Cycle of Continuous Improvement: Analysis, Reflection, and Planning using GLAS2/ACS2 Results

Instructional Leadership Team
October 2008
Cycle of Continuous Improvement

1. Planning
2. Implementation
3. Assessment
4. Analysis
5. Reflection
School Level
Guiding Question: Analysis

1. In looking at your school level GLAS2/ACS2 results and your percentage of Proficient/Advanced students, how are your students faring overall? By sub-group? By grade level?
# GLAS Year-to-Year Comparisons
(Percent Proficient)
## MATHEMATICS

* This report contains GLAS results of students in grades 2-6

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>GST</th>
<th>GLAS 1</th>
<th>GLAS 2</th>
<th>GLAS 3</th>
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<td>35.7%</td>
<td>4.1%</td>
<td>32.1%</td>
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</tbody>
</table>
GLAS School Level Analysis

Local Assessment (GLAS/ACS) Results

School Year Summary  NLR SubGroup Summary  Responses

2008-2009 -- (10612) GLAS Math Test 1 Grade 6 -- Mathematics

== ALL STUDENTS ==

| ID | Name          | Grade | Test Per | NS1.1 | NS1.2 | NS2.1 | NS2.2 | NS2.3 | NS2.4 | NS2.5 | AFI.1 | AFI.2 | AFI.3 | TOTAL | Special Ed. | EL Status | ELD Level | Primary Language |
|----|---------------|-------|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|-----------|-----------|-----------|-----------------|
|    | CLASS AVERAGE (87 Tests) |     |          | 43%   | 60%   | 67%   | 38%   |       | 51%   |       | 55%   |       |       |       |       |         |           |           |           |                 |
|    | SCHOOL AVERAGE (87 Tests) |     |          | 43%   | 60%   | 67%   | 38%   |       | 51%   |       | 55%   |       |       |       |       |         |           |           |           |                 |
|    | DISTRICT AVERAGE (5036 Tests) |     |          | 45%   | 51%   | 66%   | 46%   |       | 43%   |       | 53%   |       |       |       |       |         |           |           |           |                 |

Record Count = 87

STANDARD CODES LEGEND:

NS1.1: Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line
NS2.4: Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions
AFI.1: Write and solve one-step linear equations in one variable
AFI.2: Evaluate an algebraic expression for a given situation, using up to three variables
AFI.3: Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions

2008-2009 -- (10612) GLAS Math Test 1 Grade 6 -- Mathematics Summary

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<thead>
<tr>
<th></th>
<th>Far Below Basic</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Percentage</td>
<td>23%</td>
<td>24%</td>
<td>15%</td>
<td>15%</td>
<td>12%</td>
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Bar chart and pie chart showing distribution of students across proficiency levels.
GLAS School Level Analysis

<table>
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<th>Test Grd</th>
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<th>1st Administration</th>
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<th>Percent</th>
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<tr>
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<td>2/10212</td>
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<tr>
<td></td>
<td>4/10412</td>
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<td>28</td>
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<tr>
<td></td>
<td>5/10512</td>
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<td>56</td>
<td>23</td>
<td>41.1%</td>
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<tr>
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<td>6/10612</td>
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<td>57</td>
<td>12</td>
<td>21.1%</td>
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<tr>
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<td>Total</td>
<td></td>
<td>397</td>
<td>170</td>
<td>42.8%</td>
</tr>
</tbody>
</table>

Only tests with proficiency levels established appear in the table and graph below.

