Topics

- Spring IRI Data
- ITBS data
  - NPR analysis for data summary
  - Various Score Reports
  - ITBS Reminders & Updates
- Growth vs. Outcome Scatter Plot
IRI SPRING DATA

Aggregated to the State Level (RF vs. State)
Level of Challenge
(RF compared to State)

Percent of Kindergarteners at Intensive in Fall

RF: Began with 20% of the State’s Intensive Kindergarteners
Kindergarten Spring 2008 Percentages

RF: Ended with 11% of the State’s Total Kindergarteners
Beginning of Year Challenges – 1st

Fall 2007 Intensive

RF - 1st Grade (n=367)  State - 1st Grade (n=2,269)

RF : Began with 16% of the State’s Intensive 1st Graders
1st Grade Spring 2008 Percentages

RF: Ended with 12% of the State’s Total 1st Graders
Beginning of Year Challenges – 2nd

Level of Challenge (Fall 2007 Intensive)

RF - 2nd Grade (n=430)  State - 2nd Grade (n=2,915)

RF : Began with 15% of the State’s Intensive 2nd Graders
2nd Grade Spring 2008 Percentages

RF : Ended with 12% of the State’s Total 2nd Graders

RF - 2nd Grade (n=2,459)
State - 2nd Grade (n=20,938)
Beginning of Year Challenges – 3rd

RF - 3rd Grade (n=538)  State - 3rd Grade (n=3,716)

RF : Began with 14% of the State’s Intensive 3rd Graders
3rd Grade Spring 2008 Percentages

RF: Ended with 11% of the State’s Total 3rd Graders
Determining Proficiency

The curve represents the distribution of the original sample.

Mean (avg.) NPR = 50th Percentile in the Original Sample

As long as you keep comparing yourself to the same Norm Sample, you can see longitudinal change by comparing to relative location in the original curve.

The 40th NPR is the Idaho RF cut-score for proficiency (i.e., 40 and above are proficient).
Where to Find NPR Scores

Use the Report Titled:

List of Student Scores

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>Birth Date Level (Gender)</th>
<th>ITBS</th>
<th>READING</th>
<th>LANGUAGE</th>
<th>MATHEMATICS</th>
<th>TOTAL</th>
<th>COMPOSITE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vocabulary</td>
<td>Comprehension</td>
<td>Spelling</td>
<td>Capitalization</td>
<td>Punctuation</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harms, Vanessa</td>
<td>09/96 10 (F)</td>
<td>SS GE NS NPR</td>
<td>220</td>
<td>246</td>
<td>233</td>
<td></td>
<td>262</td>
</tr>
<tr>
<td>Atkins, Fred</td>
<td>02/96 10 (M)</td>
<td>SS GE NS NPR</td>
<td>216</td>
<td>237</td>
<td>226</td>
<td></td>
<td>196</td>
</tr>
<tr>
<td>Berger, Toni</td>
<td>03/96 10 (F)</td>
<td>SS GE NS NPR</td>
<td>210</td>
<td>220</td>
<td>215</td>
<td></td>
<td>192</td>
</tr>
</tbody>
</table>
Where to Find NPR Scores

Reading Profile Total, a composite score, is used for overall analysis.

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>Birth Date</th>
<th>Level (Gender)</th>
<th>ITBS</th>
<th>READING</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vocabulary</td>
<td>Comprehension</td>
</tr>
<tr>
<td>Harms, Vanessa</td>
<td>09/95</td>
<td>10 (F)</td>
<td>Y</td>
<td>12-00</td>
<td>A</td>
</tr>
<tr>
<td>Atkins, Fred</td>
<td>02/95</td>
<td>10 (M)</td>
<td>Y</td>
<td>12-07</td>
<td>A</td>
</tr>
<tr>
<td>Berger, Toni</td>
<td>03/95</td>
<td>* (F)</td>
<td>Y</td>
<td>12-05</td>
<td>*</td>
</tr>
</tbody>
</table>

Subtests can be used to disaggregate and plan later.
Use the Reading Total for Grades 1-3

