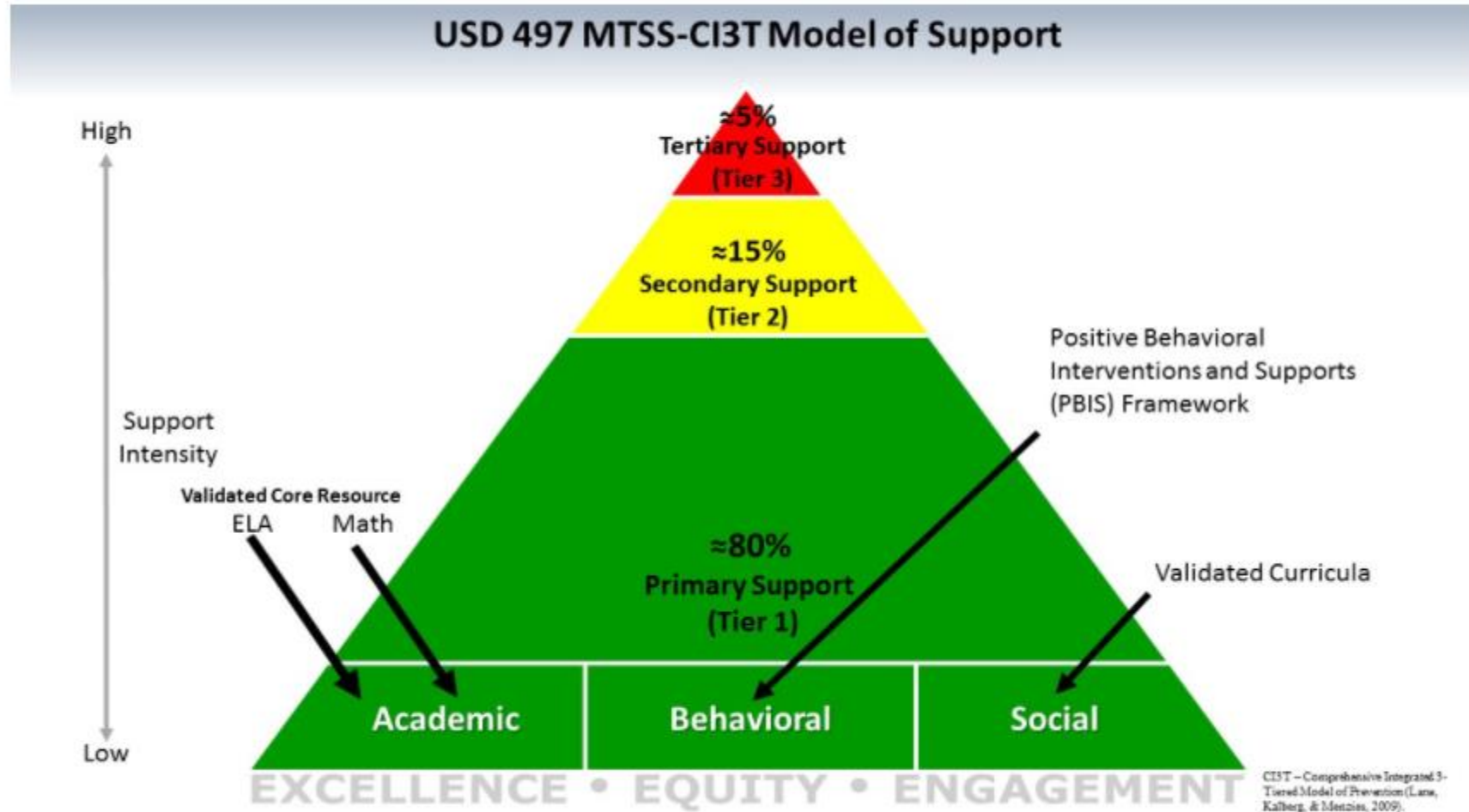


DISTRICT DATA CAROUSEL

OCTOBER 23, 2017

A solid orange horizontal bar spanning the width of the slide at the bottom.

Comprehensive Three-Tiered Model of Prevention (Ci3T)



Critical Differences Between AIMSweb and Measures of Academic Progress (MAP)

- AIMSweb is a Universal Screener

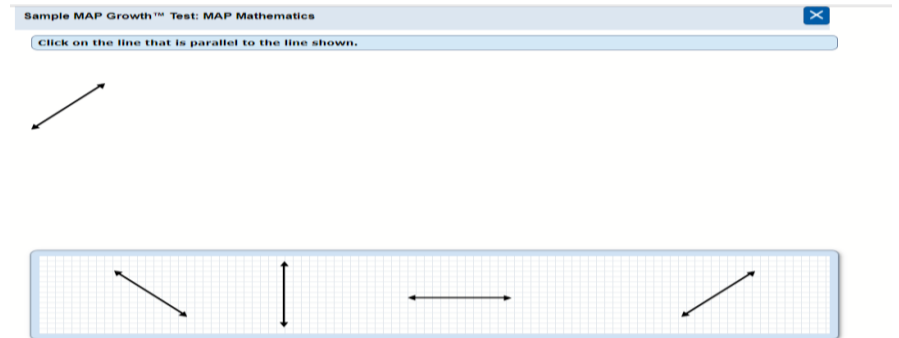
- Focus is measuring initial understanding and progress of specific skills
- Reading Example: Letter/Word Sounds Fluency
 - Do I know what sound “ph” makes when I see “ph”?
- Math Example: Addition
 - Can I add 1 column, 2 column, 3 column numbers?

Auditory Vocabulary	Letter Word Sounds Fluency	Oral Reading Fluency	Phoneme Segmentation	Word Reading Fluency
---------------------	----------------------------	----------------------	----------------------	----------------------

- Teachers monitor progress for students not at Benchmark on these skills

- MAP is a Screener – however;

- MAP focus is on measuring growth in the application of the skills within the standards
- Reading Example: Informational Text
 - Can I read, comprehend, and answer questions about information-based text?
- Math Example: Geometry
 - Given several items to choose from, identify the line that is parallel to the line shown



- MAP Measures Growth across test seasons

- MAP is aligned to KCCRS and to ACT outcomes

AIMSweb Composite

Kindergarten

Winter

Total Early Literacy Composite		
# of Students	% of Students	Risk
436	57.3%	Low
147	19.3%	Moderate
178	23.4%	High
40		District Median %ile

Spring

Total Early Literacy Composite		
# of Students	% of Students	Risk
548	72.7%	Low
69	9.2%	Moderate
137	18.2%	High
38		District Median %ile

1st Grade

Total Early Literacy Composite		
# of Students	% of Students	Risk
506	61.5%	Low
118	14.3%	Moderate
199	24.2%	High
45		District Median %ile

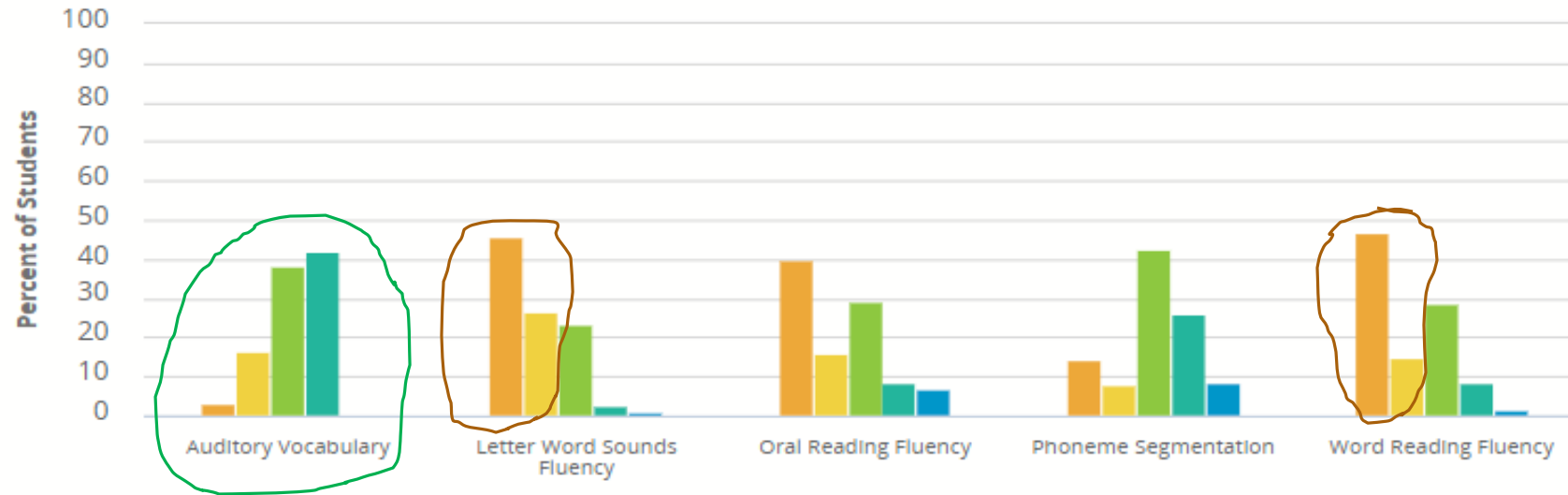
Total Early Literacy Composite		
# of Students	% of Students	Risk
577	70.5%	Low
54	6.6%	Moderate
188	23%	High
50		District Median %ile

2nd Grade

Total Reading Composite		
# of Students	% of Students	Risk
503	68.9%	Low
90	12.3%	Moderate
137	18.8%	High
60		District Median %ile

Total Reading Composite		
# of Students	% of Students	Risk
557	76.4%	Low
47	6.4%	Moderate
125	17.1%	High
58		District Median %ile

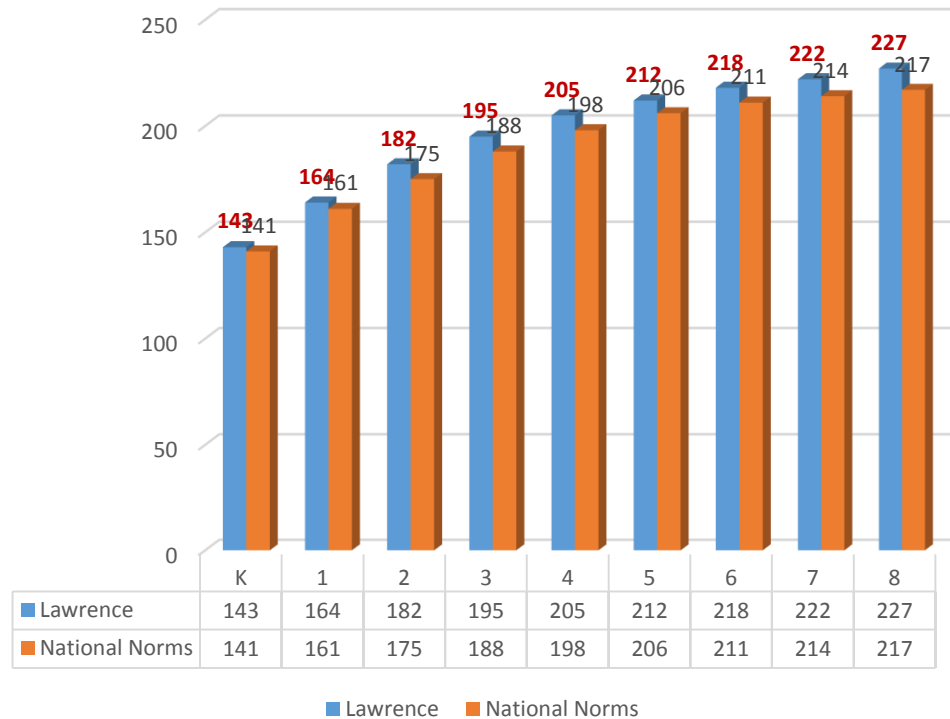
How Teachers Use This Data to Differentiate Instruction:



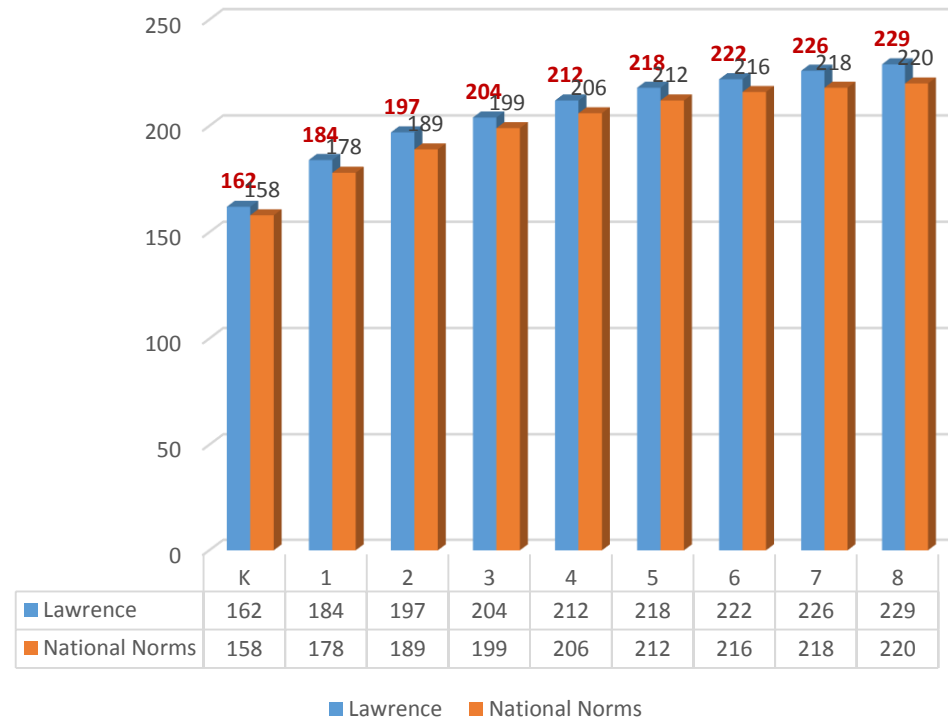
	Auditory Vocabulary		Letter Word Sounds Fluency		Oral Reading Fluency		Phoneme Segmentation		Word Reading Fluency	
Level	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	3	3.3%	214	45.9%	303	40%	55	14.6%	129	46.6%
Below Average	15	16.5%	125	26.8%	119	15.7%	31	8.2%	41	14.8%
Average	35	38.5%	108	23.2%	220	29.1%	161	42.7%	79	28.5%
Above Average	38	41.8%	13	2.8%	64	8.5%	98	26%	24	8.7%
Well Above Average	0	0%	6	1.3%	51	6.7%	32	8.5%	4	1.4%
District Median Percentile	58		11		20		61		15	

Measures of Academic Progress (MAP): Reading Fall to Spring Medians by Grade

FALL MAP: Lawrence Compared to National Norms

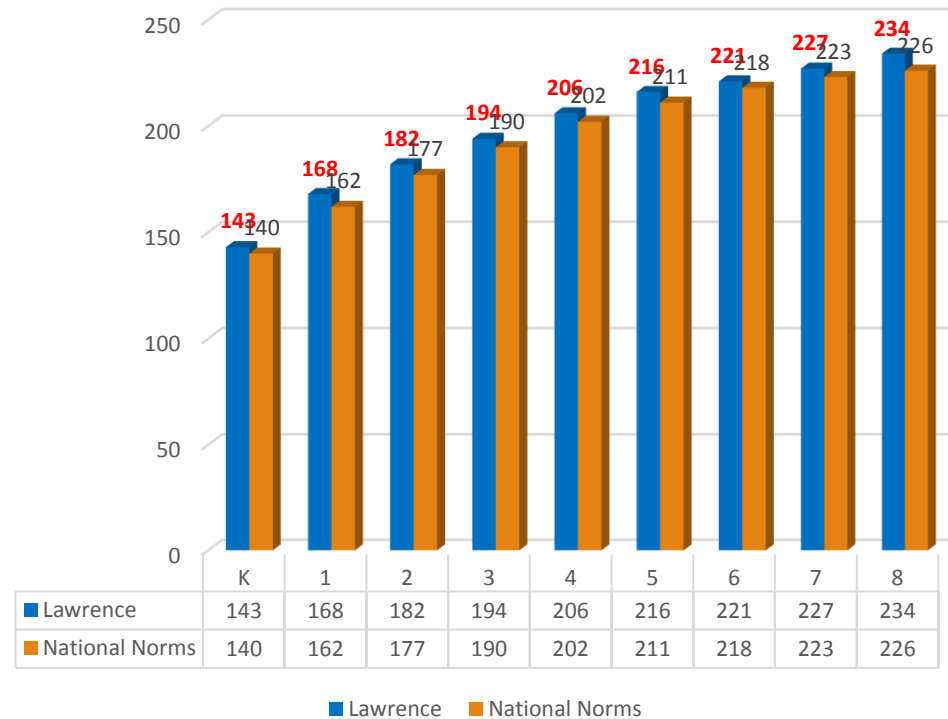


SPRING MAP: Lawrence Compared to National Norms

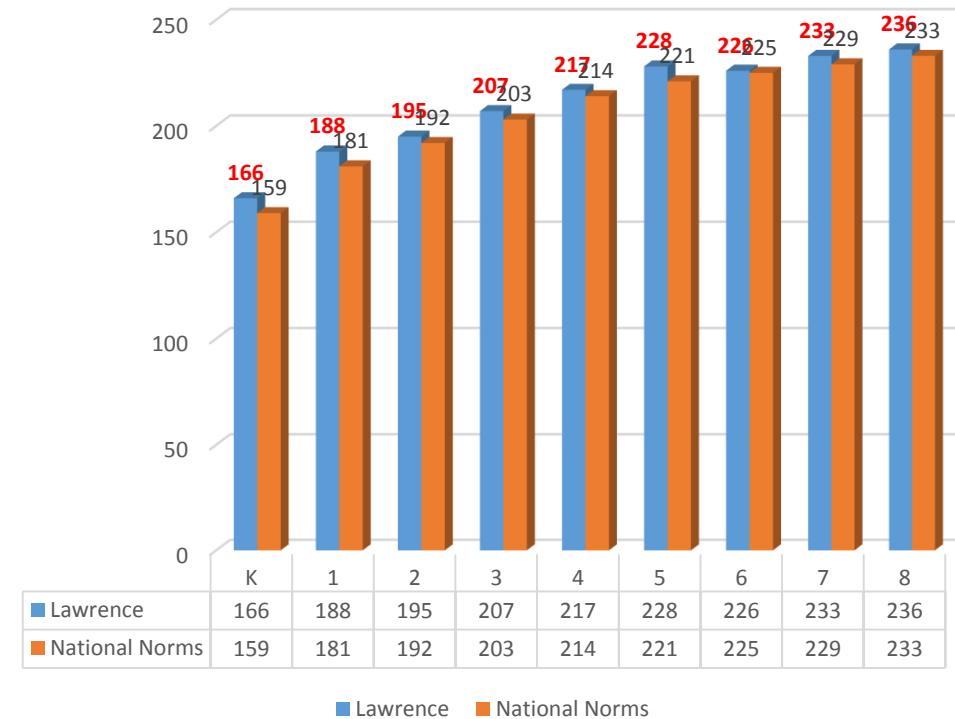


Measures of Academic Progress (MAP): Mathematics Fall to Spring Medians by Grade

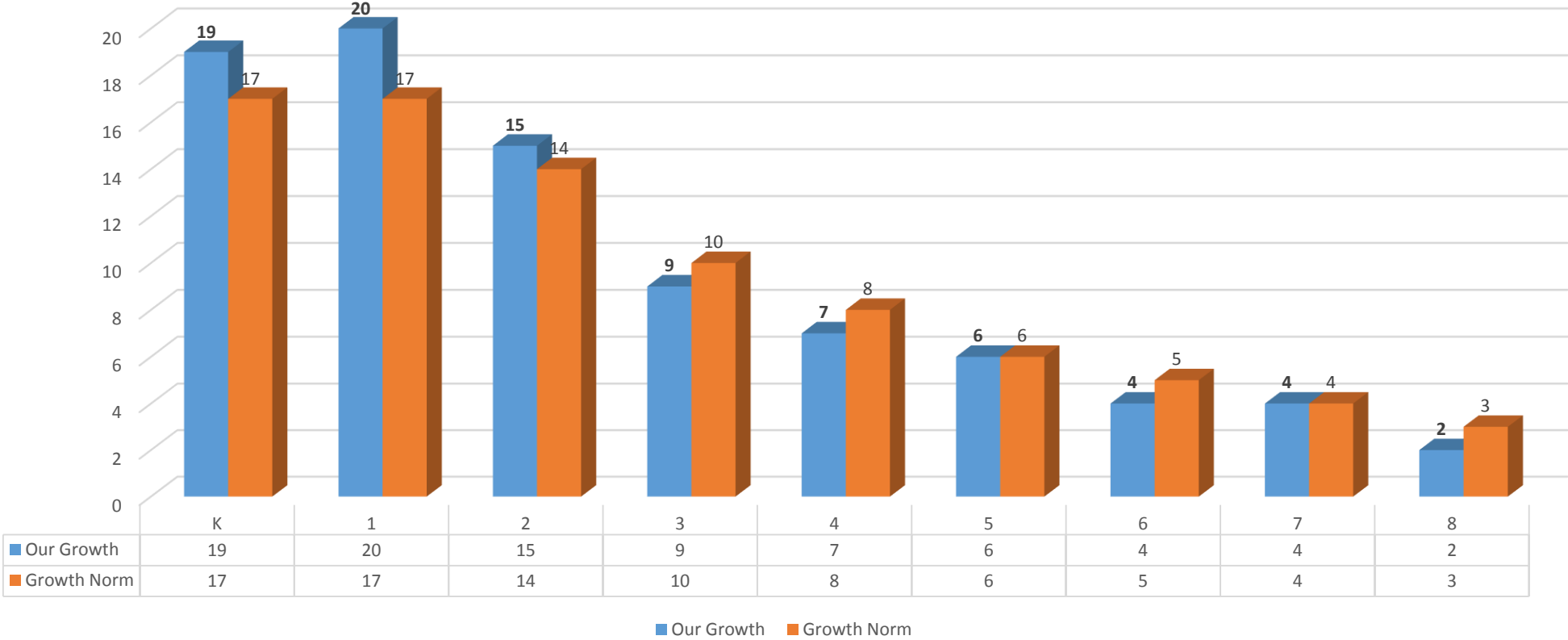
FALL MAP: Lawrence Compared to National Norms



