CREATING OPTIMAL CONDITIONS FOR LEARNING:

Identifying and Meeting the Learning Needs of Each Student

Best Practices of Sevier County School District

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and all the outstanding teachers and

administrators in Sevier School District

Abstract

At the foundation of Sevier School District's professional improvement efforts are two fundamental beliefs and commitments. First, *all children will learn at high levels and* second, all teachers will be instructionally effective. To fulfill this obligation to our students numerous things must be in place, most important of which, is having highly effective teachers in every classroom. The District is committed to ensure that all teachers are highly trained and instructionally effective in meeting the learning needs of every child.

Developing the capacity of staff is a dominant focal point of the District. The 'grow your own' philosophy in relation to paying tuition costs for instructional assistants to obtain teaching degrees, teachers to acquire master degrees, and preparing literacy coaches to be future principals, is an innovative approach for addressing teacher shortages. Investments by the District in professional development and data-driven instruction are also summarized in this manuscript. As the District initiated extensive professional development and endeavored to improve classroom instruction, it became abundantly clear that precise data that identified each student's instructional level was critical for teachers to address academic needs of students. Research-based formative assessments were adopted, but the missing piece was accurate growth data required to demonstrate that good instruction was resulting in students' learning well. Adaptive testing appeared to hold much promise for providing the desired growth data.

Sevier School District was selected by the Utah State Office of Education to pilot the recommendations of Governor Huntsman's Blue Ribbon Panel on Assessment including adaptive testing. During a special session, the 2008 Legislature waived requirements of the Utah Performance Assessment System for students (UPASS) in districts and charter schools piloting the panel's recommendations. The Utah State Board of Education granted a similar waiver. Information contained in this document provides an overview of the progress of the pilot after year one and background information about Sevier District's recent improvement efforts.

Sevier School District is emerging as a national model for outstanding instruction and assessment practices. Dr. Paul Koehler of WestEd, an expert on assessment, serves as a consultant on the Blue Ribbon Panel to provide a national perspective on effective research-based assessment practices. His comments to the panel following the presentation by Sevier District educators include, *"doing anything less than what [Sevier School District] has perfected, is out of touch with the reality of the world we live in and the needs of our students."* He also suggested that end-of-level Core tests were completely out of touch with the importance of continuous information for teachers, students, parents, and administrators. Also in attendance at the presentation was Dr. Bob Baker from the Northwest Evaluation Association (NWEA) in Lake Oswego, Oregon. In commenting on the presentation, Dr. Baker added: *"This District is phenomenal! I hope you know that. I have worked with hundreds and hundreds of districts around the country and what this District is doing with assessment is exactly how it is supposed to be done. This is one of the best uses of assessment and student data I have ever witnessed".*

The article that follows provides background information for those interested in a continuous progress growth accountability model, a framework for research-based practices, and a model for continuous capacity building of instructional and support staff.

Sevier School District

Mission Statement: *Excellence in Teaching and Learning:*

-Inspire the mind,
-Create a Passion for Learning,
-Educate for Success in Life

Belief Statement: *All students will learn at high levels when provided sufficient time and appropriate instruction.*

Districts' Role*: The role of the Board of Education and District Administration is to create and provide students and staff with* ***optimal conditions for learning****.*

Schools' Role: *The role of school administrators, teachers, and support staff is to provide targeted instruction and curricula at each student's instructional level and effectively communicate student progress to parents.*

Students' Role: *The role of students is to attain grade level proficiency and make one or more years of academic growth for every year they attend Sevier District Schools.*

Parents' Role: *The role of parents is to provide their student(s) with physical and emotional support and encouragement by: getting students to school on time and prepared to learn, monitoring homework assignments and academic progress, and communicating concerns to teachers when appropriate.*

CREATING OPTIMAL CONDITIONS FOR LEARNING

To have optimal learning conditions for all students, a school system must provide a foundation for systematic changes, sustainability, and ongoing capacity building. Specifically by having: a) highly effective teachers in every classroom, b) standards-based curriculum by design with a major focus on rigorous power standards, c) ongoing assessment practices that inform instruction, and, d) school-wide plans and clarity on how to respond to students who are not learning, as well as coordinated strategies to challenge advanced learners.