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Gender</th>
<th>SS</th>
<th>GE</th>
<th>NS</th>
<th>NPR</th>
<th>Vocabulary</th>
<th>Comprehension</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Markins, Ali</td>
<td>10</td>
<td>M</td>
<td>181</td>
<td>205</td>
<td>39</td>
<td>52</td>
<td>181</td>
<td>205</td>
<td>193</td>
</tr>
<tr>
<td>Momaday, Brian</td>
<td>02/95</td>
<td>M</td>
<td>181</td>
<td>205</td>
<td>39</td>
<td>52</td>
<td>181</td>
<td>205</td>
<td>193</td>
</tr>
<tr>
<td>Thayer, Renaldo</td>
<td>01/95</td>
<td>M</td>
<td>183</td>
<td>184</td>
<td>35</td>
<td>39</td>
<td>183</td>
<td>184</td>
<td>184</td>
</tr>
<tr>
<td>Jose, Luis</td>
<td>02/95</td>
<td>M</td>
<td>183</td>
<td>175</td>
<td>35</td>
<td>32</td>
<td>183</td>
<td>175</td>
<td>179</td>
</tr>
<tr>
<td>Porter, Gregory</td>
<td>12/95</td>
<td>M</td>
<td>189</td>
<td>169</td>
<td>35</td>
<td>32</td>
<td>189</td>
<td>169</td>
<td>179</td>
</tr>
</tbody>
</table>

40th NPR or above = proficient
39th NPR and below = not proficient
ITBS Data Summary Procedure

Step 1: (for each teacher)

- Count the total number of students in a class.
- Count the number of students that have a Reading Profile Total NPR score of 40 or above.

Mrs. Smith has 27 students. 18 of her students had scores of NPR 40 or better. That is 18/27 for one class.
ITBS Data Summary Procedure

Step 2: (for each grade)

- Add the total number of students in a grade.
- Add the total number of student scores 40 and above in the same grade.
- Divide the number of proficient students by the total number of students tested.

<table>
<thead>
<tr>
<th>3rd Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Smith has 27 students. 18 are proficient.</td>
</tr>
<tr>
<td>Mr. Jones has 25 students. 19 are proficient.</td>
</tr>
<tr>
<td>Ms. Juarez has 26 students. 21 are proficient.</td>
</tr>
<tr>
<td>Mr. Jackson has 29 students. 20 are proficient.</td>
</tr>
</tbody>
</table>

\[
\text{78} \div \text{107} = 73\% \text{ of 3rd Grade is proficient.}
\]
Basic Formula

\[
\frac{SP_1 + SP_2 + SP_3 + SP_4}{TS_1 + TS_2 + TS_3 + TS_4} = \text{Percentage of Students in Grade Level that are Proficient}
\]

\[
SP_1 = \text{Students at Proficient}_1\text{st Class}
\]

\[
TS_1 = \text{Total Students Tested}_1\text{st Class}
\]

3rd Grade:
Mrs. Smith has 27 students. 18 are proficient.
Mr. Jones has 25 students. 19 are proficient.
Ms. Juarez has 26 students. 21 are proficient.
Mr. Jackson has 29 students. 20 are proficient.

\[
78 \div 107 = 73\% \text{ of 3rd Grade is proficient.}
\]
ITBS Data Summary Procedure

Step 3: (for the school)

- Record the percentages of students that are proficient at each grade level on the Data Summary Sheet for your school.

- These data can then be used for program evaluation and Action Planning when used alongside of the growth data.

- This process can be used for Grades 1-3.
Other ITBS Resources

- School Summary
- Class Summary
- Primary Reading Profile for [Student Name]
Two students accidentally filled in the bubbles.
# CLASS SUMMARY