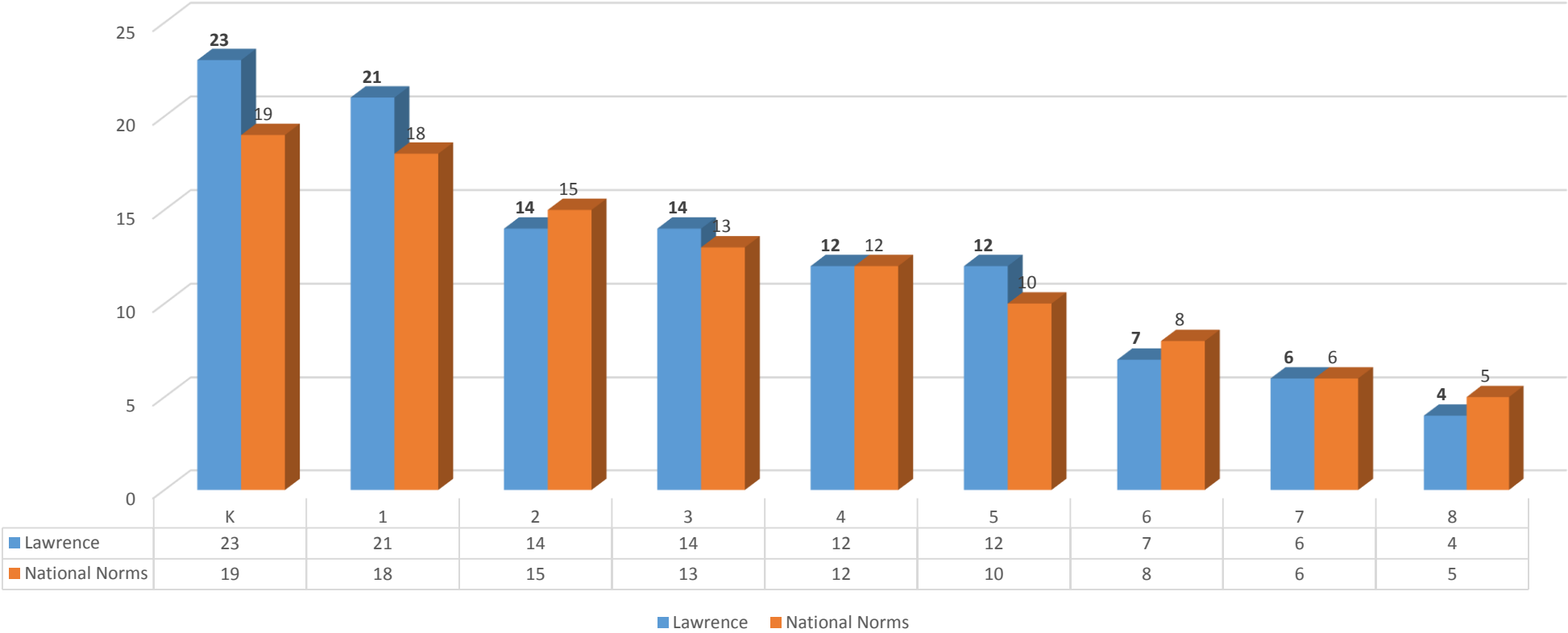
SPRING MAP: Lawrence Compared to National Norms



Fall to Spring Growth by Grade - Reading: Lawrence Compared to National Normative Data

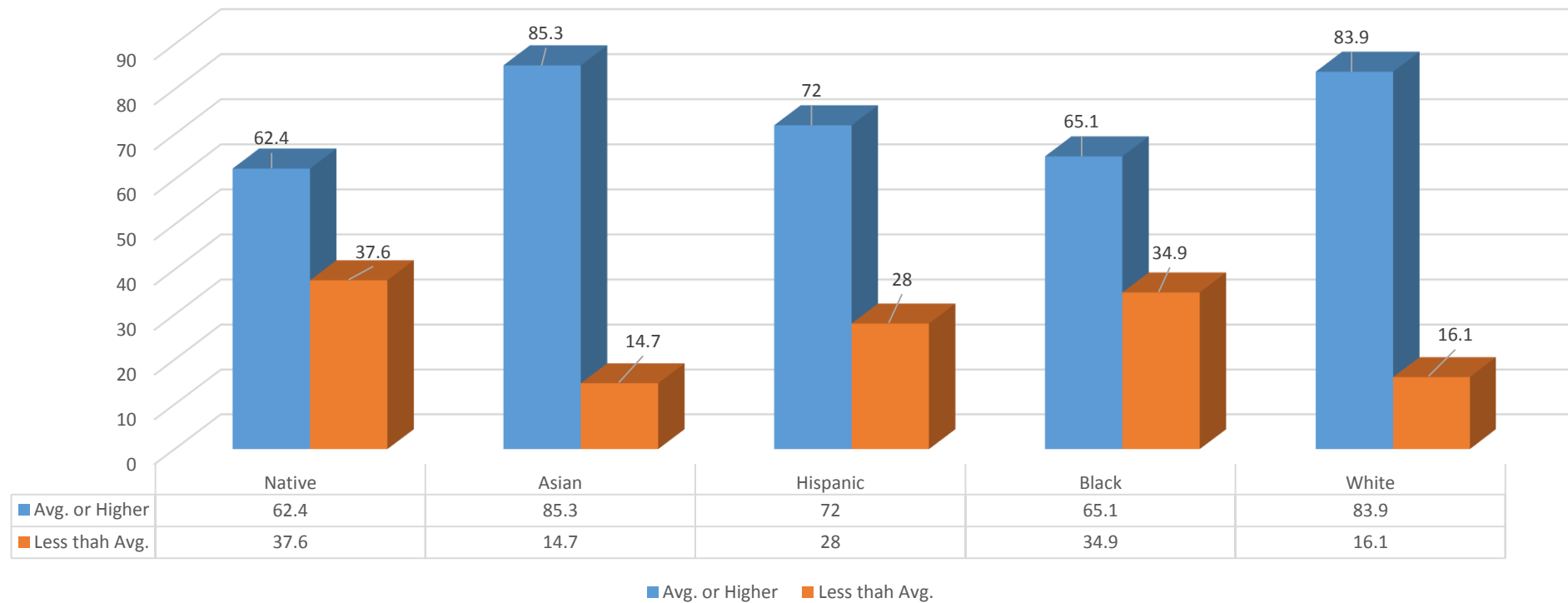


Fall to Spring Growth by Grade - Mathematics: Lawrence Compared to National Normative Data



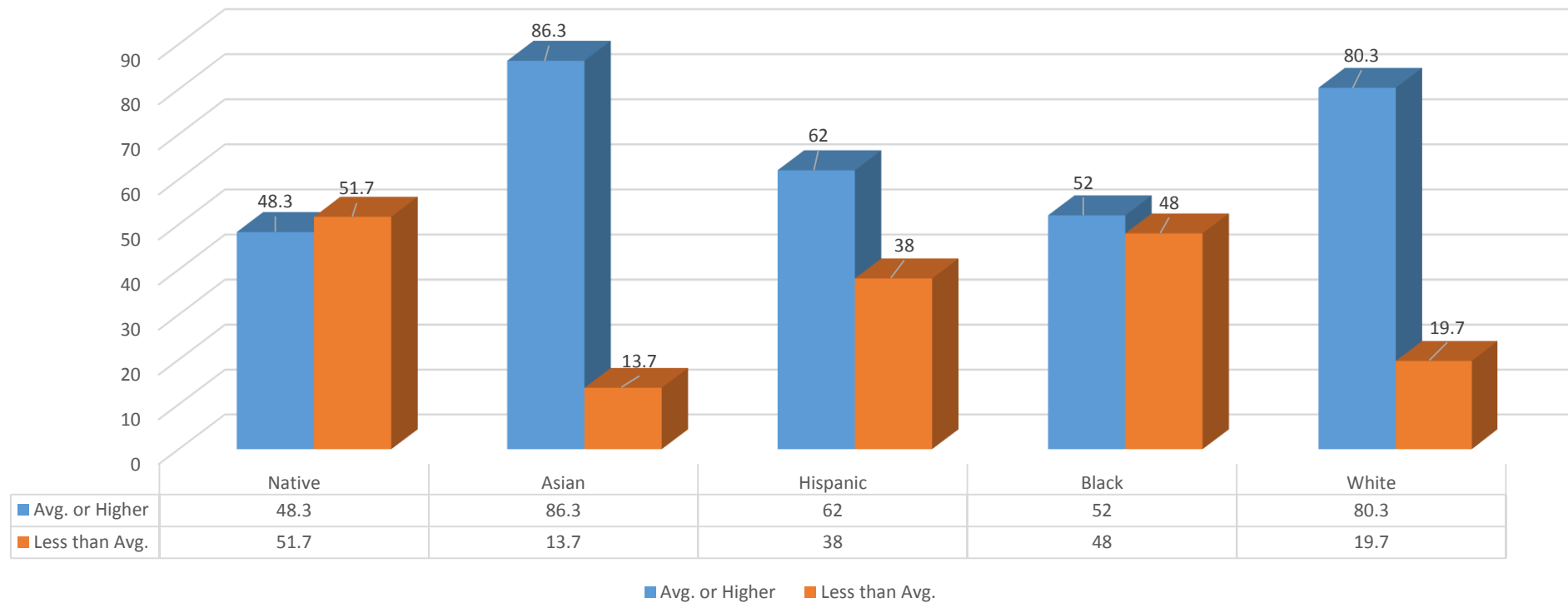
Average (34th Percentile) or Higher MAP Scoring by Race/Ethnicity

