West Bonner County School District #83

Continuous Improvement Plan - Student Achievement

"Student Assessment Results = A Snapshot in Time"

School Board Presentation

<u>Purpose</u>: The presentation to the Board of Trustees informs the community of the manner in which student learning is measured with outcomes attained and analyzed to assist in student growth and achievement.

<u>Measure</u>: Formative and summative assessments are employed to improve student learning. Assessment is described in a way the public will understand the reason for its use.

- Formative Assessment = This is ongoing in the classroom and shows areas of strength and where learning can improve.

- Summative Assessment = Results are from the past year and monitoring through the year to help determine changes needed for the future.

Assessment	Grade Level Focus	Description of Measure
IRI	K-5	
ISAT	3-12	
IXL		
easyCBM		

<u>Outcomes</u>: We collect data via assessments to allow educators to learn student strengths and areas for improvement.

- A description of the manner in which data is collected.

<u>Analysis</u>: Diving into the data gives purpose and outcomes by using a protocol as assessment informs instruction.

- After data is collected, a data team analyzes the outcome.

- Processes are identified to implement until the students are assessed again.

- The process has protocols that are used to arrive at meaningful instructional decisions for an individual or group of students..

Kay Points: A Growth Mindset presentation with Points of Emphasis in presenting to the school board:

1. Where are we now with what the data indicates?

2. What is the outcome we are looking for?

3. What is the plan to get there?

Reminders: When discussing assessment results with the community, answers to these questions help to explain the difference in assessment results between paper assessments versus screen/computer assessments:

- How often are students exposed to screen-based reading for assigned work?

- How does reading comprehension with paper-based reading compare with screen-based reading?

- What reading strategies are used for paper-based reading? Are these strategies similar for screen-based reading?

- What differences are there in preparing students for paper-based testing versus screen-based testing, if any?

- What test taking skills are being practiced for screen-based testing, such as using a touch screen, using a mouse, keying skills, and use of math tools?