![Graph showing proficiency levels for different test grades]
School Level
Guiding Question: Analysis

2. In looking at your CST to GLAS2/ACS2 comparisons, what are the changes in performance levels? Which performance levels showed the most movement (positive or negative)? Which performance levels showed the least movement?
GLAS School Level Analysis

MAIN MENU
- Rosters: CURRENT 2008-2009
- School: OLHOS ELEMENTARY

TOOLS
- What's New In AIS
- Student Search
- Student Enrollment History
- Build A Table
- Office Referrals
- Assessment Setup

BUDDLING INFO
- GEDT Bubbling Info
- STAR Bubbling Info
- APRENDAS Bubbling Info

TEST CALENDAR
- 2008-09 (10/6/2008)
- 2007-08 ()

CENSUS
- Census & Assessment Profile
- Withdrawn Students

STATE TESTS
- CATS
- GEDT
- CST, CMA, STS & CAPA
- Physical Fitness
- Aprendas 2 / SAGE 2

LOCAL TESTS
- APS:
  - Drift Tests
  - View Scores
  - Enter Scores
  - Beyond the Basic Facts 1234
  - District Writing Sample
  - Fast Tracks
  - Identification
  - View Scores
  - Enter Scores
  - GLAS / ACS / ELDA
  - RAS

COMPARE
- Compare CST to GLAS/ACS
- Compare CST to CST

DASHBOARDS
- CST

CURRENT 2008-2009 DISTRICT STUDENTS

2008 English Language Arts CST Performance of CURRENT 2008-2009 Students

- Number of Students
- 1-FBB, 2-6B, 3-B, 4-P, 5-A
- Number of Students: 6,881, 10,311, 16,511, 10,810, 6,571

Pie Chart:
- (1) Far Below Basic: 21%
- (2) Below Basic: 30%
- (3) Basic: 22%
- (4) Proficient: 14%
- (5) Advanced: 10%

ROSTER: CURRENT 2008-2009
English Language Arts 2007 to 2008 CST Performance Level Movement of CURRENT 2008-2009 Students

PERFORMANCE LEVEL DECREASE
- (1) Far Below Basic
- (2) Below Basic
- (3) Basic
- (4) Proficient
- (5) Advanced

PERFORMANCE LEVEL INCREASE
- (1) Far Below Basic
- (2) Below Basic
- (3) Basic
- (4) Proficient
- (5) Advanced

2007
- (1) Far Below Basic (5205 students)
- (2) Below Basic (8771 students)
- (3) Basic (13644 students)
- (4) Proficient (9109 students)
- (5) Advanced (3645 students)

2008
- (1) Far Below Basic
- (2) Below Basic
- (3) Basic
- (4) Proficient
- (5) Advanced

All with 2007 and 2008 results (40574 students)

2007 LEVEL
- (1) Far Below Basic
- (2) Below Basic
- (3) Basic

2008 MOVEMENT
- 53%
- 47%
- 33%
- 36%
- 21%

PERFORMANCE LEVEL INCREASE
- 9563 (35%)

NO PERFORMANCE LEVEL CHANGE
- 21353 (33%)
## GLAS School Level Analysis

### Compare CST and Local Assessment (GLAS/ACS) Performance

<table>
<thead>
<tr>
<th></th>
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<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
<th>TOTAL</th>
<th>Decreased</th>
<th>No Change</th>
<th>Increased</th>
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<td></td>
<td></td>
<td></td>
<td>20 (100%)</td>
</tr>
<tr>
<td><strong>Far Below Basic</strong></td>
<td>15 (75%)</td>
<td>3 (15%)</td>
<td>1 (5%)</td>
<td>1 (5%)</td>
<td></td>
<td>15 (75%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Below Basic</strong></td>
<td>25 (37%)</td>
<td>28 (42%)</td>
<td>9 (13%)</td>
<td>4 (5%)</td>
<td>1 (1%)</td>
<td>67 (100%)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Basic</strong></td>
<td>13 (13%)</td>
<td>38 (37%)</td>
<td>35 (34%)</td>
<td>15 (14%)</td>
<td>3 (3%)</td>
<td>104 (100%)</td>
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<td></td>
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<tr>
<td><strong>Proficient</strong></td>
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<td>13 (15%)</td>
<td>21 (26%)</td>
<td>37 (46%)</td>
<td>8 (10%)</td>
<td>80 (100%)</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Advanced</strong></td>
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<td>13 (15%)</td>
<td>6 (13%)</td>
<td>22 (47%)</td>
<td>19 (40%)</td>
<td>47 (100%)</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>54 (17%)</td>
<td>82 (25%)</td>
<td>72 (23%)</td>
<td>79 (25%)</td>
<td>31 (10%)</td>
<td>318 (100%)</td>
<td>139 (44%)</td>
<td>134 (42%)</td>
<td>45 (14%)</td>
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</table>

