

Data

WHAT DISTRICTS CAN USE TO
DETERMINE PRESENT LEVELS OF
EDUCATIONAL PERFORMANCE

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Agenda

- What types of data are there?
- How is this data included in a GIEP?
- How does the GIEP team know to recommend enrichment, acceleration, or a combination of both?

A Note About Scores

- Raw
- Scale
- Standard
- Percentile Rank

Example from 2014 PSSA

- Math Grade 5

Raw	SS	Freq	Freq%	%ile rank
71	2221	538	0.4	99
72	2460	157	0.1	99

Example from 2014 PSSA

- Math Grade 6

Raw	SS	Freq	Freq%	%ile rank
71	2353	899	0.7	99
72	2649	196	0.2	99



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Home >> Data and Statistics >> PSSA, Keystone and AYP Results >> PSSA Technical Reports

http://www.portal.state.pa.us/portal/server.pt/community/technical_analysis/7447

PSSA Technical Reports

- [2014 PSSA Technical Report](#) (PDF)
- ~~2013 PSSA Technical Report~~ (PDF)
- 2012
 - [2012 - PSSA Retest Technical Report](#) (PDF)
 - [2012 - PSSA-M Retest Technical Report](#) (PDF)
 - [2012 - PSSA-M Technical Report](#) (PDF)
 - [2012 - PSSA Technical Report](#) (PDF)
- 2011
 - [2011 - PSSA Technical Report](#) (PDF)
 - [2011 - PSSA-M Technical Report](#) (PDF)
 - [2011 - PSSA Retest Technical Report](#) (PDF)
 - [2011 - PSSA-M Retest Technical Report](#) (PDF)
- 2010
 - [2010 Grade 12 PSSA Retest Technical Report](#) (PDF)
 - [2010 Grade 12 PSSA-M Retest Technical Report](#) (PDF)
 - [2010 PSSA Technical Report](#) (PDF)
 - [2010 PSSA-M Technical Report](#) (PDF)
- 2009
 - [2009 Grade 12 PSSA Retest Technical Report](#) (PDF)
 - [2009 PSSA Technical Report](#) (PDF)
- 2008
 - [2008 Reading and Mathematics PSSA Technical Report](#) (PDF)
 - [2008 Writing PSSA Technical Report](#) (PDF)
 - [2008 Science PSSA Technical Report](#) (PDF)
 - [2008 Science PSSA Preliminary Technical Report](#) (PDF)
- 2007
 - [2007 Reading and Mathematics PSSA Technical Report](#) (PDF)
 - [2007 Writing PSSA Technical Report](#) (PDF)
- 2006
 - [2006 Grade 12 PSSA Retest Technical Report](#) (PDF)

Appendix N:
Raw-to-Scale
score conversions

Types of Assessment

- Summative
- Formative
- Benchmark
- Diagnostic

Summative

- After instruction – school level, grade, or course
- Group administered
- Determines if a student has fallen short, met, or exceeded expectations
 - Quizzes, Chapter tests, final exams – criterion referenced (accuracy)
 - PSSA's, Keystones, SAT's, ACT's – norm referenced (comparison to others who took the test)
 - Can administer “out of level” summative to see if a student already possesses knowledge and skills

On Level

Formative

- During instruction – lesson, unit, grade, or course
- Individually or group administered
- Determines where a student is in the learning process
- Helps teacher make instructional decisions
 - Classwork, Homework, Some Quizzes , Some Chapter tests
 - ✦ Almost always criterion referenced (performance against expected achievement)

On Level

Benchmark

- Prior to/During instruction –grade or course
- Determines if the student is on the proper trajectory to meet expectations on the summative assessment (predictive)
- Group administered
- Helps teacher make instructional decisions
 - DIBELS, AIMSweb, 4Sight, Study Island, Measures of Academic Progress– norm referenced (comparison)
 - Special note about PVAAS-Not a Benchmark, but does project performance

On or Above
Level

Diagnostic

- Prior to instruction
- Detailed results for a particular aspect of the student
- Individually administered
- Helps teacher make instructional decisions
 - Classroom Diagnostic Tools, WISC-IV, Diagnostic Reading Assessment (DRA)

Below, On and
Above Level

Secondary (High School)

- Shift in data
- Teacher and Student Input/Participation is increasingly important
- Alignment to College and Career Readiness
 - <http://pcd.caiu.org/Home.aspx>
- Continued need may not exist as more opportunities open up
- Goals will be more Course Specific

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PLEP- Guiding Ideas

- Current (within last year)
- Indicate present mastery level
- Help us measure growth
- Establish strength areas
- Not a standard list
- Report progress on goals (maintenance)

PLEP Sections

- Academic/Cognitive Strengths
- Achievement Results
- Progress on Goals
- Aptitudes/interests/specialized skills/products
- Grades/Classroom Performance

What are we really trying to do?

