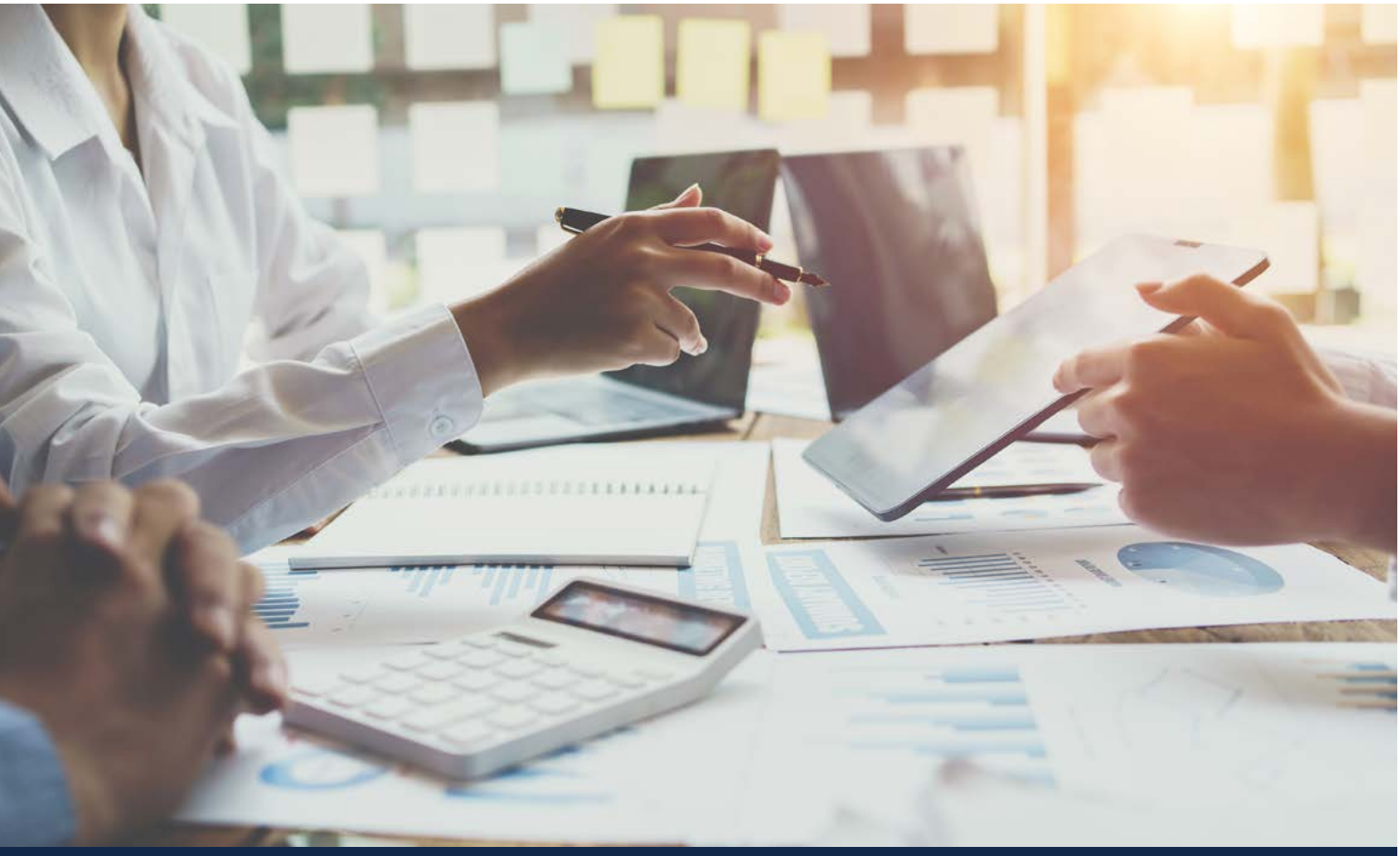
SCHOOL IMPROVEMENT DAY

Data Review Guide



KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Aug. 15, 2024

SCHOOL IMPROVEMENT DAY DATA REVIEW GUIDE

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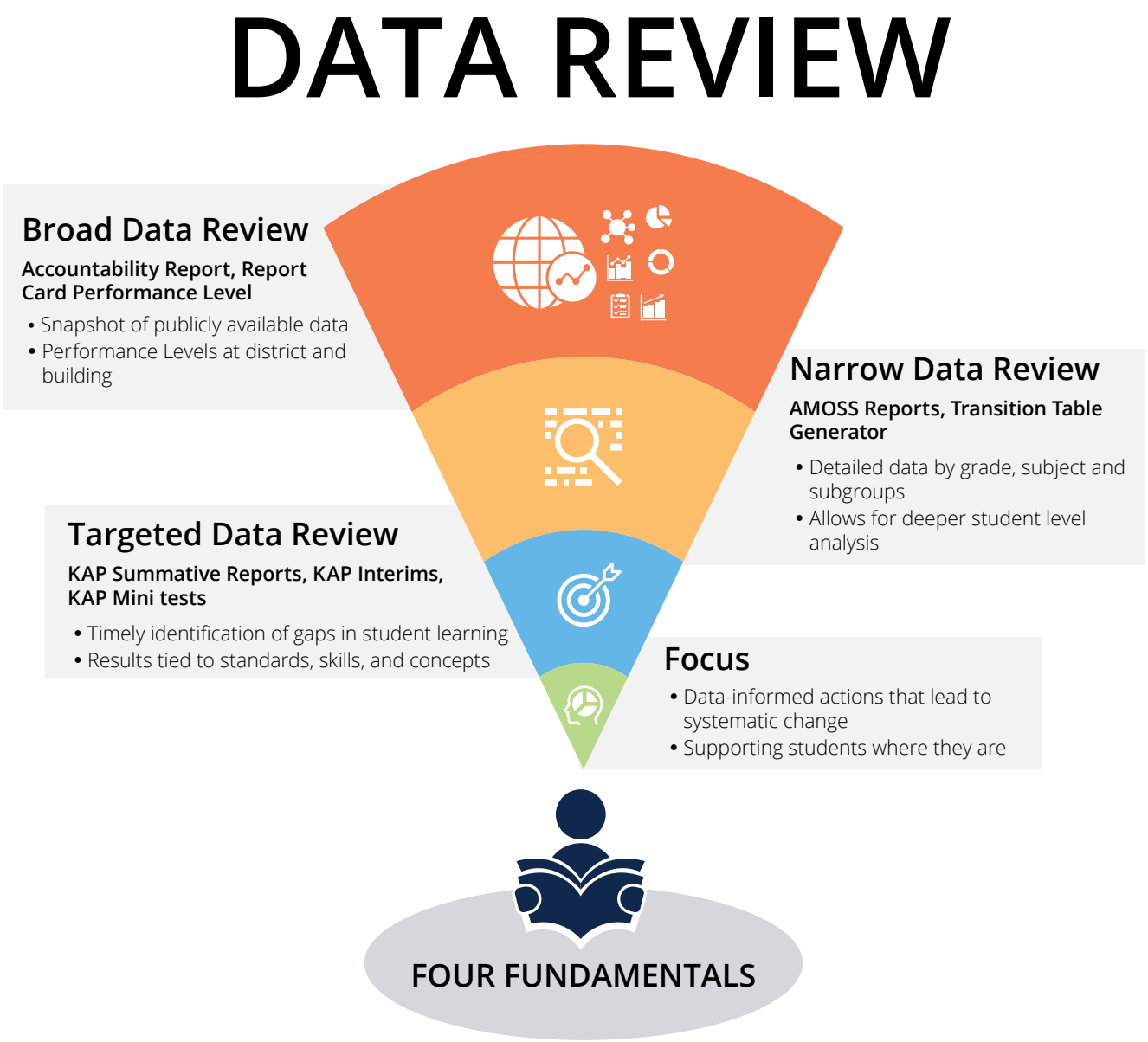
Data Source Guide

The purpose of this guide is to support systems through the data review portion of the School Improvement Day. Components of this guide may also be used when you return to your district and buildings to further conversations about data. This guide provides a data source resource, connecting conversations, and a data review plan template to further your review of data. This is a supporting document. There is no requirement to use this guide or report any information to the Kansas State Department of Education (KSDE).

The following assessment related data sources, along with other local data, will be important for each system's data review. For each data source below, you will find a description of the source, where to access the information, the uses for the data and who has or should have access to the data. A strong understanding of these data sources will support systems in reviewing and analyzing student assessment data.

DATA SOURCE GUIDE

Infographic



1. Accountability Report

WHAT: This is a general overview of multiple outcomes including state assessment results for math, English language arts (ELA) and science for the district and buildings. The aggregate assessment data is presented in a three-year trend and displays five student subgroupings. Assessment data is reported by percent of students performing in each performance level, 1–4, as well as percent of students performing proficiently (combined levels 3 and 4) for math, ELA and science. Postsecondary success data is posted along with graduation rate, chronic absenteeism, dropout rate, and ACT® results. These other student outcomes compare the district or building performance with the state level performance. Star Recognition is also posted.