The prevailing belief that drives all education practices is that all students will perform at high levels of achievement when provided sufficient time and appropriate instruction; it is not only a belief, it is a commitment to the children of Sevier School District. Of equal importance is the District belief that all teachers will be highly effective classroom instructors. This assurance to instructional staff is evidenced by the District's extensive efforts in the development of its professional and support staff outlined later in this document. The two corresponding beliefs and obligations go hand-in-hand; the second is essential, if the first is to be realized. Both commitments require determined effort by both students and staff, if the responsibility to each child is to be realized. The effort may be strenuous, but what could be of more importance to the future of our communities and the nation?

Research shows that highly effective teachers are caring and experienced, have deep content knowledge and understanding of the subject areas of which they teach, have a good working knowledge of and utilize effective classroom practices and appropriate instructional strategies, and possess high levels of

efficacy. Support systems must be in place for teachers at the classroom, school, and district levels for teachers to be highly effective.

Students not only have different learning styles, but also learn at different rates. Some students need additional time to learn the fundamental skills and sub-skills essential to attain proficiency. Thus, along with appropriate instruction, controlling the variable of ***time*** becomes an essential component in improving student learning.

DEVELOPING CAPACITY AND EFFICACY OF INSTRUCTIONAL STAFF

The most promising strategy for sustained substantive school improvement, is building the capacity of school personnel to function as a professional learning community. (Rick DuFour)

Highly Effective Teachers – Research clearly demonstrates the most important student achievement variable over which schools have significant control, is having a highly effective teacher in every classroom. The characteristics of highly effective teachers include, caring experienced instructors with an in-depth knowledge and understanding of the subject area they teach, and expertise in a variety of instructional skills and strategies.

The depth of knowledge of the subject area includes, knowledge of critical academic standards (i.e., power standards) that are essential precursors to future learning and the degree of rigor and depth of understanding expected of students. Little will change academically for students unless the teacher's instructional behavior and classroom practices change.

Effective pedagogy includes knowledge of powerful instructional strategies in the content area including strategies for special education, ELL, and other students performing below expectations, as well as strategies to challenge accelerated learners. To best meet the needs of each student, it is essential to have collaborative efforts among teachers at and between grade levels, and in the Core subject areas. Meta-analysis research by the Mid Continent Research for Education and Learning (McREL) identifies the most effective classroom practices by showing the 'effect size' that different instructional strategies have on increasing student achievement. Research by McREL also provides the 'effect size' that different school and district practices have on improving student achievement. Teachers and administrators have been trained and strongly encouraged to use best research practices.

Efficacy, the Fuel That Runs a Teachers Engine – According to Doug Reeves, the importance to building efficacy among instructional staff helps reduce their stress and anxiety. Efficacy, according to Reeves, is the conviction that our work makes a difference in the lives of students. He goes on to say, "Building efficacy by connecting our work to student results must be the focus of every meeting and every professional development experience. We don't need theory or ponderous exploration—we need efficacy." Efficacy will result where student data shows that good instruction brings about student academic growth. This is the power of good data not only for students but also for instructional staff. The importance of efficacy cannot be overstated.

Preparing Instructional Assistants to be Teachers – Instructional assistants often work with students who have the most serious learning challenges. Therefore, instructional assistants need to be

highly trained as they work with special needs students under the direction of professional educators. As a condition of employment, all Sevier School District instructional assistants (IA's) must complete 33 semester hours of upper-level teacher education coursework within four years from the date of their employment. A partnership with Southern Utah University offers all the classes at a location in Sevier District. The classes are tuition free for instructional assistants employed by the District. Financial incentives are provided in steps and lanes on the salary schedule for employees who complete the 33-hour requirement, and as they earn their teaching degree, additional compensation is provided.