- Answer these questions....
 - Does this child need enrichment?
 - Does this child need acceleration?
 - Does this child need a combination of both?

PLEP Sections



A. Academic/Cognitive Strengths

- How would you characterize this student as a learner and a thinker?
- What have you observed in or out of the classroom that has enhanced or prohibited this child's learning?
- How to gather this information:
 - ✦ Anecdotal Teacher Report
 - ✦ Anecdotal Student Report
 - ✦ Anecdotal Parent Report
 - ✦ Gifted Checklists/Scales
- Narrative

PLEP Sections



A. Academic/Cognitive Strengths

- Should include information from the current teacher(s) in the strength(s) area:
 - ✦ Instructional Level
 - ✦ Specially Designed or Differentiated Instruction
 - ✦ Students success/lack of success in that environment
- Can include information from other subjects as a way of documenting student performance

Academic and Cognitive Strengths: Jared

Jared's 5th Grade Math Teacher Reports:

- In the six areas identified as Intellectual Ability on the teacher input form, he demonstrates four of them on a consistent basis when working on 6th grade level standards . He demonstrates connections, reasons things out independently, asks in-depth questions, and learns beyond what is expected. Jared acquires and retains new math knowledge consistently in all areas, of special note is his ability to generalize and synthesize information that is either presented by the teacher or learned independently. Not only is Jared capable of learning math quickly, but he also exhibits many of the Leadership and Planning characteristics on a consistent basis (strong study skills, presents a plan for attack, finds alternate solutions when working on a project with a team or partner). Jared tests well on pre-tests, generally in the 80-90% accuracy range. He performs well on enrichment tasks, especially when pre-assessment scores qualify him for curriculum compaction. He has also performed well on accelerated tasks aligned to the 7th grade level math standards.

PLEP Sections

B. Achievement Results

- Assessment results that indicate instructional levels to direct curriculum placement and goal development
- PSSA and PVAAS data, Keystone Results, DIBELS, BENCHMARK TESTS, CBA's, end of unit tests, CDT's (classroom diagnostic tools), 4Sight, Star, AIMS web, MAP (measure of academic progress), Study Island
- It is a good idea to group this info by academic area with a summary statement after the data indicating proposed instructional level.

Achievement Data Example

- On the 5th Grade Math PSSA, Jared scored in the 97th percentile, which means on a grade level assessment that is composed of coursework that is approximately two years below his instructional level, he scored better than 96 % of all the students across the state who took the same test.
- Jared scored Advanced on his 6th grade level 4Sight Benchmarks (fall), but no out of level Benchmark testing was done at this time.
- September of sixth grade, Jared was given the Classroom Diagnostic Tool for Math. He scored in the blue range over all with a score of 1194. This indicates by score alone that he is capable of working above 6th grade level math. Upon closer analysis, When we took a closer look at his individual map report, Jared is currently working at the 8th grade level.

Achievement Data Example

- Using his PSSA results, his Classroom Diagnostic Testing Results, and teacher report – Jared appears to be ready for Pre-Algebra and is, indeed, currently enrolled in a Pre-Algebra course. Since he is currently working at an 8th grade level, and the Pre-Algebra course is aligned to 8th grade level standards, Jared is already receiving whole subject acceleration. With his high rate of acquisition, the team recommends some form of enrichment in order to keep Jared appropriately challenged.

General Advice for Achievement Results

- Need multiple data points
- Need to understand what the data is measuring
- Not an exact science, requires expertise in curriculum

PLEP Sections

C. Progress on Goals

- Failure to make progress on previous goals may indicate further investigation is needed to determine the underlying cause.
 - × Here is where a GIEP team may refer a student for a re-evaluation (still in need?)
- If this is an initial GIEP, this section will not need to be completed.

Progress on Goals: Jared

- Given the 6th Grade level standards, Jared will demonstrate computation skills and application of concepts to an advanced level or 85% or better accuracy.
- Jared completed this goal successfully. His final average on the grade level standards was a 98%. He also maintained a 98% on the accelerated 7th grade level tasks he was assessed on.