WHERE: The accountability report is publicly available on the Kansas State Department of Education (KSDE) homepage at ksde.org and can be accessed directly here: https://datacentral.ksde.org/acct_rpt.aspx

USES: The data can serve as broad-based year-to-year review of important performance metrics and as a prompt for further inquiry.

WHO: Publicly available. Easily accessed by community members.

What ways are you interested in using this data?

DATA SOURCE GUIDE

2. Report Card Performance Levels

WHAT: Publicly displayed within the district or building, the Report Card Performance Level Reports provide assessment performance level data for math, ELA and science in bar graph form. Two years of data are displayed comparing the district/building performance with the state level performance. Options are available to review the past 10 years of results. Specific grade levels can be selected as well as performance levels for all reported subgroups.

WHERE: The Report Card Performance Level Report is publicly available here: https://ksreportcard.ksde.org/assessment_results.aspx?org_no=State&rptType=3

USES: Data can be examined at the building, district and state level for comparison. Possible end-of-year review of actual outcomes compared to expected outcomes along with broad examination of areas of strengths and weakness across the grades and subject areas. The report can also be exported in various formats for further analysis.

WHO: Publicly available in the Report Card Performance Level Report. Accessible to community members.

What ways are you interested in using this data?

3. AMOSS Performance by Grade Report

WHAT: The Performance by Grade Report is located in **A Measure of Student Success (AMOSS)** which is part of the Authenticated Applications suite of data and reports. The report displays the results from the summative state assessment in table form by district or building. The report can be sorted by subject area, grade level, and student subgroup. The aggregate results are displayed by the four performance levels and the number and percent of students within each performance level. State level results are also displayed for quick comparison.

WHERE: The Performance by Grade Report is in the password protected AMOSS Authenticated Applications. To login or request an account for approval by the district superintendent, use the following link: https://apps.ksde.org/authentication/login.aspx

USES: Critical trends across the grade spans can be examined within the subject areas and beginning examinations of gaps, strengths or areas of need as shown by grade as well as student group. Identification of common trends or differences across grade levels, student subgroups and subjects is also possible. The data can be exported into Excel for further analysis.

WHO: Since this is an authenticated site, only the superintendent can authorize access. Teachers and administration staff can best decide who needs to examine the data and how best to utilize the information.

What ways are you interested in using this data?

DATA SOURCE GUIDE

4. AMOSS Complete Student Test Download

WHAT: The Complete Student Test Download is also located in the A Measure of Student Success (AMOSS) Authenticated Application. The report provides a download of student level summative assessment results and is presented in an Excel format for quick sorting and analysis. The download includes subgroup variables, test type, performance level as well as the scaled score for each student. Familiarity with the KIDS File Specifications will assist in understanding variables and codes provided in this download.

WHERE: The Complete Student Test Download is part of the AMOSS Authenticated Application suite of reports. To login or request an account for approval by the district superintendent, use the following link: https://apps.ksde.org/authentication/login.aspx

USES: Given the student level data in an Excel format, quick analysis can be carried out examining subject, grade, and performance level trends. Year-to-year trends for students can be examined prompting deeper examination of areas of strength and/or weakness in the related content standards. Further statistical analyses are possible with the student level data available.

WHO: The superintendent authorizes access to all AMOSS reports. Keeping in mind this report displays individual student data, proper safeguards for student privacy need to be observed. Typically, a testing coordinator and a curriculum leader would have access to these reports. Other teachers and staff can be selected to analyze the necessary information.

What ways are you interested in using this data?

5. Transition Table Generator - API Level Performance

WHAT: The Transition Table Generator displays an easy-to-read table of student performance levels broken out into the eight Academic Performance Indicator (API) levels. The number and percent of students who scored at the respective API levels on the summative assessment are displayed for the most current assessment year. Prior year API levels are also displayed for quick year-to-year comparison. Each cell within the table can be clicked on to display the individual students at that particular API level.