This 'grow your own' philosophy provides a pool of outstanding teachers for future openings. The instructional assistants work with students under the tutelage of master teachers, as they provide instruction for students in small group settings. Principals usually have three or more years to observe the IA's working with students prior to filling new teaching vacancies. In comparison with the traditional hiring method of interviewing a few candidates, often meeting them for the first time at the interview, followed by checking references, hoping that a good teacher was hired. During the past ten years, over 100 IA's have completed teaching degrees in elementary and special education, and currently, over 60 percent of the elementary teachers in Sevier School District were formerly instructional assistants.

Several District instructional assistants have a teaching degree, which provides principals additional options for organizing instruction to address learning needs of students. Because most the instructional assistants reside in the area and as they become teachers, the probability of them remaining in the District, their entire career is significantly enhanced. After completing the required college coursework, IA's must continue working for the District a minimum of three years or reimburse tuition costs, and as a result, there is low staff turnover.

Funding IA's Education Costs – Historically, federal and state categorical funds allocated for professional development were used to send instructional assistants to training, usually in the Salt Lake area; a round-trip of 320 miles. Costs associated with conferences including registration, travel, motel, and per diem were difficult to justify based on the benefits students ultimately received from the training. District administrators determined it was much more beneficial for students to have IA's trained in upper division college teacher preparation coursework.

Fifteen percent of Title I funds may be used for professional development and a portion of special education funds, determined by formula, may also be used for the same purpose. These funds are used to pay costs associated with instructional assistants obtaining the 33-semester hour requirement and/or teaching degrees.

To maximize the use of the professional development funds, the District negotiates with the university to pay a specific amount per semester hour for the course instructor. For example, if the negotiated fee is $800 per semester hour and it is a three-hour course, the professor would be paid $2400 to teach the class regardless of whether 10 or 25 participants are enrolled in the course. The District must guarantee a minimum of ten para-educators register for each course; when more than ten IA's are enrolled in a course, the cost per participant is significantly reduced. The District pays the salary of the professor, college registration, recording fees, and all costs associated with the classroom. The college is responsible to approve the instructor, syllabus, and other course requirements.

Expanding Teachers' Depth of Knowledge through Advanced Degrees – To help teachers obtain a deeper knowledge and understanding of the content areas they teach, Sevier District provides tuition reimbursement for educators to obtain a master's degree in the major subject area in which they teach. Nearly two-thirds of the District's teachers have obtained an advanced degree during the past ten years this program has been in place. Teachers receiving reimbursement for college coursework are required to continue to work in the District for an additional three years or reimburse the costs paid for their coursework. The advanced degree program has significantly helped recruit and retain quality educators in Sevier District.

The advanced degree program and helping instructional assistants become teachers began about 15 years ago and was the initial vision of then, Assistant Superintendent, Duane Bresee. To avoid special education lawsuits, the District paid for the lead special education teacher (learning coordinator) in each school to get a masters degree in special education. The District also had an aggressive concurrent enrollment program that used high school teachers as adjunct college professors. The college began requiring all concurrent enrollment teachers to have an advanced degree. To maintain this popular program, the District began paying tuition reimbursements for the District's adjunct professors to obtain a master's degree in the major subject area in which they were teaching. This program was later expanded so all teachers were eligible for advanced degrees.

Funding Advanced Degrees – The portion of state concurrent enrollment funds are divided equally between the District and the high school where they are generated. Schools have the option to use a portion of their allocation to pay the instructor $2 per credit hour generated by each student to compensate them for extra preparation time, meetings, and other requirements associated with teaching the college courses. The District, historically, used its portion to help pay for the college textbooks. The remainder of the District's portion, combined with other local and state revenues allowed for professional development, is used to pay tuition costs for advanced degrees. Teachers must apply and receive approval from the District for their advanced degree. To receive approval, the degree must be in the primary subject area in which they teach. General elementary or secondary education master degrees are not approved.

