

## Amplify.

Effective Use of Short Cycle Assessment Data  
to Inform Instructional Practices

David Stevenson, Vice President  
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### Agenda

- We can change outcomes for children by catching them early!
- What are short cycle assessments and how do they work?
- What does New Mexico's K-3 implementation look like?
- Is it making a difference for New Mexico's children?

## We can change outcomes for children by catching them early!

- 3<sup>rd</sup> grade reading proficiency is a well-understood “gateway” to academic success:
  - Transition from “Learn to Read” to “Read to Learn”
  - Children not reading on level by the end of 3<sup>rd</sup> grade are **4 times more likely to drop out of high school.**
- “Early Warning Systems” can predict likely 3<sup>rd</sup> grade outcomes as early as Kindergarten – providing opportunity to “close the gap” earlier than later.
  - Deliberate interventions lead to **increased pass rates and reductions in referrals for Specific Learning Disabilities.**

3

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## What are short cycle assessments and how do they work?

- Short cycle assessments are:
  - **Part of a process**, with opportunities for feedback
  - **Rapid**, to leave time for teaching
  - **Repeatable**, to allow students to show progress
  - **Classroom-friendly**, to integrate in teaching
  - **Instructionally relevant**, to guide intervention
  - **Psychometrically valid**, to assure utility

4

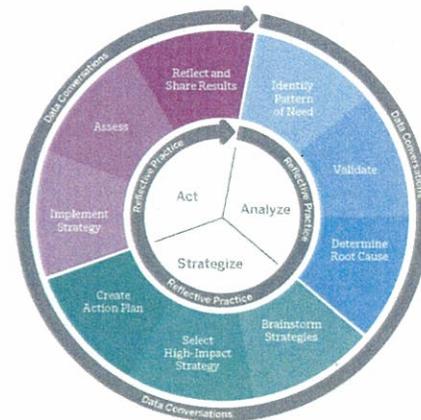
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## Part of a process

### Structured use of data for classroom planning

Using a cycle-of-inquiry format, educators use short cycle data to:

- 1 Pinpoint student needs
- 2 Develop targeted instructional action plans
- 3 Implement plans and assess effectiveness
- 4 Reinforce learning through strategic conversations with parents, students, colleagues, and the community



3

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## Rapid

Mobile administration for time-savings and instant feedback

6

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# What are short cycle assessments and how do they work?

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## Instructionally relevant

### Parent letters engage caregivers in student success

**Needs Some Support**

**What does this mean?**  
To reach grade-level expectations, Albert needs additional practice, both at

**Why is Albert being tested?**  
The teachers and administrators at our school want Albert to read successfully. As part of this commitment, our school uses a test called DIBELS, which stands for Dynamic Indicators of Basic Early Literacy Skills to measure how

**What can I do?**  
To reinforce what Albert is learning in school, you can read together every day at home.

Home Connect explains the assessment, why students are being assessed, and what parents can do to support learning

**What are the skills Albert should learn to become a good reader?**

**Phonemic Awareness**  
Hearing and using sounds in spoken words

**Phonics**  
Learning sounds of letters and how they are written and

**Accurate and Fluent Reading**  
Reading words in books or easily, quickly, and correctly.

Each measure and student score is accompanied by an explanation written easy-to-understand language

## Psychometrically valid

### A national data set allows for meaningful predictions

- The DIBELS Next assessment is:
  - Predictive of key end-of-year and third grade outcomes
  - Accurate in its predictions (allowing for the "boost" factor)
  - Reliable between administrators and across time periods

## What does New Mexico's K-3 implementation look like?

mCLASS is broadly used around the state

- Supporting "Reads to Lead" and K-3 Plus
- With nearly 200 on-site coaching and training visits in 2013-2014

	<b>2013-14</b>	<b>2014-15</b>
Districts/Charters	117	119
Schools	346	429
Students	74,000 (approx)	97,000 (approx)

13

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## What does New Mexico's K-3 implementation look like?

Teachers are having "data conversations" and using data to plan

- Data conversations
  - 35% have general data conversations after assessments
  - 30% review class data following each assessment window with instructional teams
  - 30% regularly initiate data conversations with mentors, administrators, and parents
- Using data to inform instruction
  - 27% share strategies to address instructional needs identified through data
  - 40% implement differentiated instruction based on benchmark data
  - 33% participate in school-wide discussions and decisions based on data, including choices about curriculum and support.

14

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