WHERE: The Transition Table Generator is in the password protected Authenticated Applications site which can be accessed from the KSDE homepage. To login or request an account for approval by the district superintendent, use the following link: https://apps.ksde.org/authentication/login.aspx

USES: By dividing the four performance categories into eight API levels it is easier to observe student level outcomes within and between performance levels. As we focus on supporting struggling learners we can see the crucial gain within the performance category level 1 that is made from a low performance level 1 (API 1) to a high performance level 1 (API 2). Additionally, we can see the performance level gain from a 1 to a 2 by following the gain from an API 2 to an API 3. Beyond the numeric display the table provides, it is the conversation and analysis that is generated by faculty and staff about the data that is the greatest usage. Who are the students? What supports do they need for next year? Where are our gaps?

WHO: The superintendent authorizes access to the Transition Table Generator. How the table can best serve the system will determine who should have access and how it can be used to support decision making and student achievement. This presentation of student achievement data has potential to be used in multiple settings and groups. Keep in mind that this report displays individual student data and proper safeguards for student privacy need to be observed.

What ways are you interested in using this data?

DATA SOURCE GUIDE

6. KAP Summative Reports: District Level, Building Level, Student Level

WHAT: The Kansas Assessment Program (KAP) provides tests, tools, and reports aligned to the Kansas curriculum standards. Assessment information and reports for the summative assessment, interim assessments, and mini tests are available through the KAP site here: https://ksassessments.org/

Reports are available locally through the district's Kite account. They can be generated at the district, building and student level. The reports provide performance level results as well as feedback on areas within the skills and concepts for each assessed standard including where performance is strongest and areas in need of additional support.

Additionally, there is a parent portal on Kite for parents to view their student's assessment outcomes accompanied with suggestions for further inquiry.

Of particular importance are the assessment development guides, available for each assessed grade. These documents are intended to describe how the Kansas assessments align to the state standards. They illustrate how standards, evidence statements, performance level descriptors (PLDs), and depth of knowledge influence the Kansas summative assessment. Each guide can be found on the KAP website. For an example, you can access the Grade 3 Assessment Development Guide here: https://ksassessments.org/sites/default/files/documents/ELA/ELA_Grade_3_Assessment_Development_Guide.pdf

In additional, the knowledge of the test blueprint, how the assessment is constructed and what is covered, is a valuable set of knowledge. It can inform critical planning pertaining to resources, materials, curriculum, and alignment. The test blueprint can be found in the technical manual. You can access the manual for the 2023 KAP technical manual here: https://ksassessments.org/sites/default/files/documents/technical-manuals/KAP_Technical_Manual_2023.pdf

WHERE: Resources and guidance regarding the KAP summative assessments can be found on the KAP website: https://ksassessments.org. Below are links to some valuable resources. In addition, each district should have access to the student, building and district KAP summative reports through their Kite account.

- Educators and test administrators: https://ksassessments.org/educators-test-administrators
- Resources: https://ksassessments.org/resources?combine=
- Kite Parent Portal User Guide: https://ksassessments.org/kite-parent-portal-user-guide

USES: The information within the summative reports can play a crucial role in program review and evaluation following the summative assessments. Where within the standards is the system working effectively? Where are the areas in need of improvement? Information from the reports can be utilized in decisions about curriculum quality and alignment, scope and sequence, and year-to-year transitions. Summative reports can also lead to a review of depth of knowledge expectations in the assessment questions and the depth of knowledge expectation in the classroom learning experience.

DATA SOURCE GUIDE

WHO: A large variety of school staff should have access to the KAP summative reports including faculty, curriculum leaders, testing coordinators, instructional coaches, administration, and support staff. Again, parents also have access to the reports for their students.

What ways are you interested in using this data?

DATA SOURCE GUIDE

7. KAP Interims/KAP Mini Tests

WHAT: "Interim assessments are traditional tests used periodically throughout the school year to measure students' understanding of concepts and use of particular skills. Interim assessments are sometimes referred to as benchmark or predictive assessments. Along with summative and formative assessment processes, interim assessments constitute an integral part of a robust and balanced assessment approach. Well-implemented interim assessment ensures that students and teachers remain engaged in feedback and instruction— measuring students' success in learning material and providing schools with data to make within-year programmatic decisions to help improve student achievement." Kite: Interim Guide for Educators and Test Coordinators 2023-2024

WHERE: KAP interims and mini test reports can be accessed through the local district Kite site. Your district or building testing coordinator can help classroom teachers set up accounts to access this information. Additional resources about the interim and mini tests are available on the KAP website: https://ksassessments.org. Below there are a few helpful resources including the interim assessment guide, an informative video on how to create, assign, administer, and review reports for mini tests, and an interactive module for educators to maximize their usage of the interim assessments.

