

Monitoring Student Academic Progress Throughout the School Year: Why, When, and How?

A Schools Moving Up Webinar
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Welcome & House Keeping

- Quick Polling
- Type in a Response
- Type messages (Q &A) into chat area
- Q & A via Email - eventquestion@wested.org

Poll: Who is on the webinar?

Are you a:

- school teacher
- school or district administrator
- professional development provider
- State Department of Education administrator
- technical assistance provider
- teacher educator
- other

Why Monitor Progress?

One Goal: Two Perspectives

Macro: Systemic Improvement--Measuring Academic Growth To Transform our Local Educational Systems So that All Students Reach their Full Academic Potential

Micro: Accelerated Learning--Transforming Teaching and Learning for Each and Every Student So that No Child is Left Behind

Why Monitor Progress Throughout the School Year?

To take timely actions based on specific, detailed information measuring student academic progress:

- Improving the quality of instruction for individuals and groups of students over time (this minute, today, next unit, next term, this year, next year)
- Providing differentiated instruction and timely, focused, intervention assistance, as needed
- Evaluating the effectiveness of essential components of curriculum and instructional programs for individuals and groups of students

Monitoring Student Achievement: Users of Information

Many types of Users:
Shared Goals,
Different Roles, Different Needs,
Different Purposes, Different Uses

Checklist: Purposes and Uses

Which of the following have proved to be most difficult in your efforts to monitor student achievement? You may choose more than one.

- assessment for accountability
- assessment for program evaluation and improvement
- assessment for diagnosis and placement of students
- assessment of instructional success
- assessment of ongoing student growth, individual
- assessment of ongoing student growth, by subgroup
- obtaining timely, useful results to improve instruction and increase achievement (formative)
- obtaining comparable standards-based results for grading and as indicators of student mastery (summative)

Key Sources of Information linked to Student Progress

- Contextual Student Information
- Past Achievement Information, including Diagnostics
- Measures of Growth during Instruction, used Formatively

Key Types of Student Information (Cont.)

- Measures of Student Achievement Outcomes, used Summatively
- Placement of Students in need of Interventions
- Measurements of Intervention Success
- Evaluation of Program Effectiveness
- Informed, Coordinated Decision-Making at all Levels

Progress Monitoring of Individual Students--When?

Timeliness is essential,
but its meaning is dependent on
the intended use of the information.

Open Response Poll

“Please identify your most significant difficulties with the timeliness of results.”

Progress Monitoring of Individual Students--How?

Assessing Formatively,
during instruction,
to determine student needs for
additional instruction

Progress Monitoring of Individual Students--How?

Assessing Summatively,
following instruction,
measuring student achievement levels
and effectiveness of programs

Progress Monitoring of Individual Students--How?

- Best Practice:
- Employ multiple measures, using multiple assessment opportunities, tasks and formats
- Measure both growth over time (how much progress) and status (how far from the goal)

Progress Monitoring of Individual Students--Content

Standards alignment:

- knowing, doing, and understanding
- breadth and depth

Open Response Poll:

Do you have any questions or comments on the information just shared?

From Progress Monitoring to Accelerated Learning: Framing the Conversation

For policy-makers, district and school administrators, and classroom teachers:

Take the time to imagine the changes that would be necessary to provide the curriculum, instructional program, assessments, and focused interventions that will ensure the success of all students.

Accelerated Learning: Addressing Differences To Maximize Student Achievement

Only by identifying and addressing differences in their students' academic needs will districts and schools maximize the achievement of all and accelerate learning to close gaps in student achievement.

Implementing An Accelerated Learning System

Equality of Goals: shared outcomes

Equity in Process: differentiated assistance for teachers and students

Single-mindedly focus on accelerating learning.

Implementing An Accelerated Learning System (2)

Equity in Accountability:

Teachers and students: for accelerating academic growth and making significant progress toward the shared outcomes.

School systems, their leaders, and administrators: for complete, high-quality systems of support for teachers and students.

Implementing An Accelerated Learning System (3)

In the context of standards-based classroom instruction:

- 1) Identify student needs during the instructional process
- 2) Identify instructional strategies, focused on student needs
- 3) Alter and/or differentiate instruction in a focused and timely way
- 4) Monitor student progress often.

