instruction



Student Achievement Growth Model (K-2)



- ▷ Based on Spring 2016 MAP scores
- ▷ **Achievement percentile:** shows how well each student performed relative to students in that grade.
- ▷ **Conditional growth percentile:** shows how well each student grew relative to academic peers (students with similar starting point).

Student Achievement Growth Model (4-8)

		Post-Test: 2017 NYS Test						
Pre-test: 2016 NYS Test		L1 Low	L1 High	L2 Low	L2 High	L3 Low	L3 High	L4
	L1	0	0.5	1	1	1	1	1
	L2	0	0	0	0.5	1	1	1
	L3	0	0	0	0	1	1	1
	L4	0	0	0	0	0.5	1	1

- ▷ All teachers do not teach the same number of students so once a final number of points is determined, the total points will be divided by the number of students who sat for the accompanying assessments. By dividing by the total number of points earned by the total possible number of points earned (1 point per student), this step equalizes the evaluation for all teachers regardless of the number of students she teaches.