PLEP Sections

D. Aptitudes, interests, specialized skills, products and evidence of effectiveness in other academic areas:

- Content Competitions, Technology Skills, Portfolio reviews, Extra-Curricular Activities
- Samples of things that might fall into this category: America Math Competition (AMC), Mathcounts; Odyssey of Mind, FPS (Future Problem Solving; Art, Music, Writing Awards; Learning Style assessment; Multiple Intelligence tests; Torrance Creativity Assessments; Creativity Assessment Packet , TOMAGS

Aptitudes, etc: Jared

- While Jared has expressed interest in science, he self-reports that he enjoys the pace of instruction and opportunity to compact when a unit is of high interest. His science teacher has allowed Jared to develop a science fair project with another classmate and they have been working through the process whenever he has demonstrated that he has the skills in a particular unit secured. Since this option is available to all students, it is not considered specially designed instruction. In speaking with his science teacher, the team was assured that next year's science class will operate in a similar manner.

PLEP Sections

E. Grades/Classroom Performance

- Include Scale if needed
- Gives overall picture
- May span more than one grade level (i.e. March GIEP)
- Not a Narrative

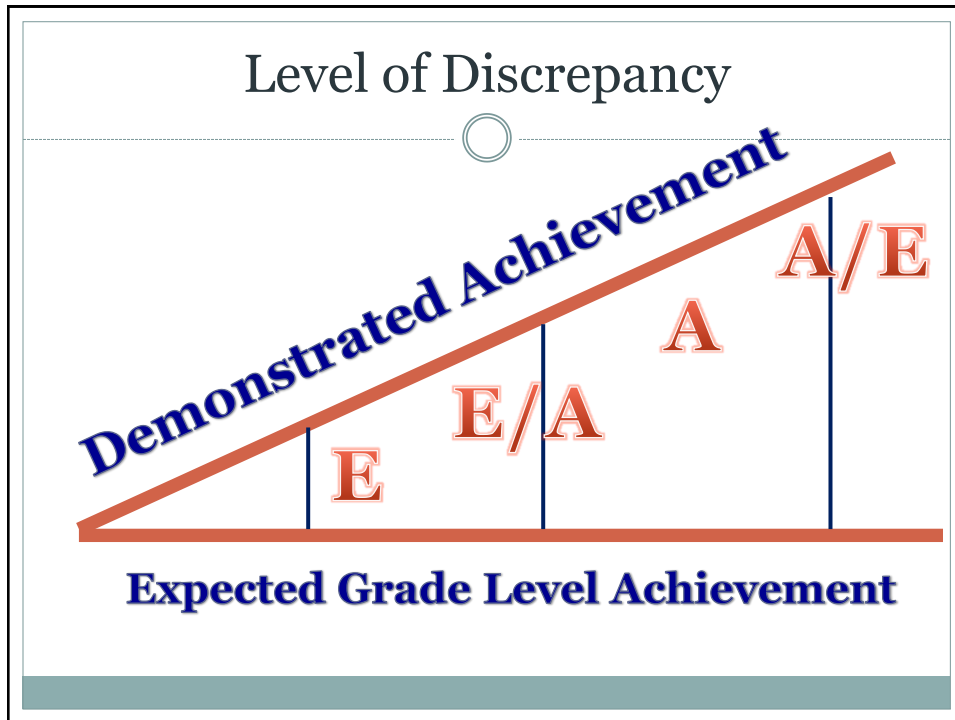
Grades/Classroom Performance: Jared

5th Grade Performance:

- Math (6th Grade) – MP1 – 98%, MP2 -96, MP 3 – 95%, MP 4 – 98% - Final Average – 96.75%. Please note the final average for the course was different than the final average for the goal. There were other items that the teacher factored into the final grade that were not clearly aligned to the expressed goal (i.e. HW and Class Participation).

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What do we know about Jared

- Performing at instructional level that is two or more years above his age mate peers.
- Assigned to a course that is two years above his age mate peers
- Course work is getting more complex
- Demonstrated learning at an advanced pace successfully

Questions about Jared

- *So what should we do?*
- *How would this be different if he was taking regular education 6th grade math?*
- *How would this be different if it were reading?*

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Suggested Links

- Pennsylvania Department of Education Standards Aligned System – *standards, assessment (CDT's), materials and resources*
 - www.pdesas.org
- PVAAS – Pennsylvania Value Added Assessment System
 - www.pvaas.sas.com
- Capital Region Partnership – Contains Career to Work Standards and Portfolio Statements
 - <http://pcd.caiu.org/Home.aspx>

??Questions??



<http://blog.surveymonkey.com/wp-content/uploads/2011/12/faq.jpg>