The number of advanced degrees approved by the District for the time being, is restricted because of budget shortfalls. Advanced degrees that are approved will be prioritized, based on critical needs of schools and the District. When the economy recovers, all teachers will be strongly encouraged to obtain an advanced degree

Improving Pedagogy through Professional Development – Extensive District-wide professional development that has occurred during the past seven years include: Results (Schmoker), Curriculum Mapping, Standards-Based Education (Reeves), Power Standards (Ainsworth), Data Driven Decision Making (Reeves), Effective Teaching Strategies (Reeves), Six-Trait Writing (Write Traits), Classroom Practices That Work (Marzano), Balanced Leadership (McREL), and Rigor and Relevance (Daggett).

Professional development first begins by training a critical mass of teachers to provide the essential school-level support for each new professional improvement initiative. Building administrators and two to five teachers from each school attend three to five days of in-depth training in order to gain the knowledge and skills required to become school level trainers prior to all other teachers being trained. As the

remainder of the teachers receive training and begin to implement the new knowledge and strategies in their classrooms, school trainers provide mentor-coaching support. This strategy was used very successfully as *standards-based education* and *six-trait writing* was implemented in recent years.

Earlier professional development and research that still influence District belief systems and practices include: Madeline Hunter's Elements of Effective Instruction, Benjamin Blooms research on Controlling Time as a Variable, and Blooms Taxonomy, John Champlin's Outcome Driven Developmental Model, Mastery Learning (Guskey), Outcome-Based Education (Spady), Quality Schools (Glasser), Effective School Research (Edmonds and others), Authentic Assessment (Wiggins, Stiggins), and two visits to Kennewick School District in Washington by several teachers and administrators to learn about their effective reading practices.

Funding Professional Development – Leveraging staff development funds from several local, state, and federal revenue sources into one account earmarked for District professional development, has been a practice in Sevier District for many years. Another strategy is maximizing federal and state revenues by knowing and understanding each funding formula to ensure the District receives all the revenues to which it is entitled. The District does not seek startup grants that require long-term commitments to continue new programs when federal funding ends.

Most federal categorical program rules allow up to 15 percent to be expended for professional development. There are restrictions on most federal and state revenues, but some have much more flexibility than others. Senator Robert Bennett helped secure a *one million dollar grant* for Utah's rural school districts to increase the number of highly qualified rural teachers as required under No Child Left Behind. The primary focus of the grant was for teachers working in Utah's Necessarily Existent Small Secondary Schools. The grant provided rural teachers tuition costs to obtain additional subject area endorsements and/or an advanced degree. A second federal grant provided an additional $600,000 to help elementary teachers gain subject endorsements and advanced degrees. Sevier District has used their share of these federal grants, local revenues, and USOE grants to fund professional development.

Growing Administrators – Academic coaches are required to have three years experience in the classroom, an advanced degree, and complete a Level I reading or math endorsement. They are also required to have an administrative endorsement within three years of the date they are hired as an academic coach. We know of no better hands-on training for future principals than to serve as math and/or literacy coaches. From the pool of candidates recently interviewed, the last four elementary principals chosen have served as academic coaches in the District. *To illustrate the power of the 'grow your own' programs, two of our elementary principals began their career as instructional assistants, next obtained teaching degrees followed by master degrees, obtained administrative endorsements, were hired as literacy coaches, and later became principals. One of these principals hired originally as an IA, recently completed her doctorate degree, all within a 12-year time frame. Our new Pre-school Director also started in the District as an I.A, and progressed to teacher, literacy coach, received her Level I and II reading endorsements to prepare her for her new assignment working students behind in pre-literacy skills.*

Math and Reading Endorsements – Often teachers lack the depth of understanding of basic algebraic and geometric functions essential to successfully teach the foundation skills of mathematics

efficiently. There are similar concerns in the teaching of reading. When taught to deep understanding, students will be proficient in the prerequisite skills essential for future success in upper-level mathematics courses and subjects that require higher-level reading skills.