MAP Reading: Spring 2017



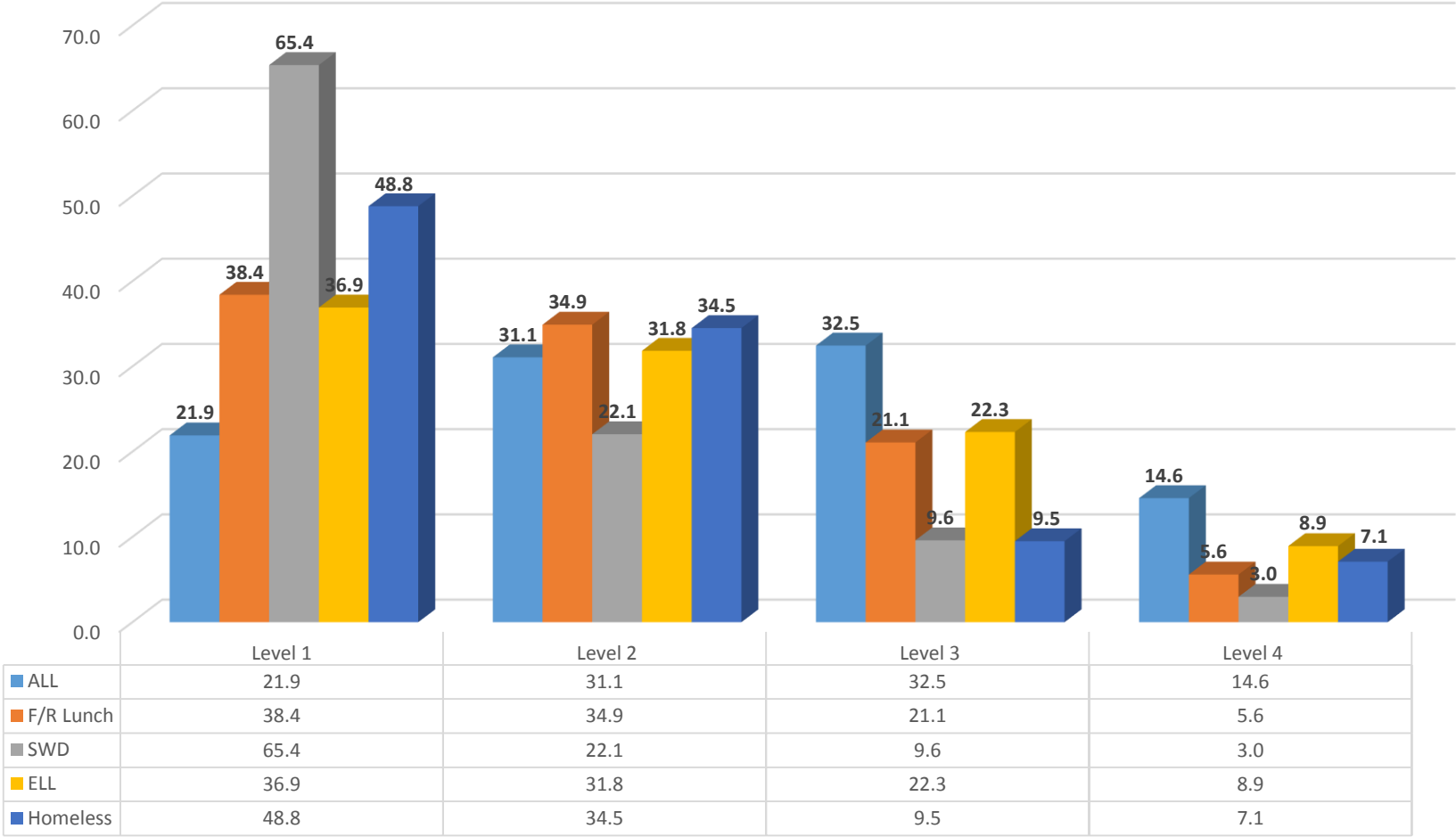
Average (34th Percentile) or Higher MAP Scoring by Race/Ethnicity