- Interim Guide for Educators and Test Coordinators 2023-2024: https://ksassessments.org/sites/default/files/documents/Interim/Interim_Guide_for_Educators_and_Test_Coordinators.pdf
- Resources: https://ksassessments.org/resources
- KAP mini-tests on Vimeo: https://vimeo.com/901906173
- Evaluating Instructional Resources Based on Predictive Interim Assessments – Overview: https://ksassessments.org/sites/default/files/scorm/evaluating-instructional-resources-based-on-predictive-interim-assessments/content/index.html#/

USES: The incorporation of the interims and mini tests (as well as classroom formative assessments) takes place at the most important point in the teaching/learning process. The timely identification of gaps in student learning is key to the successful attainment of the skills and knowledge being taught. Effectively using the formative data can inform instructional practice to address student learning gaps at the moment educators are most able to do so.

WHO: Like KAP summative reports, a large variety of individuals should have regular access to the interim and mini test results. This might include, classroom teachers, teaching coaches, curriculum leaders, and testing coordinators, among others.

What ways are you interested in using this data?

8. Universal Screener

WHAT: Universal screeners are short assessments designed to identify individuals who might be at risk of a deficiency that could impact future outcomes. Universal screeners can be used to identify students at risk for academic deficits in reading, math, and social/emotional behavior.

Screeners are generally nationally normed, aligning with universal skills rather than specific standards. This norming allows for a comparison of students to their peers, showing where they fall on a distribution. Screeners are not typically linked to the KAP standards-based assessments and do not predict performance on these assessments. For example, students identified as "high-risk" on a universal screener may or may not perform at Level 1 on the KAP summative assessment. Pairing screening data with further diagnostic assessments, students identified as at-risk should receive additional support or intervention targeted for the skills and areas of need identified.

Common universal screeners include AIMSweb, DIBELS, iReady, and FastBridge.

WHERE: Universal screener data is available locally through the assessment service being used in the system.

USES: Universal screener data is not aligned to the KAP assessments and does not inform educators about a student's performance on grade level standards. For students identified as at-risk on a screener, informal diagnostic testing should occur to identify specific areas of weakness to build an appropriate intervention plan. Progress monitoring, or regular screening, should occur in fall, winter, and spring for all students to ensure timely identification of need and determine whether intervention efforts are appropriately supporting at-risk students. The KAP interim and mini test assessments, in contrast to these universal screeners, are aligned with the Kansas curriculum standards and help predict future KAP summative assessment performance.

WHO: Classroom teachers, instructional coaches, school specialists and others should have readily available access to Screener results.

What ways are you interested in using this data?

DATA SOURCE GUIDE

9. Dyslexia Screener

WHAT: According to the KSDE Dyslexia Screening Protocol K-12 (2023 – 2024), all K-12 students must be screened with an approved dyslexia screener multiple times throughout each school year. KSDE requires all districts to submit dyslexia screener data for students in grades K-3 and 8 on the EOYA KIDS record. These screeners identify students at risk for reading difficulties and would benefit from targeted intervention and supports. Dyslexia screeners are not associated with the KAP standards-based assessments and are not predictive of performance on KAP assessments.

WHERE: Dyslexia screener data is available locally through the assessment service being used in the system. Some resources including newsletters and frequently asked questions can be found here: https://sites.google.com/ksde.org/ksdeearlyliteracydyslexia/home

- Dyslexia Handbook: https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Dyslexia-Handbook.pdf?ver=2024-04-15-094814-607
- KSDE Dyslexia Screening Protocol K-12 (2024 -2025): https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(A-E)/Dyslexia/2024-2025%20KSDE%20Dyslexia%20Screening%20Protocol.pdf?ver=2024-07-25-123559-990

USES: The KSDE approved dyslexia screeners assess students' risk for reading difficulties. Dyslexia screener data is not aligned to the KAP assessments and does not inform educators about student's performance on grade level standards. For students identified as high risk on the dyslexia screener, informal diagnostic testing should occur to identify specific areas of weakness to build an appropriate intervention plan.

WHO: Classroom teachers, instructional coaches, school specialists and others should have readily available access to dyslexia screener results.

What ways are you interested in using this data?

SCHOOL IMPROVEMENT DAY DATA REVIEW GUIDE

System Data Summary

As you begin your data review, take the time to summarize your student assessment data. This will be a starting point for further conversations with your broader school community. Consider what information can be gathered from each data source. Report what stands out to you. Where do you see similarities and where do you see differences? Can you identify where students are struggling most?

