

# Using the ITBS to improve ITBS scores

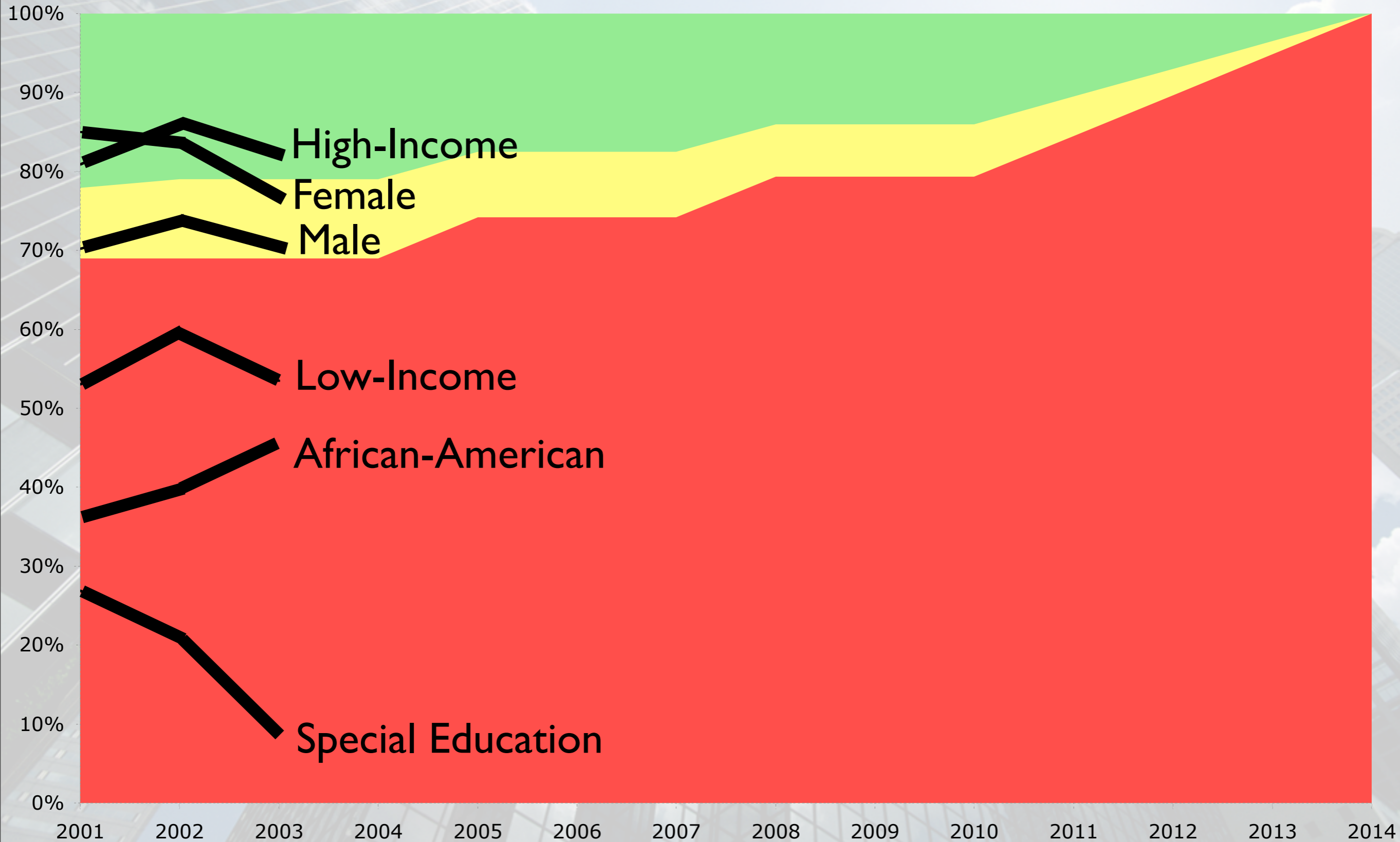


# What we're all facing...

CCSD goal

State goal

Sanctions

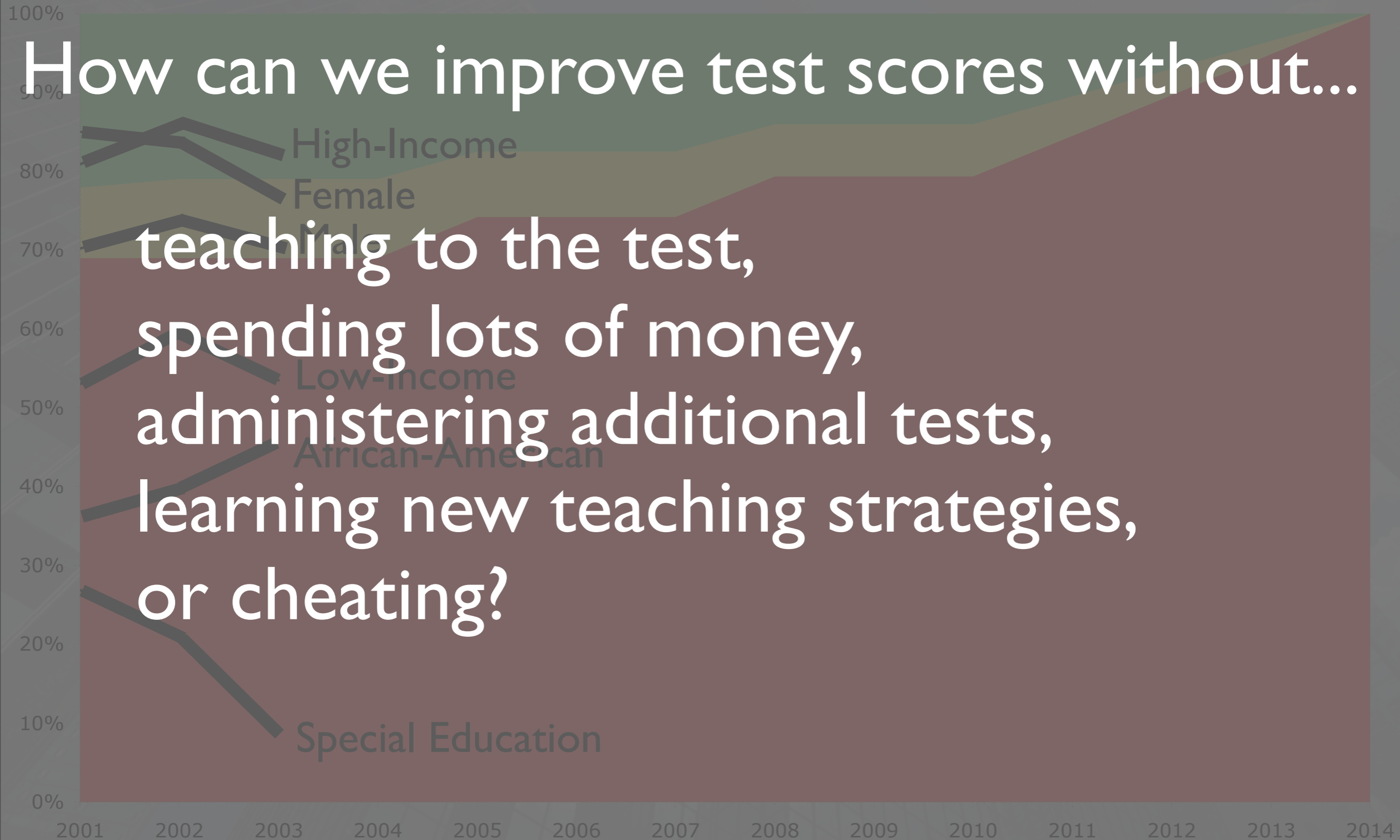