MAP Mathematics: Spring 2017



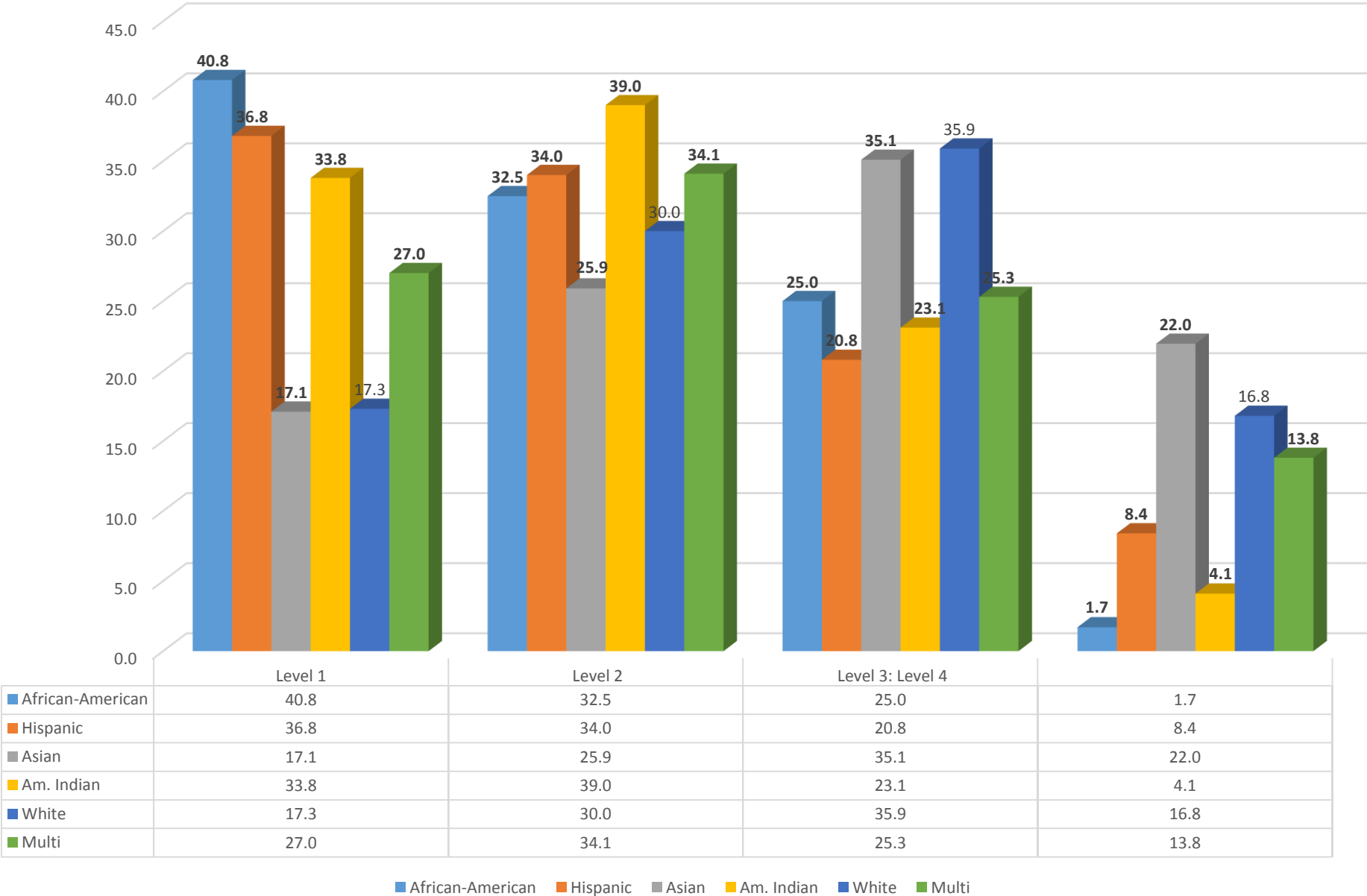
Kansas Assessment Program

ELA Assessment: Subgroup Performance

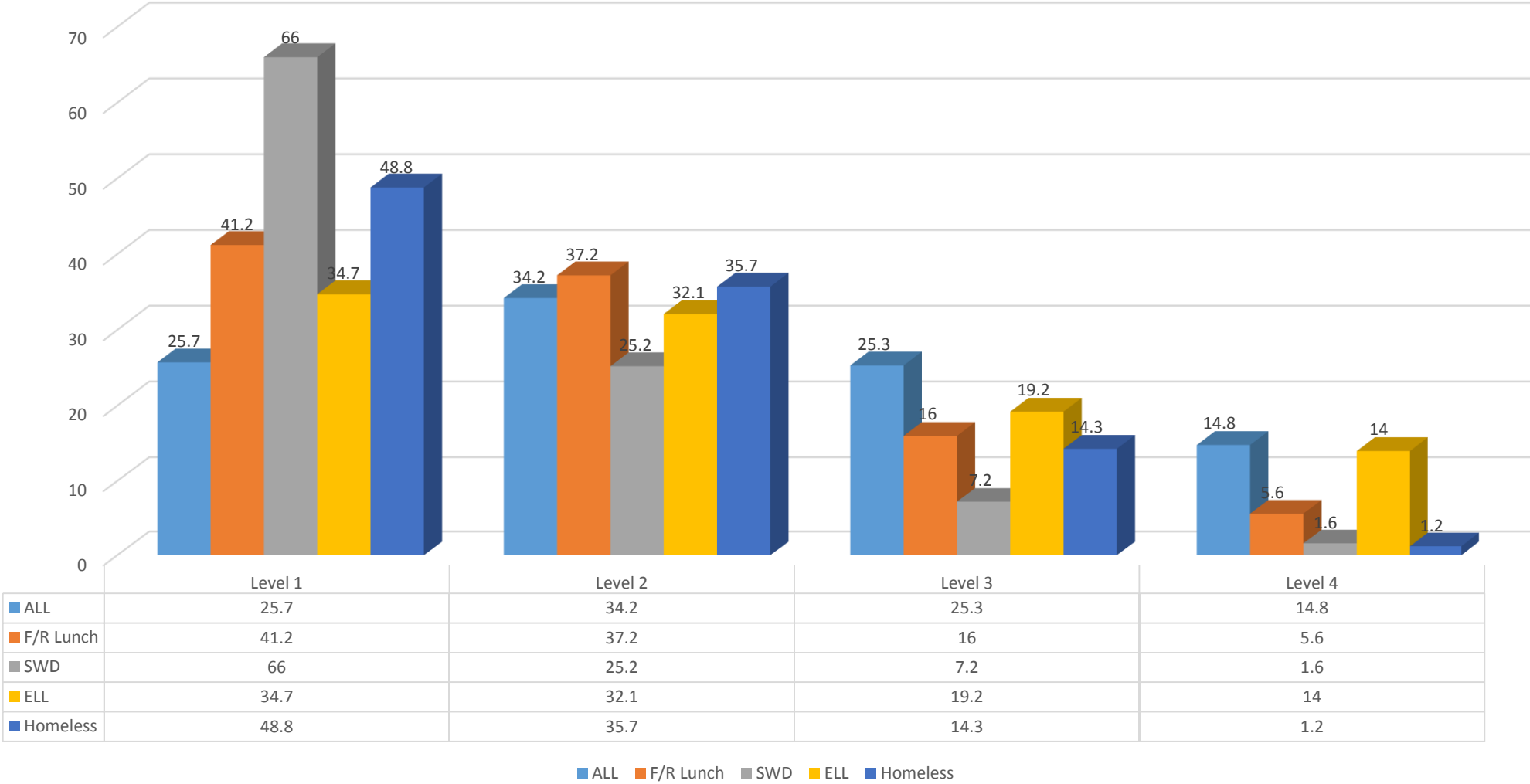


ALL F/R Lunch SWD ELL Homeless

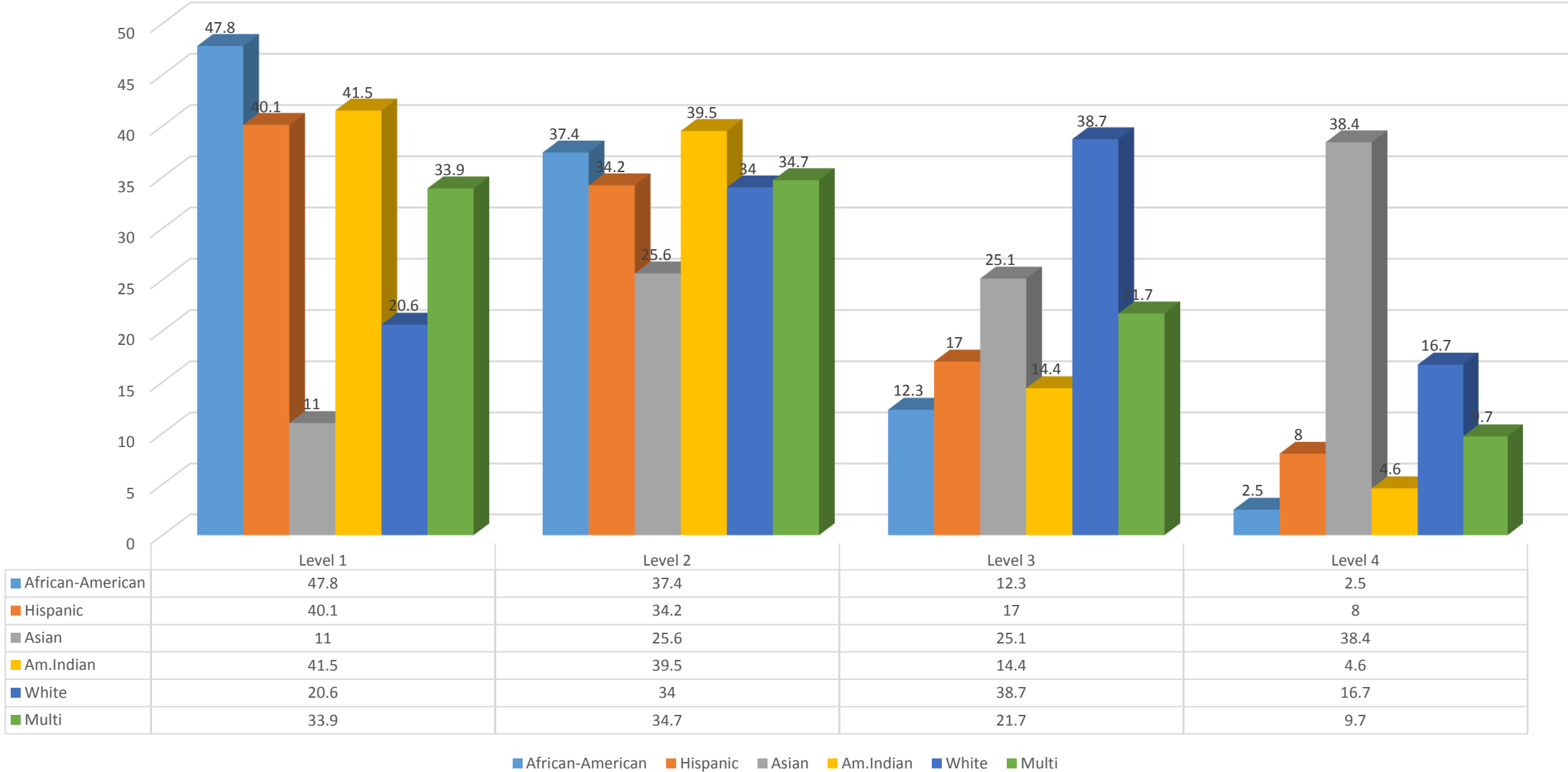
ELA Assessment: Racial/Ethnic Subgroup Performance



Mathematics Assessment: Subgroup Performance



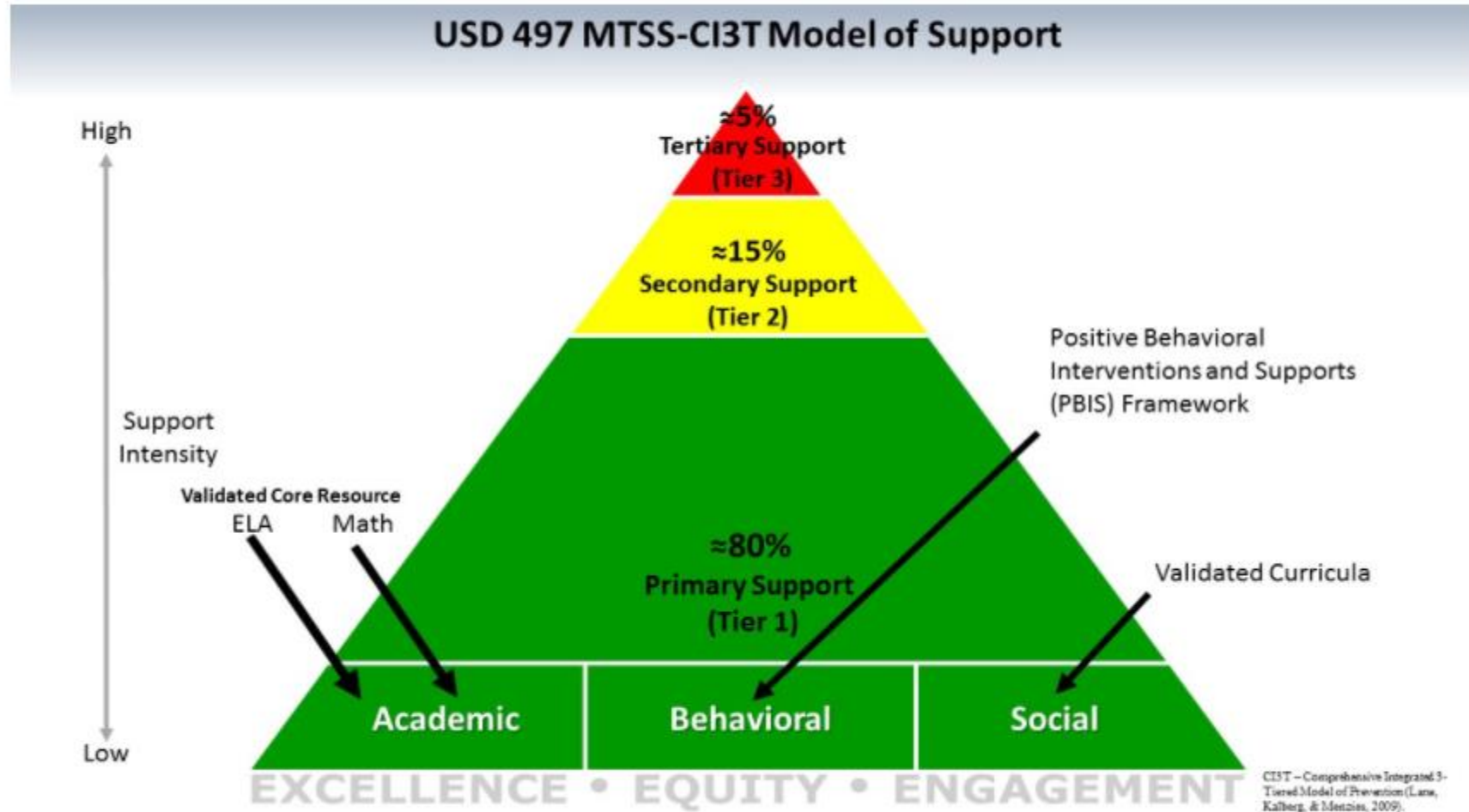
Mathematics Assessment: Racial/Ethnic Subgroup Performance



District Equity Audit Data

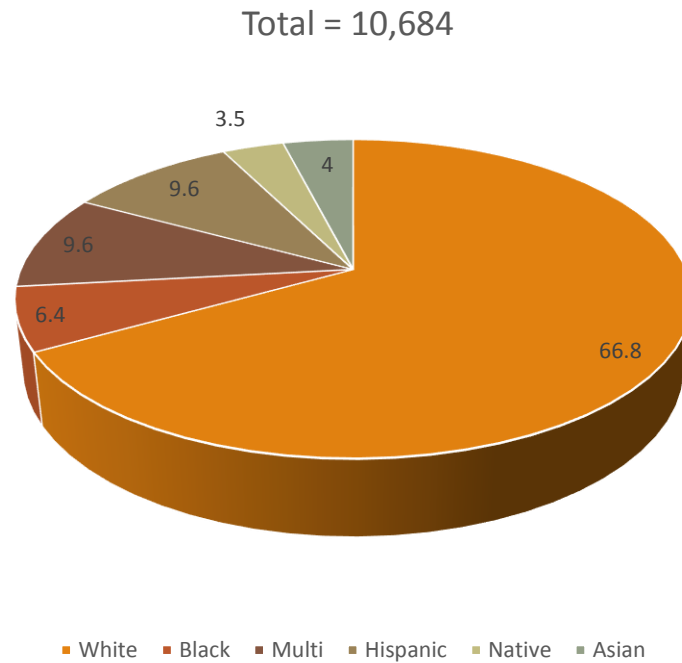
District Graduation Rate Data

Comprehensive Three-Tiered Model of Prevention (Ci3T)