Click on any count to show details for students counted in that cell.
Cycle of Continuous Improvement

1. Planning
2. Implementation
3. Assessment
4. Analysis
5. Reflection
School Level
Guiding Questions: Reflection

1. Based on your teacher/leader actions (specific to groups – various achievement levels, EL, grade levels, etc.) over the past nine weeks, what impact do you see in your school level results?

2. When considering the level of implementation of these actions, how does that match with the results in the data?
School Level

Guiding Questions: Planning

1. Based on your analysis and reflection of school level results, what actions will you implement for the next nine weeks?

2. What adjustments are you planning that might change the outcome of your GLAS2/ACS2 results?
Planning for Action

School Level

Reflection

Implementation Strategies

Analysis

Assessment

Planning for Action

Grade Level or Subject Area

Reflection

Implementation Strategies

Analysis

Assessment

Planning for Action

Teacher and Student

Reflection

Implementation Strategies

Analysis

Assessment

Planning for Action
Cycle of Continuous Improvement

Planning → Implementation → Assessment → Analysis → Reflection → Planning
Grade Level
Guiding Questions: Analysis

1. In looking at your grade level’s overall GLAS2/ACS2 results, how does your grade level compare to the results from the grade level districtwide?

2. In looking at your grade level’s results by each standard, how does your grade level compare to the results from the grade level districtwide? Is there a single standard in which your grade level results were significantly better or significantly worse?
# Grade Level Analysis

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<th>NS1.3</th>
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<th>NS3.1</th>
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<td></td>
<td>30 100%</td>
<td>NO FEP-NL</td>
<td>0 Spanish</td>
<td>0 Spanish</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

**CLASS AVERAGE (33 Tests)**
- RS: 82%
- Pct: 76%
- 63%
- 55%
- 77%
- 82%
- 74%

**SCHOOL AVERAGE (99 Tests)**
- NS1.1: 79%
- NS1.2: 69%
- NS1.3: 63%
- NS2.1: 60%
- NS3.1: 75%
- AF1.1: 67%
- 70%
- 68%

**DISTRICT AVERAGE (5473 Tests)**
- NS1.1: 78%
- NS1.2: 67%
- NS1.3: 59%
- NS2.1: 60%
- NS3.1: 74%
- AF1.1: 63%

Record Count = 33

**STANDARD CODES LEGEND:**
- **NS1.1**: Read and write whole numbers in the millions
- **NS1.2**: Order and compare whole numbers and decimals to two decimal places
- **NS1.3**: Round whole numbers through the millions
- **NS2.1**: Estimate and compute the sum or difference of whole numbers and positive decimals to two places
- **NS3.1**: Use standard algorithms for the addition and subtraction of multidigit numbers
- **AF1.1**: Use letters or symbols to stand for any number in simple expressions or equations
Grade Level
Guiding Questions: Analysis

3. In looking at your grade level’s results by each standard, what are the “strong” and “weak” areas according to this data? Is there a single standard in which one classroom’s results were significantly better or significantly worse than the others?
<table>
<thead>
<tr>
<th>Grade</th>
<th>Test Per</th>
<th>NS1.1 RS</th>
<th>NS1.1 Pct</th>
<th>NS1.2 RS</th>
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**Teacher A**

**Record Count = 33**

**CLASS AVERAGE (33 Tests)**
- 82% 76% 63% 55% 77% **82% 74%**

**SCHOOL AVERAGE (99 Tests)**
- 79% 69% 63% 60% 75% 67% **70%**

**DISTRICT AVERAGE (5473 Tests)**
- 78% 67% 59% 60% 74% **63% 68%**

**STANDARD CODES LEGEND:**
- 8.1: Read and write whole numbers in the millions
- 8.1: Order and compare whole numbers and decimals to two decimal places
- 8.1: Round whole numbers through the millions
- 8.1: Estimate and compute the sum or difference of whole numbers and positive decimals to two places
- 8.1: Use standard algorithms for the addition and subtraction of multidigit numbers
- 8.1: Use letters or symbols to stand for any number in simple expressions or equations