# What we're all facing...

CCSD goal

State goal

Sanctions



*Demonstrated  
effectiveness!*

*Money back  
Guarantee!!*



*Not available in stores!*

*Demonstrated  
effectiveness!*

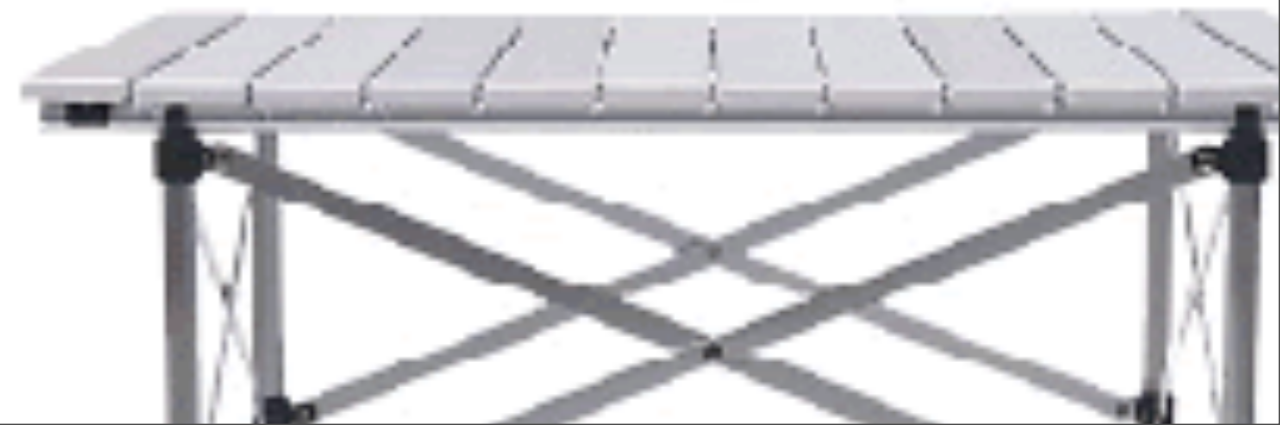
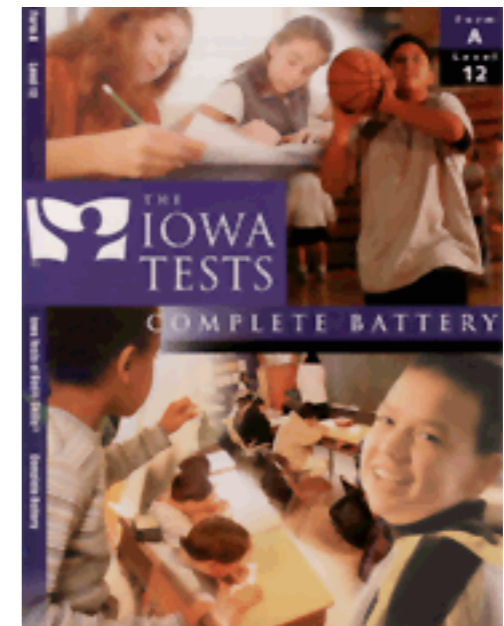
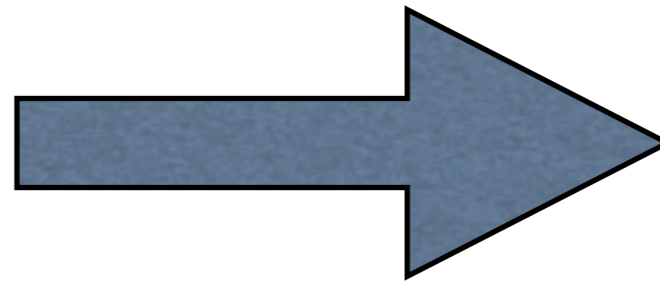
*Money back  
Guarantee!!*