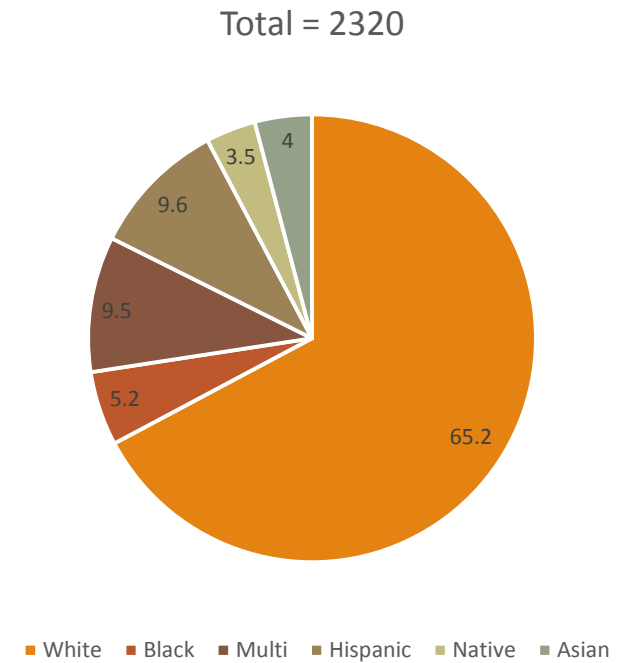


Student Demographics: Absences

STUDENT DEMOGRAPHICS – TOTAL

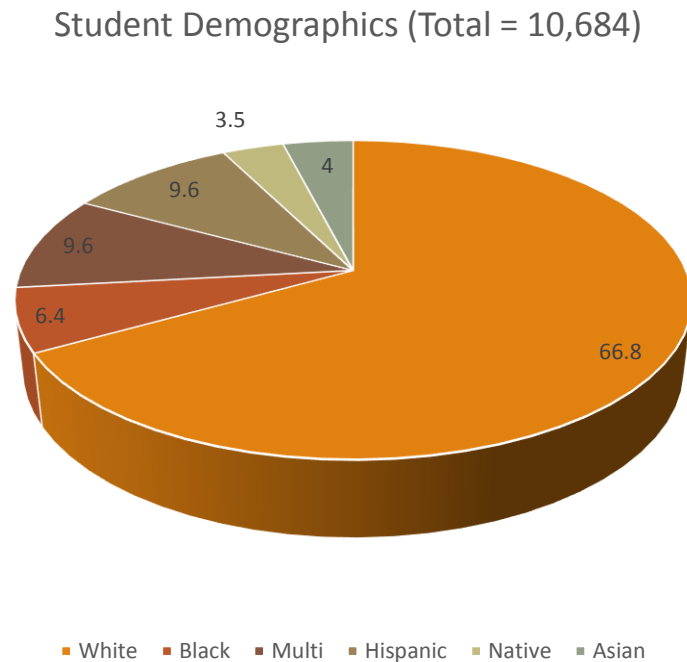


EXCUSED ABSENCES – < OR = 10

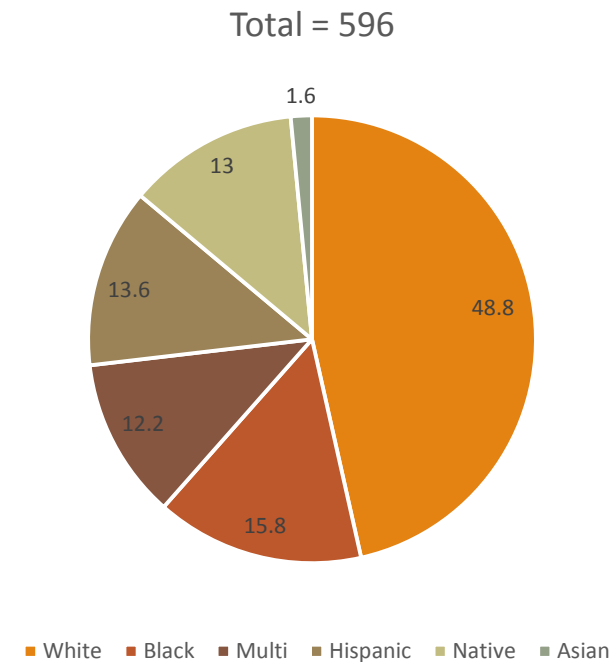


Student Demographics: Attendance

STUDENT DEMOGRAPHICS - TOTAL

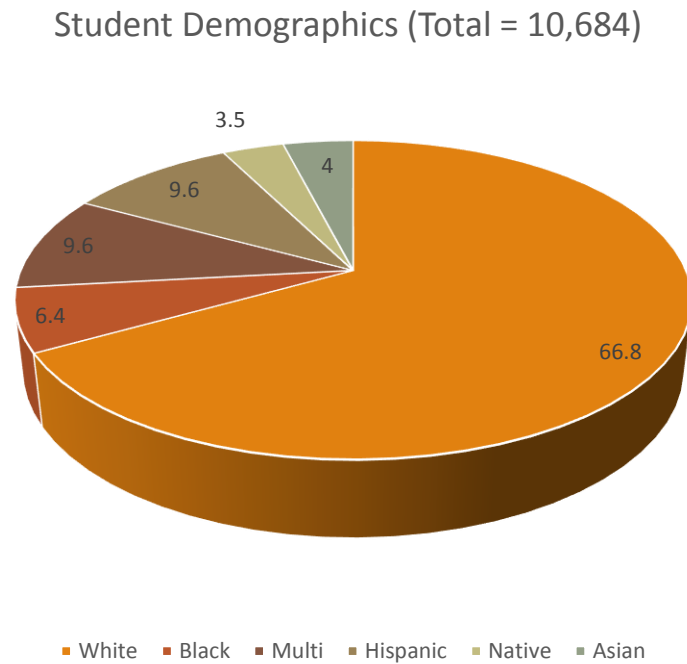


UNEXCUSED ABSENCES - < OR = 5

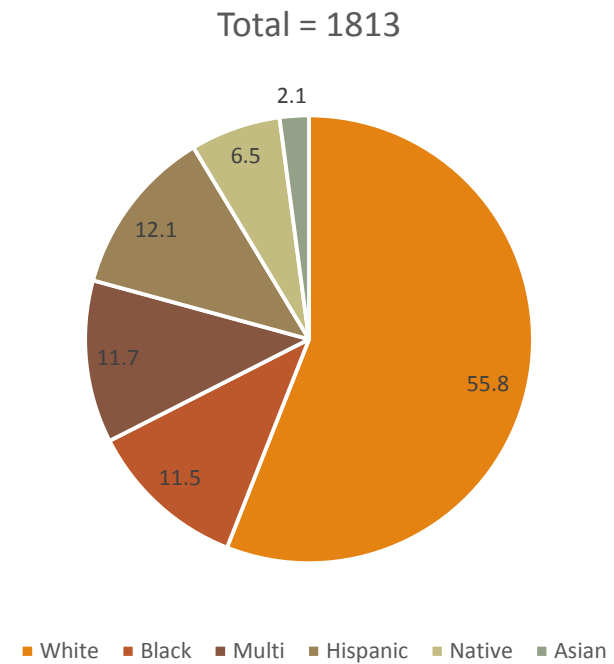


Student Demographics: Tardies

STUDENT DEMOGRAPHICS - TOTAL

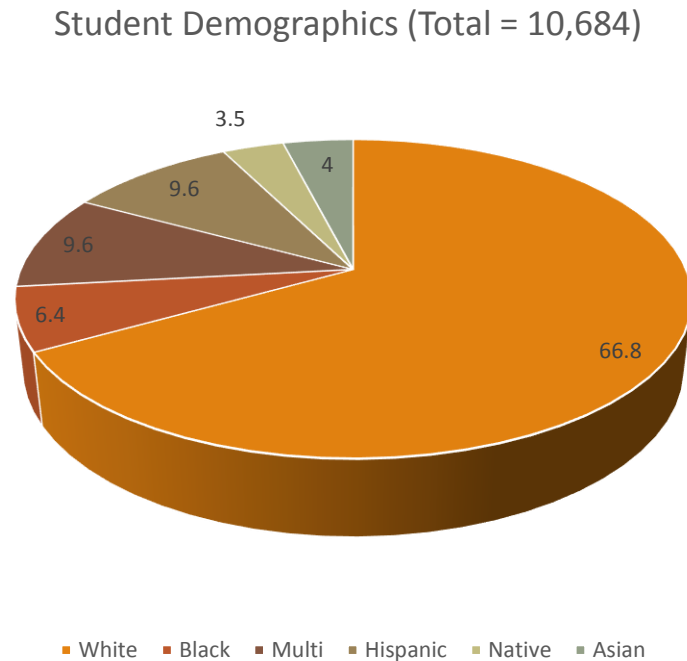


TARDIES - < OR = 15

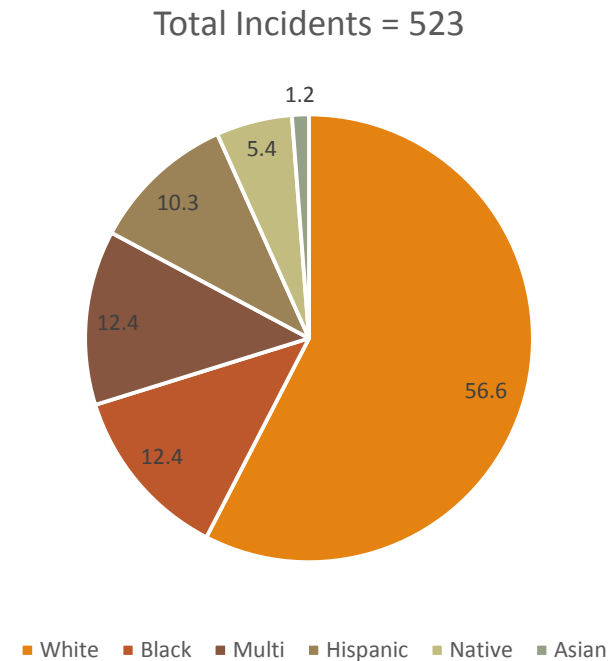


Discipline: In-School and Out of School Suspension

STUDENT DEMOGRAPHICS - TOTAL



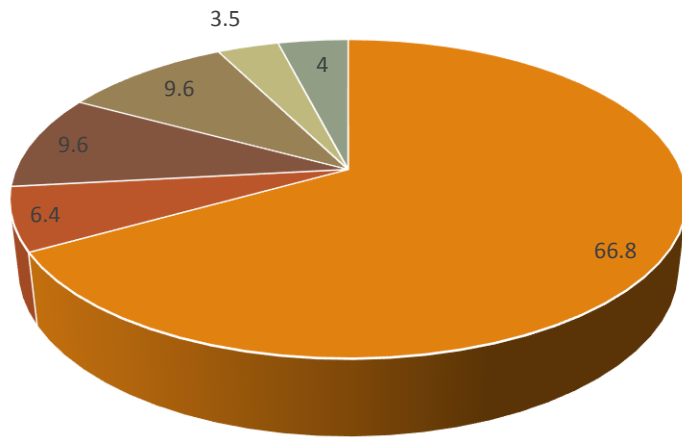
IN-SCHOOL SUSPENSION



Out of School Suspension

STUDENT DEMOGRAPHICS - TOTAL

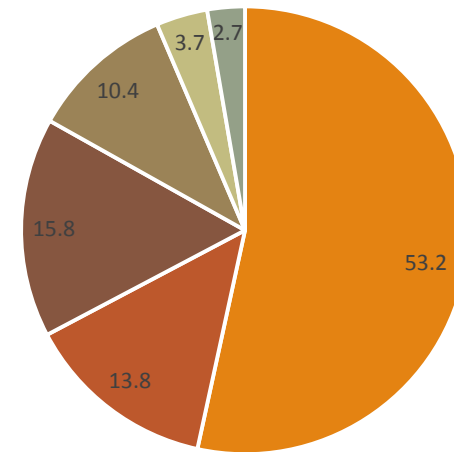
Student Demographics (Total = 10,684)