Elementary principals consistently report that most new teachers coming from university teacher education programs lack the depth of understanding in reading and mathematics required to address the wide variety of learning needs of students in most classrooms. The same is often true for many experienced teachers. The knowledge and instructional skills can be learned, but extensive professional development is required to become highly effective teachers. Extensive professional development and mentor coaching is key to preparing elementary teachers to become highly effective instructors of reading and mathematics.

The District determined that it is essential that all mathematics teachers in grades four through six obtain an elementary mathematics endorsement (18 semester hours). A similar District goal is to have all K-3 teachers obtain a state approved Level I reading endorsement. Classes are offered through Southern Utah State University at the Sevier School District training facility. The District pays the costs of the instructors and tuition. As an added inducement, teachers in the first two cohort groups completing the math endorsement were given a laptop computer. Sixty percent of the fourth and fifth grade teachers have completed requirements for the Level I math endorsement. Funding for the math endorsement was through a Utah State Office of Education (USOE) grant for the CUES region and a federal grant obtained through Senator Orin Hatch.

Currently, over half of the District's K-3 teachers have reading endorsements and 13 more are enrolled in the required coursework to complete the endorsement. A new cohort group of K-3 teachers are scheduled to begin coursework in the fall. Six teachers are close to obtaining a Level II reading endorsement. Besides the K-3 teachers, several upper-level elementary and secondary special educators have completed reading endorsements.

INSTRUCTIONAL SUPPORT SYSTEMS

District and School Support – Instructional support systems at the school and District levels must be in place to enhance good teaching. These include good assessment practices with well-developed diagnostic and benchmark assessments that provide instant results and indicate the instructional level of each student. Quality assessments also monitor progress and measure annual student growth and proficiency of grade level content standards. Superior formative assessments provide teachers with specific diagnostic information about each student's concept and sub-skill deficits and provide classroom profiles, which identify groups of students with similar instructional needs.

Other support systems include access to high quality curriculum that is aligned both horizontally and vertically, combined with appropriate instructional materials and resources; school-wide intervention procedures that provide sufficient time and targeted instruction for struggling students, and extended learning opportunities for accelerated learners; highly trained instructional assistants scheduled to support teachers with interventions and small group instruction, and research-based professional development activities identified from a thorough review of student data and observations from educators.

Academic Coaches – As an essential component of the District's literacy and math initiatives, three full-time and one part time reading coaches and three part-time math coaches were hired to help provide

mentor coaching support to teachers and instructional assistants. The reading and math coaches help analyze formative assessment data from the NWEA Measures of Academic Progress (MAP) assessment, Yearly Progress Pro (YPP), Texas Primary Reading Inventory (TPRI), DIBELS, and other diagnostic and summative assessments, including state end-of-level tests. The analysis helps determine the effectiveness of instruction, interventions, and curriculum delivery at each school as part of the Response To Intervention (RTI) process.

Staff development and one-on-one assistance in math and reading instruction are provided as needed. Schools are careful to ensure teachers know that coaches are not to be used for teacher evaluation. Their role is to assist teachers to improve pedagogy and provide explicit targeted instruction at each student's instructional level.

Math and reading coaches work with the building principal and the learning coordinator to organize and support interventions using the Three Tier Model. Coaches help schedule and conduct bi-weekly or monthly grade level reading and math data collaboration meetings and assign students to appropriate instructional groups during the reading and the math workshop block. Coaches work closely with principals in analyzing the effectiveness of instruction, curriculum, interventions, extended learning, professional development, and setting individual and classroom growth and proficiency goals.