*Not available in stores!*



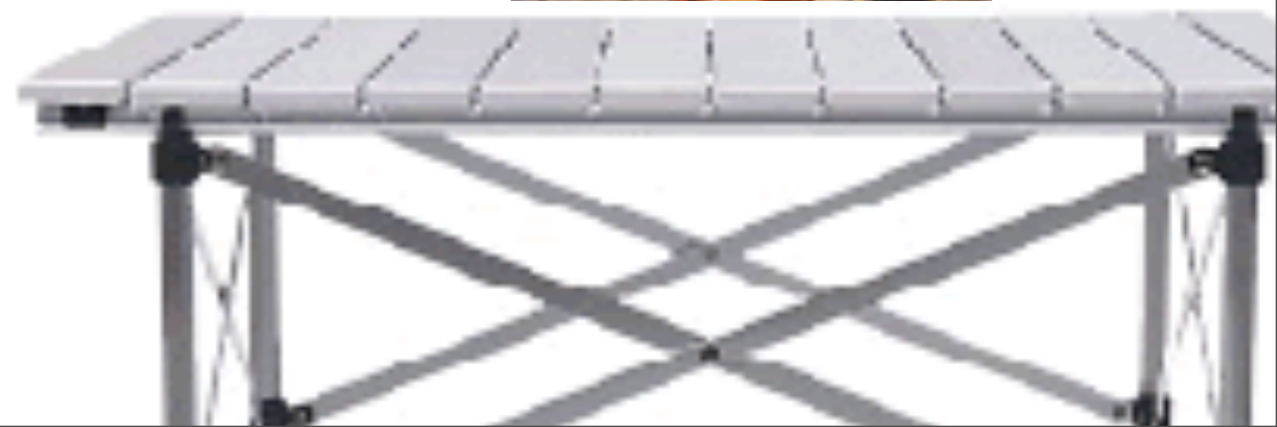
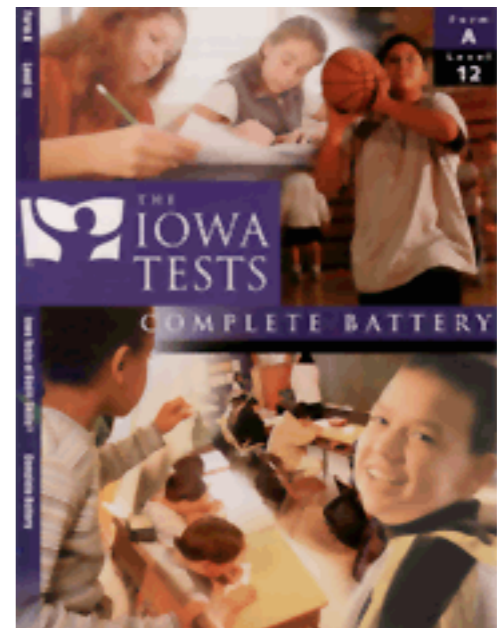
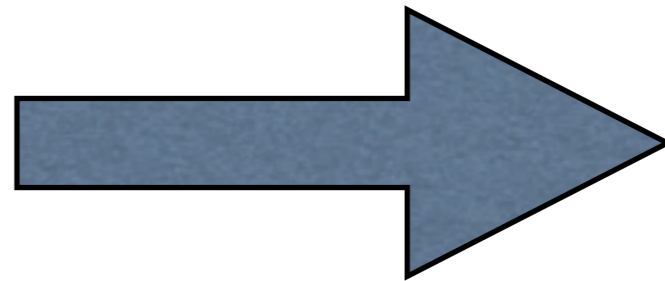
**Using ITBS results!**



# Logic:

- 1) Everyone impacts achievement
- 2) Informed decisions > Uninformed decisions
- 3) Everyone must receive useful information in order to improve achievement

Using ITBS results!



For the master's tools will never dismantle the master's house. They may temporarily allow us to beat him down at his own game, but they will never enable us to bring about genuine change.

The standard score reports developed by ITP are useless+



Audre Lorde

# Principles:

- **Everyone must** have info customized to their needs
- **Everyone must** receive the same message
- **Everyone must** know what the info will be used for
- **Everyone must** work with the information

