

Pleasantdale School District 107

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The STAR Assessment has provided Pleasantdale the opportunity to view data through a variety of lenses. These lenses help us focus on data from the macro to the micro, meaning we can make decisions from the grade level down to the individual student level. The STAR is a computer adaptive test which allows staff to better understand student academic growth in addition to a student's attainment of grade level expectations. The June testing report focused on the attainment of students' individualized goals as determined by STAR based on fall testing. At the Board's request, this report focuses three main areas: the number of students meeting grade level standards, a closer look at grade 3 math progress, and a concentration on students that demonstrated score regression from fall to spring.

In a computer adaptive test, each child is administered different questions. This variety is based on their ability and allows the district to use the data to set a baseline on each child. The STAR test provides data as to each child's level of attainment toward the grade level expectations. This information is considered an estimate; however, it does provide a valuable guide as we move forward with implementation of Common Core standards and practices. Following the spring 2016 testing window, 87.4% of the Pleasantdale students in grades 2-8 were classified in the benchmark category of meeting their respective grade levels' standards as determined by the STAR assessment.

With the transition to Common Core State Standards (CCSS), the way questions are categorized has changed. The STAR reports now reflect the CCSS domains in math, these domains include Measurement and Data, Operations and Algebraic Thinking, Number and Operations: Fractions, Number and Operations in Base Ten, and Geometry. This new reporting structure allows us to better analyze data at the grade level and make curricular decisions. At the classroom level, this new reporting structure allows teachers to take a closer look at individual student needs and differentiate for students.

This segmented reporting approach allows us to better focus on a grade level or subject area and ensures that students are making appropriate progress in all of the CCSS domains. It also allows us the opportunity to make instructional and curricular adjustments to best meet the needs of our students.

Prior to the year 2000 through the spring of 2014, Pleasantdale administered the Iowa Test of Basic Skills (ITBS) to students in grades 2-8. Testing reports from 2008 indicate that our third grade students were deficient in the area of computation as measured by the ITBS. As we look to monitor the progress of our third graders in the area of computation, we would use the CCSS domain of *Operations and Algebraic Thinking*. This is the domain that includes such expectations as working with the four basic operations (addition, subtraction, multiplication, and division) and fluency of multiplication facts. As mentioned above, previous ITBS reports have shown a deficiency in the area of computation in our third grade students. When the third graders' test scores were ranked by CCSS domain, *Operations and Algebraic Thinking* was the second highest and was second only to the Geometry domain.

Mission

Ensure that each student is a passionate learner empowered with the Academic and social skills to responsibly choose and excel in life pursuits.

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Overall, the students made progress as a whole as well as in each domain. The two domains that contain the lowest averages were *Number and Operations: Fractions* and *Measurement and Data*.

Fractions is a new concept and skill for our third graders. Leading up to grade three, students receive an introduction to fractions in the domain of Geometry. However, in grade three, students are expected to manipulate fractions and dive deeper into this abstract concept.

Measurement and Data is not a new domain to grade three; however, many of the concepts within this domain are new to our third graders. This domain requires students to engage in abstract concepts such as determining elapsed time, calculating area and perimeter, and working with scaled graphs. We attribute the lower scores in these domains to the fact that this is the first exposure to these concepts and that students are now asked to transition from concrete to abstract thought in math (e.g. from computation skills to fractions).

Based on our analysis of ITBS and STAR scores, it appears that the computation concern of the past has been addressed. Many of the concepts that would have once been covered in the area of computation are now covered in the domain of *Operations and Algebraic Thinking*, which was the second highest domain score in grade three.

The administration closely analyzed the scores of the students in grades 3-8 who showed regression on the STAR and discovered some interesting trends and patterns. We found that of 159 students who regressed from fall to spring, 68% (108 students) met the benchmark in both the fall and spring, as set by STAR. Of those 68% that met and remained in the benchmark zone, 44% (48 students) were enrolled in an above-level placement for the tested subject. Through our analysis we found that 21 of the students who did not meet the benchmark completed the test in under 15 minutes. Additionally, all but one of these students took less time to complete the test in the spring than in the fall. We also found that 17 students increased their score in winter before experiencing a decreased score in spring. In addition, five students' testing pattern showed a decrease from fall to winter and an increase from winter to spring. Of the eight remaining students (5%), one is in an above-level placement and two receive academic interventions. These data are displayed in the table below.

Number of students in regression group	Percent of students based on those regressed	Findings based on analysis of those who regressed
159	100%	Total number of students in the regression group
108	68%	Met benchmarks as set by STAR
21	13%	Finished the test in under 15 minutes
17	10%	Increased from fall to winter

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Regression data raises red flags for some students. Through careful analysis, we are able to use regression data to determine those students who require intervention and those who simply may need a different testing environment. However, it is very important to remember that these data are analyzed to benefit all students, not only those whose scores decrease. This process helps us to individualize instruction to meet all students' needs.

As we look forward to administering the MAP test this year, we will continue to look at data from several levels, including school, grade level, classroom, and individual student level. We will analyze student growth on a large, district-wide scale and also to meet each child's needs.

Presentation takeaways:

- Computer adaptive assessments provide a variety of ways to analyze data. The data produced allows a multifaceted approach to study both overall results and individual student progress.
- With the onset of new standards and new assessments, it is important to watch for trends in the data in order to make appropriate adjustments.
- The Grade 3 *Operations and Algebraic Thinking* domain scores (most closely related to the computation scores of the past) ranked as the second highest domain in both the beginning of the year and the end.
- Data on the students whose scores regressed allow us to recommend academic interventions or changes to our instructional/testing practices.

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