White Black Multi Hispanic Native Asian

OUT OF SCHOOL SUSPENSIONS

Total Incidents = 297

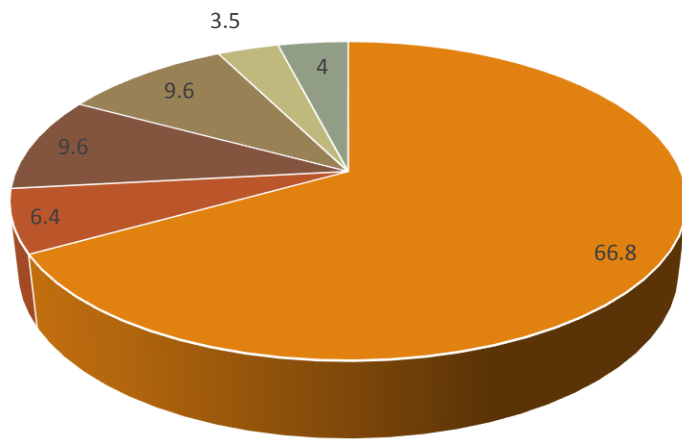


White Black Multi Hispanic Native Asian

Students with Individual Educational Plans (IEPs)

STUDENT DEMOGRAPHICS - TOTAL

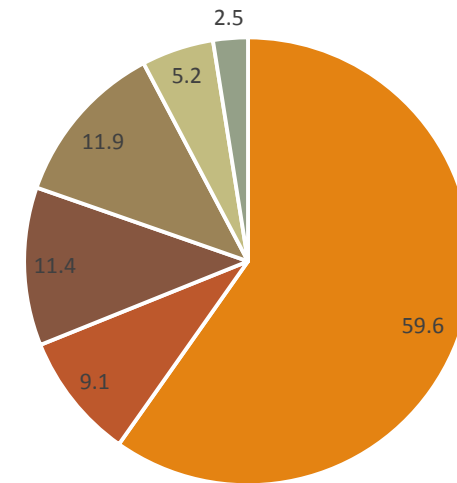
Student Demographics (Total = 10,684)



White Black Multi Hispanic Native Asian

IEP FOR DISABILITY

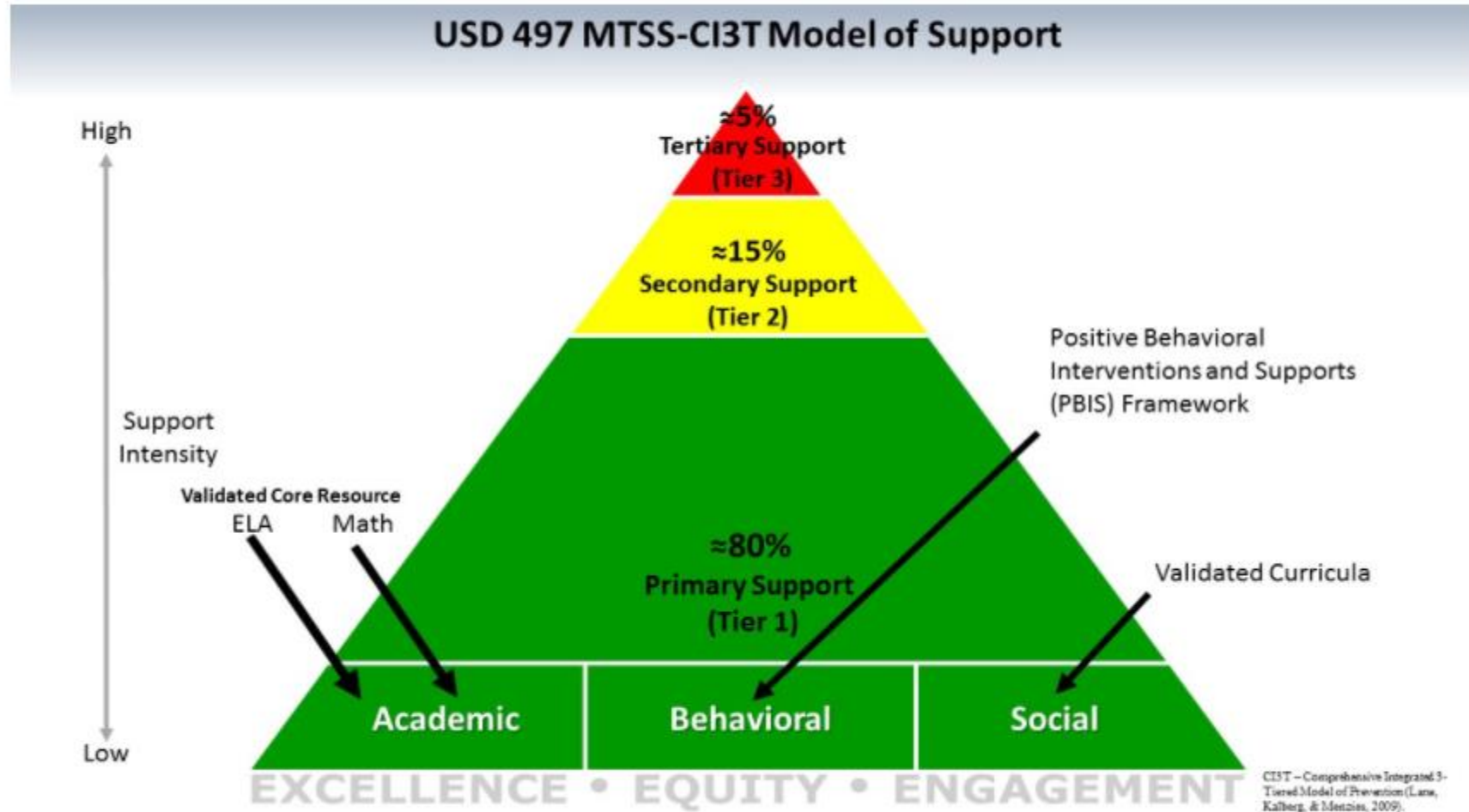
Total number = 1467



White Black Multi Hispanic Native Asian

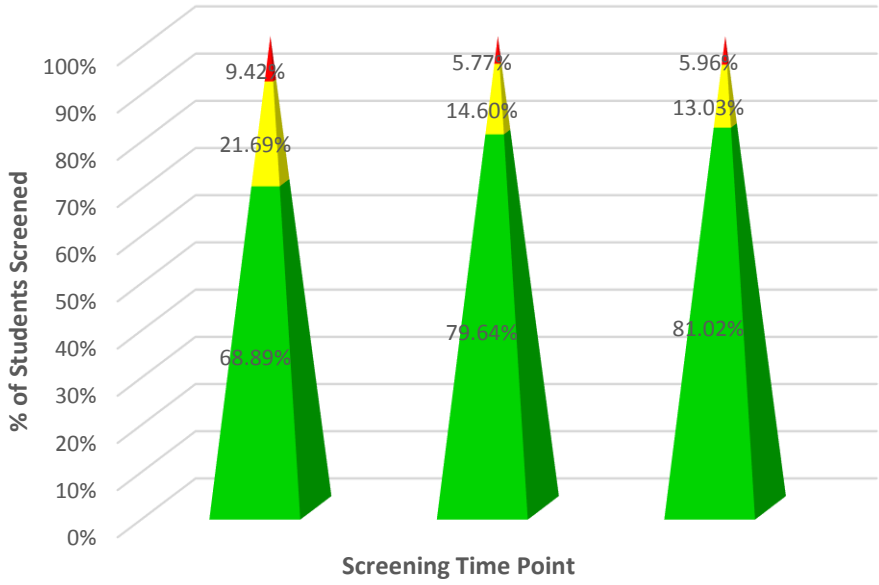
Student Social/Emotional Data: SRSS – E7 and SRSS – I5

Comprehensive Three-Tiered Model of Prevention (Ci3T)



Fall

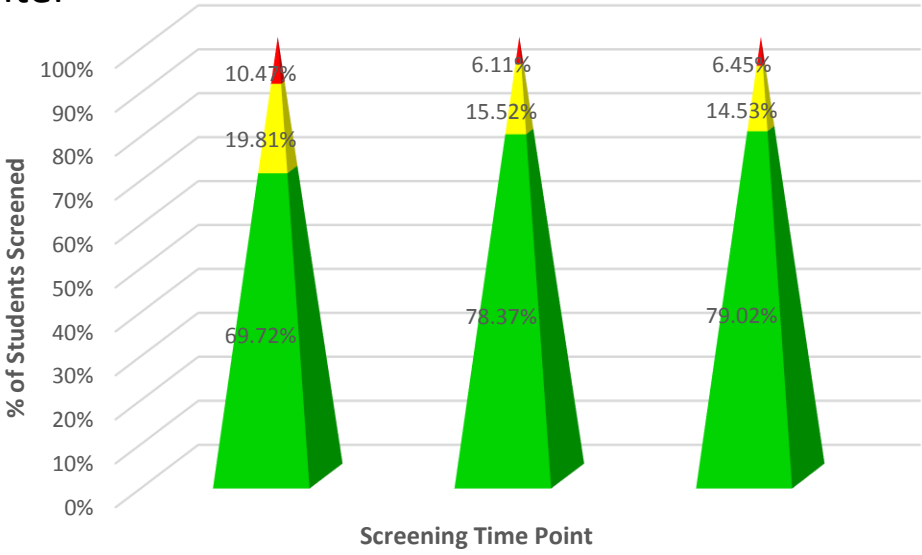
SRSS-E7 Results - All Students



LOW (0-3) MODERATE (4-8) HIGH (9-21)

Winter

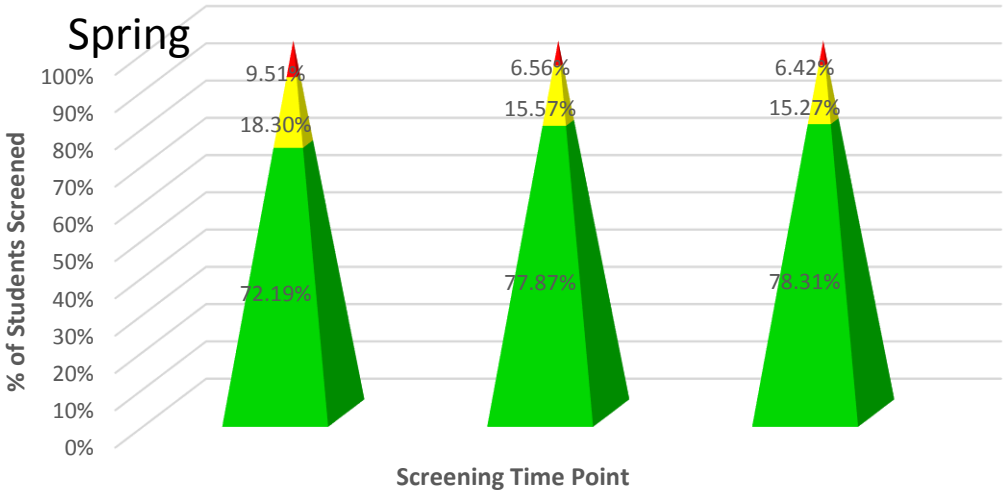
SRSS-E7 Results - All Students



SRSS-E7 Results - All Students

LOW (0-3) MODERATE (4-8) HIGH (9-21)