## Outline of hand-out:

### Audience

What they need to make informed decisions

What they are typically given

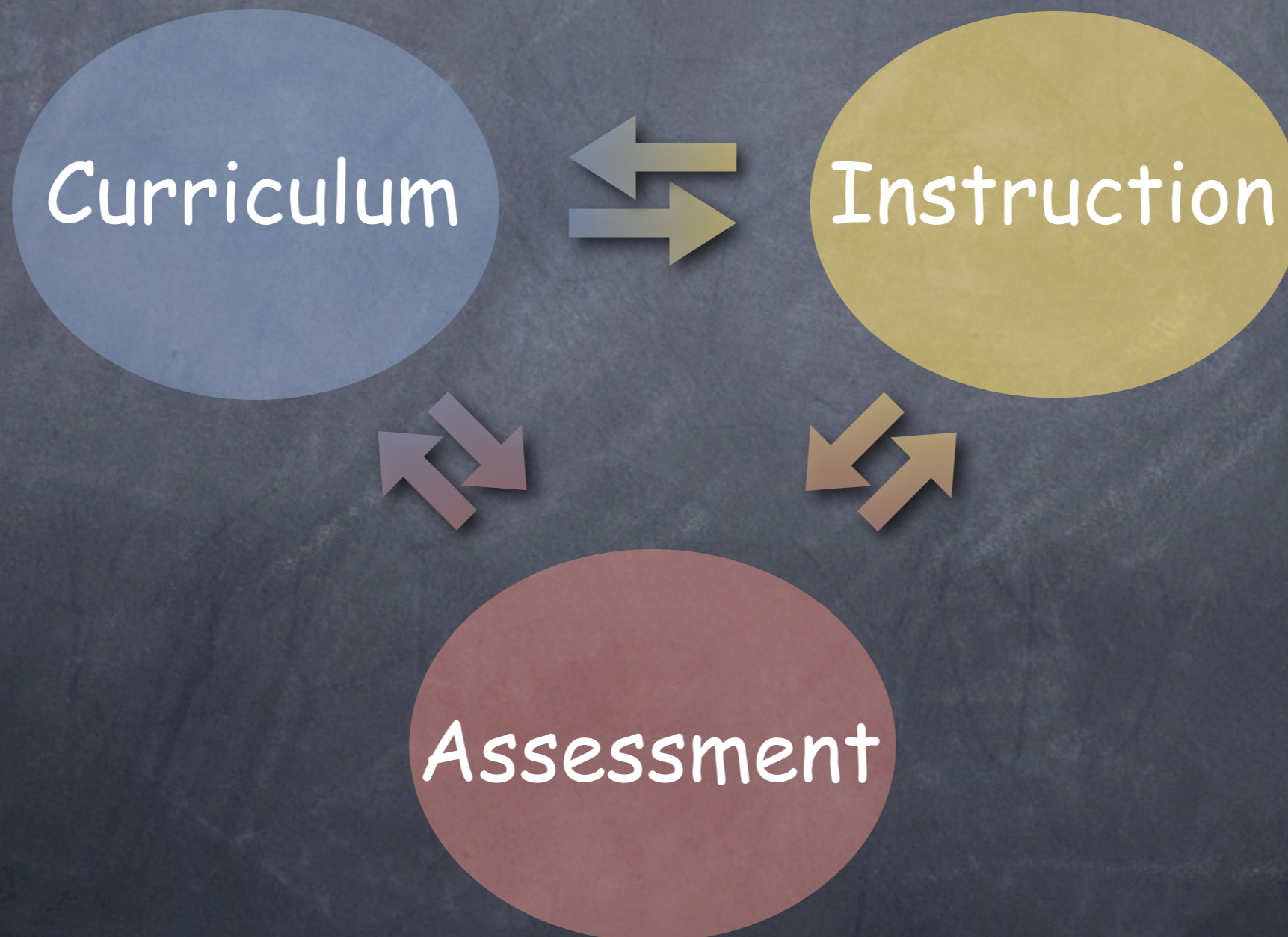
What they need to be given

Activities to internalize the information

# Students

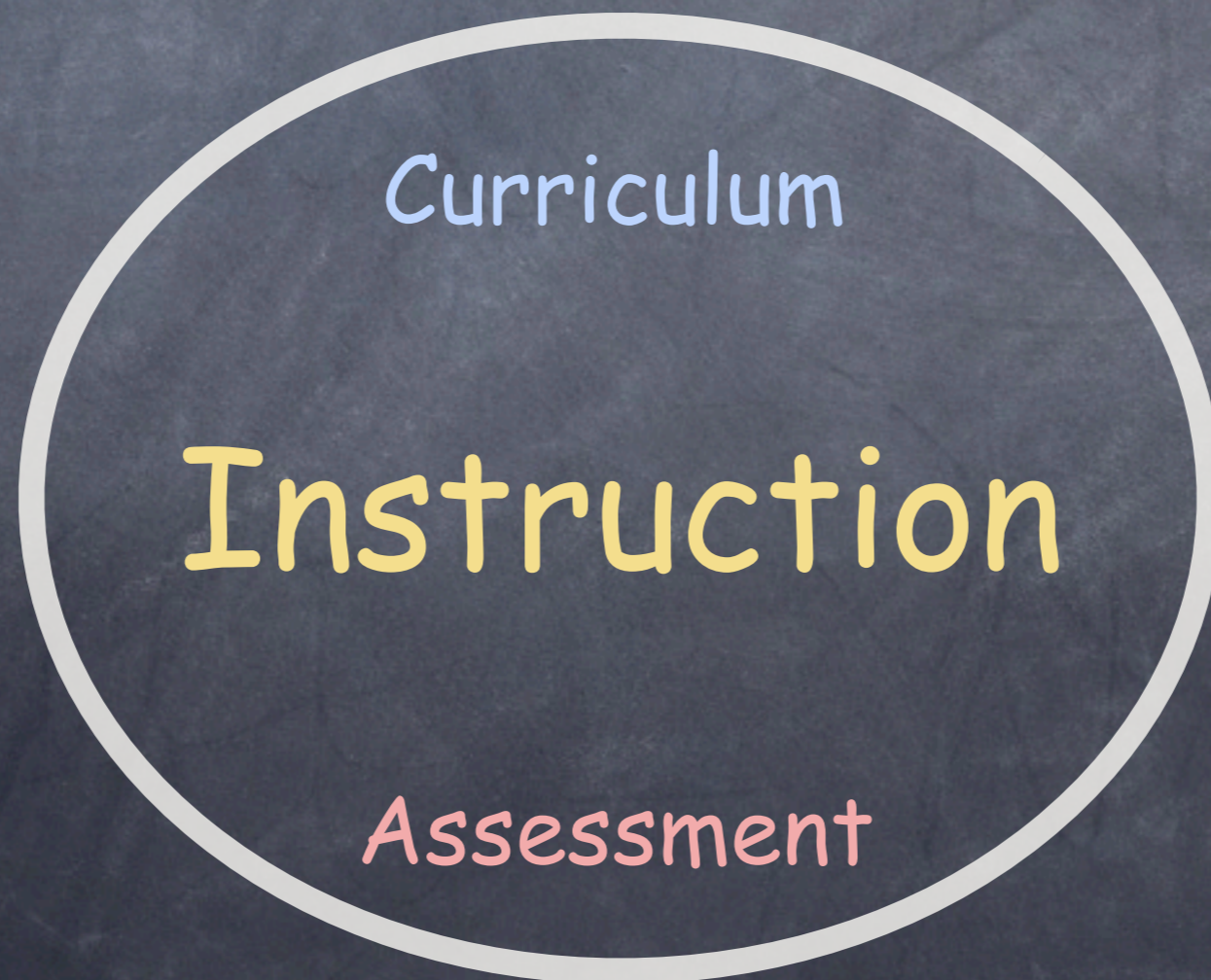
# Students

Analyzing ITBS scores is an instructional activity.



# Students

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# Parents

# Parents

If the teacher, student, and parent all have the same plan for improving achievement, achievement will improve.

Some parents want to be told how they can help.  
Many parents want to help.  
All parents want to know how the teacher will help.

# Teachers

NCLB Information..... pages 5-6

Thursday, April 5, 2003

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# What is NCLB?

New Federal Law Holds  
All Schools Accountable

By Brad Thiessen

Signed into law on January 8, 2002, the No Child Left Behind Act is the most sweeping reform of the Elementary and Secondary Education Act since ESEA was enacted in 1965. It redefines the federal role in education and will

*"All students will be proficient by 2014"*

the achievement gap between disadvantaged students and their peers. It is based on four principles: accountability for results, increased flexibility, expanded options for parents, and an emphasis on research-based teaching methods.



Little Girl Explains  
Law to Administration

Philadelphia, PA — White House officials met with a little girl yesterday to gain a better understanding of the 2001 reauthorization of the Elementary and Secondary Education Act.

# Teachers

## Mr. Smith's 4th grade class (last year)

Name	Fall 2002 (Last year)	Fall 2003 (This year)	Growth (+/-)	NPR
Amy Adams	7.7	8.9	12 months	95
Joe Jones	3.8	4.0	2 months	25
V. Van Runen	3.7	2.9	-8 months	7