**Teacher B**
Cycle of Continuous Improvement

- Planning
- Implementation
- Assessment
- Analysis
- Reflection
Guiding Questions: Reflection

1. Based on your grade level actions (specific to groups – various achievement levels, EL, grade levels, etc.) over the past nine weeks, what impact do you see in your grade level results?

2. When considering the level of implementation of these actions, how does that match with the results in the data?
Guiding Questions: Planning

1. Based on your analysis and reflection of grade level results, what actions will you implement for the next nine weeks?

2. What adjustments are you planning that might change the outcome of your GLAS3/ACS3 results?
Cycle of Continuous Improvement

- Planning
- Implementation
- Assessment
- Analysis
- Reflection
Classroom Level

Guiding Question: Analysis

1. In looking at your classroom’s GLAS2/ACS2 results, what is your impression of your students’ performance overall? What is your impression of your students’ performance on individual standards?
# Classroom Level Analysis

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### CLASS AVERAGE (33 Tests)
- **82%**
- **76%**
- **63%**
- **55%**
- **77%**
- **82%**
- **74%**

### SCHOOL AVERAGE (99 Tests)
- **78%**
- **69%**
- **63%**
- **60%**
- **75%**
- **67%**
- **70%**

### DISTRICT AVERAGE (5473 Tests)
- **78%**
- **67%**
- **59%**
- **60%**
- **74%**
- **63%**
- **68%**

**Record Count = 33**

**STANDARD CODES LEGEND:**
- **NS1.1**: Read and write whole numbers in the millions
- **NS1.2**: Order and compare whole numbers and decimals to two decimal places
- **NS1.3**: Round whole numbers through the millions
- **NS2.1**: Estimate and compute the sum or difference of whole numbers and positive decimals to two places
- **NS3.1**: Use standard algorithms for the addition and subtraction of multidigit numbers
- **AFI.1**: Use letters or symbols to stand for any number in simple expressions or equations
Classroom Level
Guiding Question: Analysis

2. Sorting by standard, are there groups of students who performed well on a single standard? Are there groups of students who performed poorly on a single standard? What learning gaps do individual students have?
### Classroom Level Analysis

**Local Assessment (GLAS/ACS) Results**

**School Year Summary**  
2008-2009 -- (10412) GLAS Math Test 1 Grade 4 -- Mathematics

**Teacher:** HOLCOMB, KENDRA  
**Room:** 022  
**WISHON ELEMENTARY**

GLAS/ACS PROFICIENCY LEVELS FOR THIS TEST HAVE BEEN ADJUSTED TO ALIGN WITH CST PERFORMANCE LEVELS. Performance level cut points have been set based on scores of students that took both GLAS/ACS and the CST. FUTURE CST PERFORMANCE IS NOT GUARANTEED. 65% IS CONSIDERED PROFICIENT FOR INDIVIDUAL STANDARD SCORES.

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Classroom Level
Guiding Question: Analysis

3. Using the “Responses” feature in AiS along with the Teachers’ Edition to review the test questions, what is the relationship among the test questions, your students’ performance, and your instruction of that particular standard?
## Classroom Level Analysis

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Cycle of Continuous Improvement

Planning

Reflection

Implementation

Analysis

Assessment
Guiding Questions: Reflection

1. Based on your analysis of the overall performance of your class (in comparison to same grade level and by standard) and the individual student performance by standard, what instructional actions accounted for these results?

2. What instructional decisions did you make over the past nine weeks that may have contributed to these results?
Guiding Questions: Planning

1. Based on your analysis and reflection of your classroom results, what actions will you implement for the next nine weeks?

2. What adjustments are you planning that might change the outcome of your GLAS3/ACS3 results?