Implementing An Accelerated Learning System (4)

District and school systems of support for teachers and students:

- 1) Provide assistance to teachers to ensure their capacity to meet the academic needs of all of their students
- 2) Provide focused services to students beyond the classroom to meet specialized student needs and accelerate learning.
- 3) Systematically monitor the academic growth of students often throughout the school year

Implementing An Effective Accelerated Learning System: The District System of Support for Schools, Teachers, and Students

The district system of support should include:

1. **Curriculum and Instructional Programs** focused and flexible in time and tasks
2. **Assessments** that support accelerated student learning
3. **A District-wide Data Collection and Analysis System**, providing the district, schools, and individual teachers with the information they need when they need it to support accelerated learning.

Implementing An Effective Accelerated Learning System: The District System of Support for Schools, Teachers, and Students (Cont.)

The district system of support should include:

4. *Professional Development* for administrators and teachers supporting a coordinated system of

- Instruction,
- Formative assessment,
- Differentiated instruction and Interventions, and
- The effective use of data.

Implementing An Effective Accelerated Learning System: The District System of Support for Schools, Teachers, and Students (Cont.)

The district system of support will include:

- 5. *Time for Professional Learning Communities*** for classroom teachers to
- Improve instruction,
 - Develop shared or common assessments,
 - Identify differentiated instructional strategies,
 - Monitor the effectiveness of classroom implementation.

Implementing An Effective Accelerated Learning System: The District System of Support for Schools, Teachers, and Students (Cont.)

The district system of support will include:

6. *Resources and Instructional Intervention Systems*

to provide timely, focused assistance beyond the core classroom, including

- Making placement decisions
- Providing supplementary instructional materials,
- identification of intervention delivery formats, staffing, scheduling

Implementing An Effective Accelerated Learning System: The Process

Planning and Acting for Success:

1. Collaborate and commit:

- Collaboration: Involve teachers, school leaders, district leaders in decision-making and planning.
- Commitment from all to:
 - the goal, the plan, the collaboration of participants, the resources, and
 - the implementation process, including responsibilities, timelines, and evaluation.

Implementing An Effective Accelerated Learning System: The Process

Planning and Acting for Success:

2. *Coordinate instruction and assessments horizontally and vertically:*

- Choose objectives, instructional strategies, and assessment formats that support each other
 - horizontally, within the same lesson or activity
 - vertically across time with end-of-unit and district interim assessments in different formats focusing on the same key learning objectives.)

Implementing An Effective Accelerated Learning System: The Process

Planning and Acting for Success:

3. Integrate a coordinated system of

- Initial instruction
- Classroom assignments and assessments
- Timely, focused, and differentiated instructional assistance
- To successfully accelerate student learning

Implementing An Effective Accelerated Learning System: The Process

Planning and Acting for Success:

- 4. *Follow through with the full implementation process:*** Use an initial implementation plan as a guide to
- A. Systematically coordinate activities, responsibilities, and commitments across district, schools, and teachers
 - B. Monitor the key systems of support
 - C. Monitor initial indicators of difficulties and successes, and mileposts reached along the way
 - D. Measure and analyze student achievement outcomes,
 - E. Identify lessons learned in the implementation process,
 - F. Develop new plans for future success and expanded implementation, if indicated.

Open Response Question.

- Which of these elements of effective implementation present you with the greatest challenge at this time?

Implementing An Effective Accelerated Learning System: Three Suggestions

Planning and Acting for Success:

1. **Start Small.**

Choose a key initiative or improvement strategy to begin the implementation of an accelerated learning system. Choose an initiative which promises to visibly alter the teaching and learning process and swiftly show increases in student achievement.

Implementing An Effective Accelerated Learning System: Three Suggestions

Planning and Acting for Success:

2. Implement Fully.

Implement the key initiative or strategy fully, providing and integrating a complete set of systemic supports. Plan carefully, and give the initiative time to succeed, evaluating effectiveness along the way.

Implementing An Effective Accelerated Learning System: Three Suggestions

Planning and Acting for Success:

3. Build on Success.

Add additional initiatives to the system, building on the success of those initial efforts. Repeat the full implementation process for each new component of the system.

Guiding Questions

- Do we have aligned systems of local assessments and data collection and analysis in place that allow us to fully monitor and student achievement?
- Are we using the information fully to accelerate the achievement of all students?
- What should we begin with to make significant improvements now?

Open Responses: Final Comments/ Questions

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Next Steps: Archive & Feedback

Archive & Related Resources:

<http://www.schoolsmovingup.net/webinars/monitor>

Feedback

Next Step: Post Webinar Follow Up

- March 18
- Email will be sent to group with details