Student Growth Information..... pages 7-8

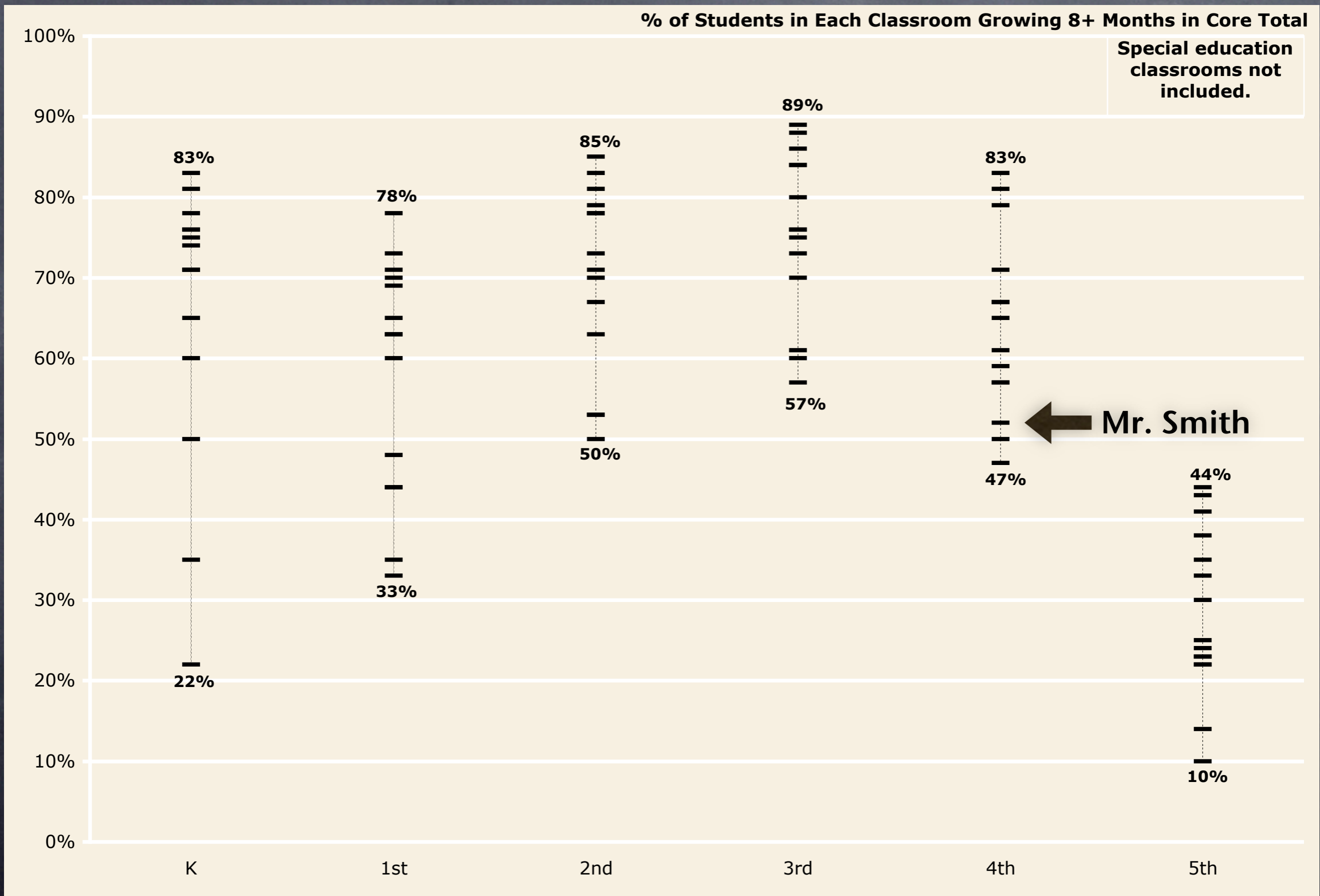
# Teachers

## District 4th grade classes (last year)

Name	Fall 2002 Avg. (Last year)	Fall 2003 Avg. (This year)	Growth (+/-)	8mo.
Mr. Smith	4.6	5.4	8 months	52%
Teacher H	4.8	6.1	13 months	83%
Teacher G	4.8	5.7	8 months	47%

Classroom Growth Information..... pages 9-10

# Teachers



# Principals

Adequate Yearly Progress Goals.....	page 12
District/Building Urgency Report.....	pages 13-20
Skill weaknesses & strategies.....	pages 21-24

# Principals - Urgency

What skills provide the greatest opportunity for score gains?

## Important Skills

- Skills measured by many items

## Poor Performance Skills

- Skills in which students performed poorly

# Principals - Urgency

## Important Skills

$$= (\# \text{ of skill items}) \div (\# \text{ of subject items})$$

## Poor Performance Skills

$$= 100\% - (\text{Skill \% Correct})$$

# Principals - Importance

Reading Total Score	75 items
Reading Comprehension	41 items
• Inference & Interpret.	16 items
Draw Conclusions	6
Infer Feelings	4
Interpret new info.	3
Interpret nonliteral	3
• Factual Understanding	16 items
Understand stated info.	13
Understand words in context	3
• Analysis & General.	9 items
Determine main ideas	6
Analyze structure	2
Identify purpose	1
Vocabulary	34 items
Modifiers	14
Verbs	10
Nouns	10

# Principals - Importance

Reading Total Score 75 items

Reading Comprehension 41 items

- Inference & Interpret. 16 items

  - Draw Conclusions 6

  - Infer Feelings 4

  - Interpret new info. 3

  - Interpret nonliteral 3

- Factual Understanding 16 items

  - Understand specific details 13

  - Understand words in context 3

  - Determine main ideas 6

  - Analyze structure 2

  - Identify purpose 1

The percentage of the Reading Total score due to each skill.