DATA SOURCE	SUMMARY OF DATA	FURTHER QUESTIONS TO EXPLORE
Accountability Report		
Report Card Performance Levels		
AMOSS Performance by Grade Report		

SYSTEM DATA SUMMARY

DATA SOURCE	SUMMARY OF DATA	FURTHER QUESTIONS TO EXPLORE
AMOSS Complete Student Test Download		
Transition Table Generator		
KAP Summative Reports		
KAP Interims/Mini tests		
Universal/Dyslexia Screener		

SCHOOL IMPROVEMENT DAY DATA REVIEW GUIDE

Connecting Conversations

As you continue with your data review and begin to draft your action plan with all the information you have gathered, consider having the following conversations with your broader school community. Given your student assessment performance, how can you begin to draw connections to the school improvement model fundamentals and structures?

1. In your system, how are these various sources of assessment related data being utilized within the operational structures of the following:

   Resource Allocation:

   Educator Evaluation:

   Professional Learning:

   Professional Collaboration:

   Tiered Systems of Support:

   Family, Community and Business Partnerships:

CONNECTING CONVERSATIONS

2. How can these various sources of assessment data be incorporated into the work associated with the four fundamentals of the following:

   Structured Literacy:

   Standards Alignment:

   Balanced Assessment:

   Quality Instruction:

3. What additional knowledge, training or supports would assist you and your team in making greater use of these data resources?

SCHOOL IMPROVEMENT DAY DATA REVIEW GUIDE

Data Review Plan Template

The following steps can assist your system in planning a continued review of your data as you build your school improvement action plan. Additional questions to consider are included below. This template is meant to be a helpful tool to further data conversations. It is not a required activity.

1. Build a team

   Who needs to be in the conversation about data? Consider who is most familiar with data sources as well as those familiar with students and in-classroom experiences.

2. Identify data sources

   In addition to assessment-related data, what other data should be reviewed to inform your school improvement action plan? Some examples might be chronic absenteeism, discipline data, and local screener data.

3. Plan further analysis

   In what meaningful ways can you review the data? Some examples might be comparing percent of students in level 1 across grade levels or subgroups, identifying similarities or differences in standards performance across buildings, and reviewing longitudinal data.

DATA REVIEW PLAN TEMPLATE

4. Discuss findings and further conversations

   What do the findings lead you to ask next? How can you use the data to identify a system-level focus to support the learning of all students? Reviewing ELA scores may lead to discussions on curriculum and new materials.

Additional Questions

The following questions may support your system in your data review process and connecting your system data with the development of your action plan.

In your review of the assessment related data, what stands out, what grade levels or subject areas demonstrate prominent challenges, what do you know about the curriculum or practices used in those areas?

Considering your system data, what other questions do you begin asking yourself about student understanding of standards in math, ELA, science, etc? What else do you need to know to best inform your action plan?

When and how is assessment data shared with teachers? How are they using it? Are some data sources more meaningful than others?

What supports does your system have in place for data-informed decision making in the classroom? Are formative assessments being used in the classroom? If not, could they provide an added benefit to address student learning of standards?

SCHOOL IMPROVEMENT DAY DATA REVIEW GUIDE

System Data-Informed Area of Interest

Take a moment to reflect on the summary of your system data and complete the statement below. As you continue with your data review and engage other members of your school community, your focus may be refined or change completely. Continue to dive deeper into your data and reference other local data sources you feel are important. Though it is not required, you can use the space below to keep track of the change and refinement of your focus and the data that has informed your decisions.

School Improvement Day 2024-2025

Based on an initial review of our system level assessment data, I feel the area of focus for the school improvement work should be

because (i.e., based on what data?):

SYSTEM DATA-INFORMED AREA OF INTEREST

Additional Notes

As you continue to define and refine your school improvement action plan, it may be helpful to record the decision-making process that informed the direction of the work. This is a system resource and will not be collected by KSDE.

Refinement or change in the focus of the school improvement work:

What data has informed these changes?

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

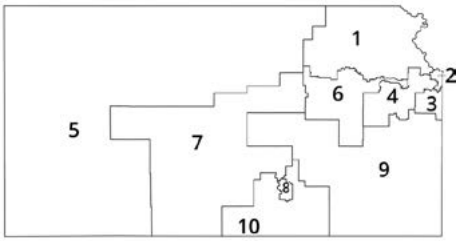
OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

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Jan. 25, 2024

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