**Iowa Tests of Basic Skills® (ITBS®)**

**Idaho Reading First**

<table>
<thead>
<tr>
<th></th>
<th>Vocabulary</th>
<th>Word Analysis</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ms. Santana AM</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Students Included</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Average Standard Score (SS)</td>
<td>121.8</td>
<td>132.5</td>
<td>126.6</td>
</tr>
<tr>
<td>Grade Equivalent of Average SS</td>
<td>K.2</td>
<td>1.0</td>
<td>K.5</td>
</tr>
<tr>
<td>National Stanine of Average SS</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Percentile Rank of Average SS: National Student Norms</td>
<td>27</td>
<td>56</td>
<td>37</td>
</tr>
<tr>
<td>Number of Students Tested = 22</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Vocabulary</th>
<th>Word Analysis</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ms. Pfost</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Students Included</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Average Standard Score (SS)</td>
<td>158.6</td>
<td>158.6</td>
<td>158.6</td>
</tr>
<tr>
<td>Grade Equivalent of Average SS</td>
<td>2.3</td>
<td>2.3</td>
<td>2.3</td>
</tr>
<tr>
<td>National Stanine of Average SS</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Percentile Rank of Average SS: National Student Norms</td>
<td>69</td>
<td>70</td>
<td>72</td>
</tr>
<tr>
<td>Number of Students Tested = 20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Vocabulary test measures knowledge of words important in the comprehension of all kinds of reading materials. This test is also the best single measure of general verbal ability in the entire test battery. Vocabulary development contributes to a student's understanding of spoken and written language encountered both in and out of school.

The Word Analysis test measures a student's awareness of sound-to-symbol relationships that play an important role in early literacy development. It also tests a student's ability to identify and analyze word parts. Word Analysis is a particularly useful part of the Reading Profile for students whose comprehension-related skills in reading and/or listening are relatively weak.

The Spelling test measures a student's understanding of how the sounds of spoken English are encoded into written words. Weaknesses in spelling can provide insight into aspects of the reading process that involve word attack skills or the ability to sound out and comprehend unfamiliar words.

The Listening test measures many of the same comprehension skills as a reading test, but for spoken rather than written language. These comprehension skills range from understanding factual details in a story to making inferences, predicting outcomes, and understanding sequences or new concepts. The Listening test is an especially useful indicator of comprehension skills for students whose ability to decode written language is limited.

The Reading Comprehension test measures both the ultimate goal of reading, the understanding of written language in sentences and stories, as well as comprehension of story lines depicted in pictures. Factual details as well as inferences and generalizations based on the stories are tested.
FYI

For those interested...

- The costs incurred in purchasing the ITBS for RF enable you to use the entire battery: Reading, Language, Math.

- If your school is so inclined, and you want to have a second data point beside ISAT for program evaluation in other subjects, your staff may choose to administer the entire battery (beyond what we require for RF) without any extra cost. The data would come back to you with the Reading scores.
Take some time to calculate your school’s NPR proficiency percentages.
Reminders and Updates

- iRM – Interactive Results Manager (Riverside’s Online Data Management System)
- New item for barcode templates (enrollment date)
RF AVG Outcome 61.7% (Median: 61.9%)
RF AVG Growth 57% (Median: 56%)
Low Growth / High Outcome
High Growth / High Outcome
Low Growth / Low Outcome
High Growth / Low Outcome

IRI Adequate Growth Percentages Among At-Risk Students
ITBS Outcome Percentages At Proficient - All Students
Level of Challenge, Adequate Growth (of At-Risk Students), and Comprehensive Outcomes
Ranked by Level of Challenge

Percentage

School

AA  K  EE  J  M  D  CC  F  C  Q  DD  U  V  I  N  W  X  G  L  R  P  A  O  E  B  S  T  BB  H  Y  Z
Level of Challenge, Adequate Growth (of At-Risk Students), and Comprehensive Outcomes
Ranked by Growth

[Bar chart showing data for different schools, with rankings for each category (Level of Challenge, IRI Growth, ITBS Outcome) and percentage values.]
Level of Challenge, Adequate Growth (of At-Risk Students), and Comprehensive Outcomes
Ranked by ITBS Outcome

Percentage

School

B
L
Y
E
Z
X
P
N
O
U
G
W
A
R
I
H
S
BB
T
V
F
K
D
CC
C
J
AA
DD
Q
M
EE
So what?

Here are some questions to consider.

- How can our school coordinate what we know about our outcome and growth data to improve our services to students?
- Would our school be considered low growth or low outcome? Is our current Action Plan likely to change this?
- Take a moment to discuss these and any other thoughts you might have with your school team about how these data and analyses might help in your school’s improvement process.