Vocabulary 34 items

Reading Comprehension =  $41/75$  (0.547) of the reading total score.

Modifiers 14

Verbs 10

Nouns 10

# Principals - Importance

Reading Total Score	1.00
Reading Comprehension	.547
• Inference & Interpret.	.213
Draw Conclusions	.080
Infer Feelings	.053
Interpret new info.	.040
Interpret nonliteral	.040
• Factual Understanding	.213
Understand stated info.	.173
Understand words in context	.040
• Analysis & General.	.120
Determine main ideas	.080
Analyze structure	.027
Identify purpose	.013
Vocabulary	.453
Modifiers	.187
Verbs	.133
Nouns	.133

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Reading Total Score 1.00

Reading Comprehension .547

- Inference & Interpret. .213

  - Draw Conclusions .080

  - Infer Feelings .053

  - Interpret new info. .040

  - Interpret nonliteral .040

- Factual Understanding .213

  - Understand stated info. .173

  - Understand words in context .040

- Analysis & General. .120

  - Determine main ideas .080

  - Analyze structure .027

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Vocabulary .453

  - Modifiers .187

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# Principals - Performance

Reading Total Score	51.2%
Reading Comprehension	54.9%
• Inference & Interpret.	54.8%
Draw Conclusions	51.2
Infer Feelings	58.3
Interpret new info.	49.7
Interpret nonliteral	62.3
• Factual Understanding	61.2%
Understand stated info.	60.7
Understand words in context	63.3
• Analysis & General.	43.9%
Determine main ideas	41.5
Analyze structure	55.0
Identify purpose	36.0
Vocabulary	46.8%
Modifiers	48.7
Verbs	44.5
Nouns	46.3

# Principals - Performance

Reading Total Score	51.2%
Reading Comprehension	54.9%
• Inference & Interpret.	54.8%
Draw Conclusions	51.2
Infer Feelings	58.3
Interpret new info.	49.7
Interpret nonliteral	62.3
• Factual Understanding	61.2%
Understand stated info.	60.7
Understand words in context	63.3
• Analysis & General.	43.9%
Determine main ideas	41.5
Analyze structure	55.0
Identify purpose	36.0
Vocabulary	46.8%
Modifiers	48.7
Verbs	44.5
Nouns	46.3

# Urgency =

## Important Skills x Poor Performance =

$$\frac{(\# \text{ skill items})}{(\# \text{ test items})} \times (100\% - \% \text{Correct})$$

or

Urgency =

Important Skills x Poor Performance =

$$\frac{(\# \text{ skill items})}{(\# \text{ test items})} \times (100\% - \% \text{Correct})$$

or

Important Skills ÷ Good Performance =

$$\frac{\frac{(\# \text{ skill items})}{(\# \text{ test items})}}{(\% \text{Correct})}$$

# Principals - Performance

Reading Total Score .488

Reading Comprehension .247

- Inference & Interpret. .097

  - Draw Conclusions .039

  - Infer Feelings .022

  - Interpret new info. .020

  - Interpret nonliteral .015

- Factual Understanding .083

  - Understand stated info. .068

  - Understand words in context .015

- Analysis & General. .067

  - Determine main ideas .047

  - Analyze structure .012

  - Identify purpose .009

Vocabulary .241

  - Modifiers .096

  - Verbs .074

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# Principals

Draw Conclusions	.039
Understand stated info.	.068
Determine main ideas	.047

The skills with the highest urgency scores give us the greatest opportunity for score gains.

Now that those skills have been identified, what do we do?

Skill weaknesses & strategies..... pages 21-24

# School Board

NCLB Home Game.....	pages 26-28
Control & Variation.....	pages 29-30
Cohort Growth.....	page 31

# Final Thoughts

**X Poverty**

# Student Identification

**X Low-Income**