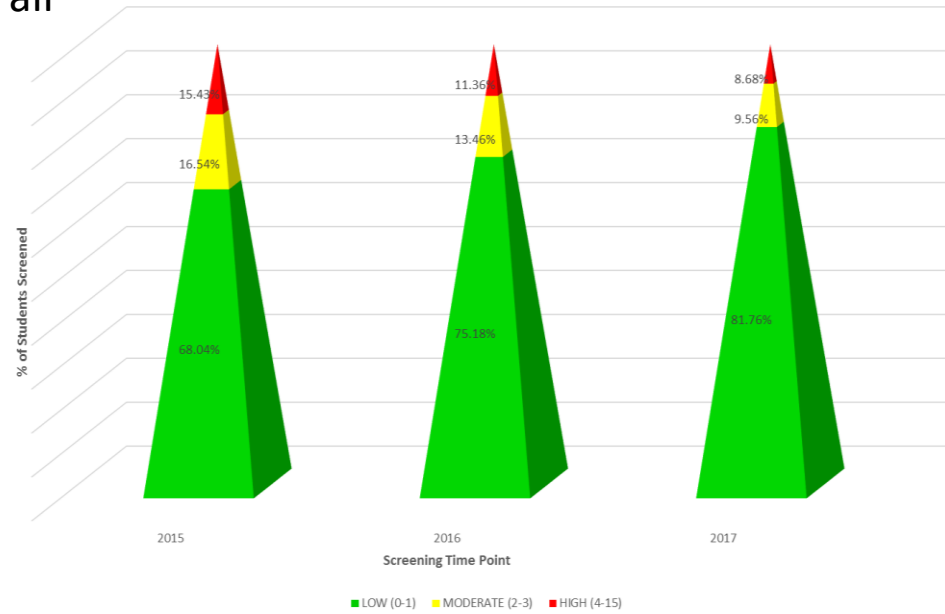
Spring



LOW (0-3) MODERATE (4-8) HIGH (9-21)

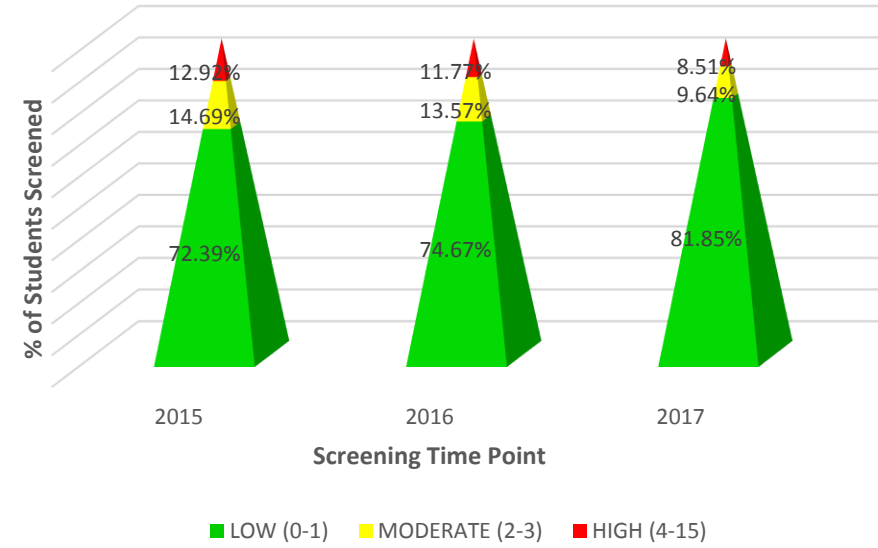
Fall

SRSS-I5 Results - ALL Students



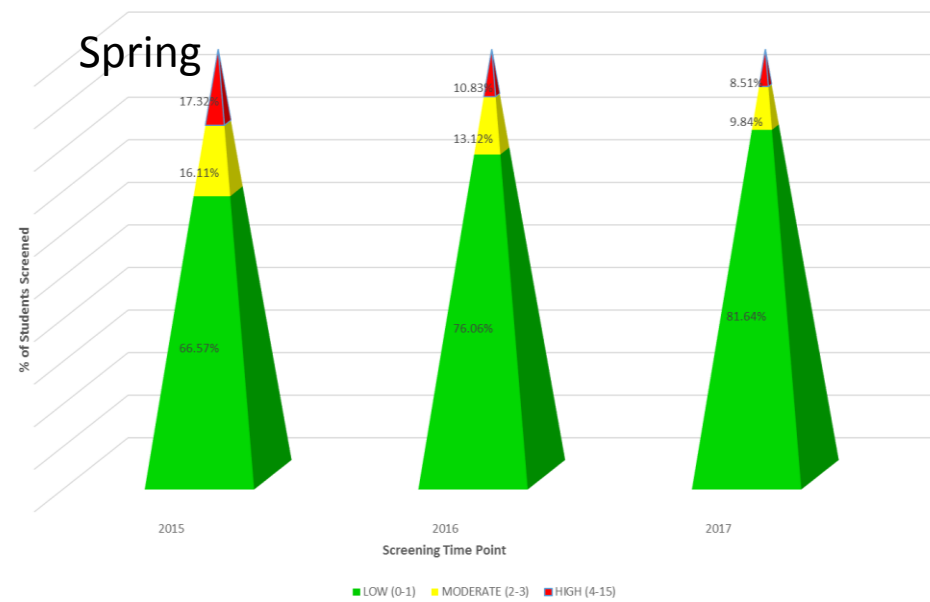
Winter

SRSS-I5 Results - ALL Students

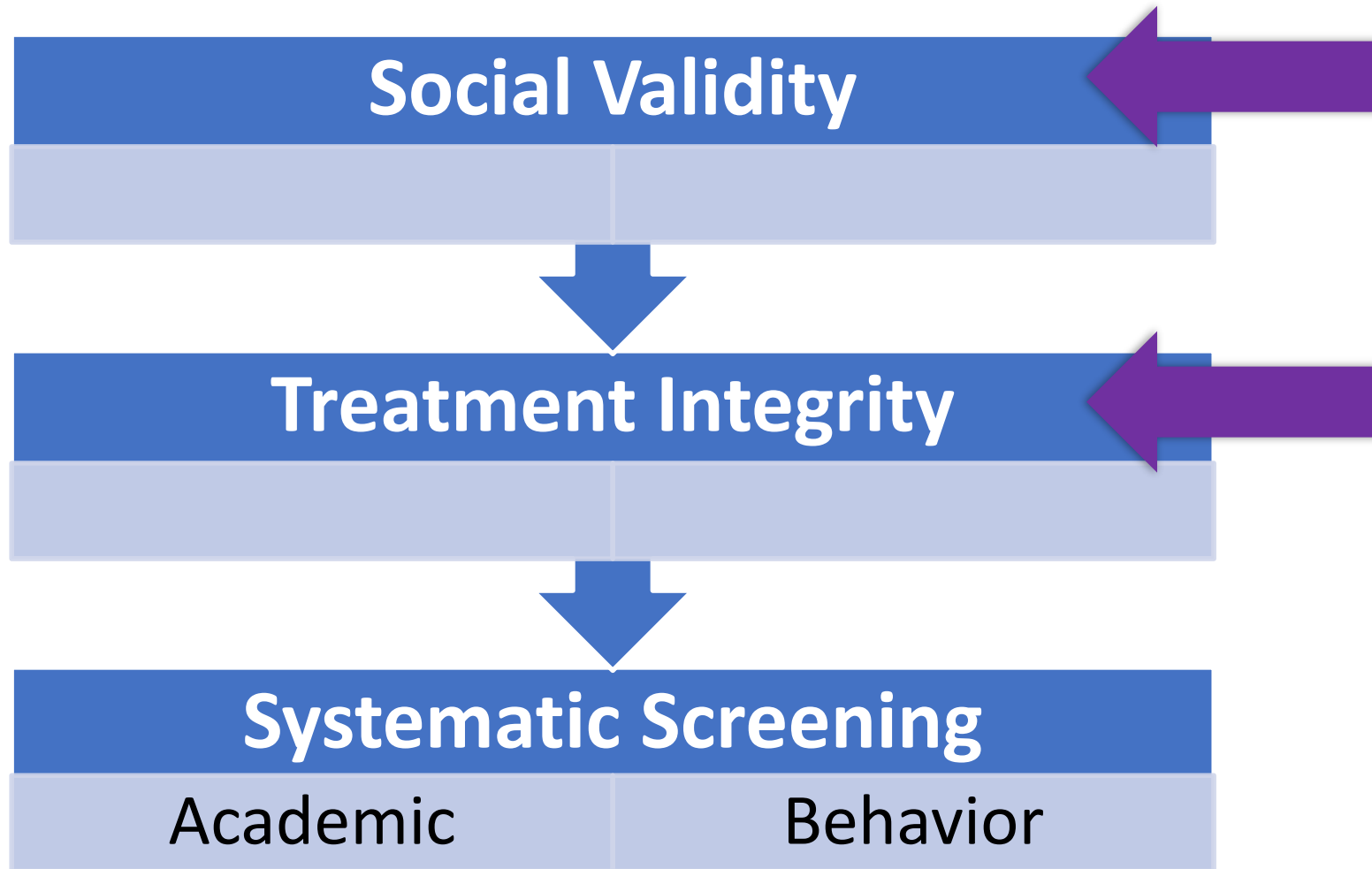


SRSS-I5 Results - ALL Students

Spring



Essential Components of Primary Prevention Efforts



Social Validity: Primary Intervention Rating Scale (PIRS) Educator Survey

(Lane, Robertson, & Wehby 2002)

- The purpose of this survey was to obtain information that will aid in determining the effectiveness and usefulness of the Ci3T plan.
- Educators read each statement regarding the primary plan and select the number that best describes their agreement with each statement.
 - Fall data indicate teachers' expectations and initial perceptions of the primary plan.
 - Spring data indicate the degree to which expectations were met and perceptions at the end of a year of implementation.
 - Comments are used by the Ci3T leadership team to revise specific elements of the plan over the summer for the next school year.



Treatment Integrity (TI)

- The degree to which the plan is implemented as designed
- Treatment integrity provides information on the elements of the plan that are being implemented
- Treatment integrity is needed to accurately interpret the effectiveness of the school's Ci3T plan