Curriculum Council – Due to lack of resources and the size of the District, full-time curriculum specialists are not feasible. Ten years ago, the District identified a few full-time teachers to also serve as a curriculum specialist for their respective subject areas. Curriculum specialists met quarterly to review the professional development and curriculum needs of the subject(s) that they represented. The curriculum specialists serve as the District contact person with the State Office of Education subject specialists. Curriculum Council subject specialists also plan and conduct new teacher induction, a three-day training session for all teachers new to the District. They also help provide mentoring support for new teachers in their schools.

Subject Area Councils – Four years ago, the District established subject area councils in literacy, language arts, mathematics, and science. Representatives from each school serve on each of the curriculum councils. Each subject council is lead by a District curriculum specialist (who also teaches full time). They meet regularly to review data, recommend and coordinate professional development, serve on the textbook adoption-committee, and help communicate information from and to schools and the District for each respective subject area. Textbook adoption for each subject occurs on a five-year rotation.

Power Standards – Members of the District curriculum council and other professional development activities helped identify grade level District Power Standards in reading, language arts, mathematics, and science. They are continually refined to provide educators priorities to teach when developing lesson plans and curriculum units. To be a power standard it must first, have *endurance* to give students' skills or knowledge that remain with them over time (e.g., research skills, reading comprehension, hypothesis testing). Second, a power standard must have *leverage* that is applicable to many academic disciplines (e.g., nonfiction writing, interpretation of tables, charts, and graphs). Thirdly, *readiness of the next level of learning*, the exit standards from one grade level or course should be the entry standards or essential

prerequisite learning required to be successful at the next grade level or subject course. (Reeves, 2004) Collaboration efforts by teachers at and between grade levels are critical in developing power standards.

Major Initiatives

Literacy – In 2002, the District began a major literacy initiative with a primary focus on reading. SRA's Reading Mastery was used for several years as the Districts reading program. The five-year textbook adoption cycle called for reading textbooks to be replaced prior to the 2003-04 school year. Part of Ms. Roene Anderson's responsibility as District's literacy chair, was to lead the reading textbook adoption. The District's literacy council membership included a teacher and a special education teacher from each elementary school. They reviewed several research-based reading programs and three were selected for a more in-depth examination. Members of the literacy council, elementary principals, and District administrators made site visits to examine each program. The visits included a school in Ogden, Utah – Success for All; Seattle, Washington – Open Court; and Eugene, Oregon – Reading Mastery. After a thorough review of each program, the literacy council recommended Open Court as the new reading basal.

The District submitted a "Reading First" federal grant but it was not funded; however, many of the concepts and structure of "Reading First" were adopted as part of the District reading model. A three-hour literacy block in the primary grades and 90 minutes of literacy instruction in grades four and five were compulsory in all schools. Requiring 180 minutes each day of reading instruction meant some other curriculum areas would need to be reprioritized and taught as part of the literacy block. The Board of Education feels very strongly that reading is such an essential life skill and that nonreaders are placed at such a serious disadvantage in the future, and that developing all students into good readers must be the District's highest priority in the primary grades.

In order to place literacy coaches in each elementary school, Principal Teresa Robinson agreed to be the principal of two schools: Ashman, a K-3 school, and Pahvant, a 4-5 grade school; both schools are in close proximity to each other. With the savings of not filling a principal vacancy, the District hired three half-day literacy coaches. In order to ensure administrators were present in each school, the literacy coaches also served as assistant principals. They were given three years to obtain an administrative endorsement as a condition of employment. Two of the literacy coaches also team-taught with instructional assistants who had teaching degrees. This helped ensure continuity and provide a great learning experience for the IA's to team-teach with master teachers. The following year, Utah Governor Olene Walker's K-3 Literacy Initiative was funded by the legislature. It provided revenues to hire the literacy coaches full-time as well as eventually replacing the principal vacancy.

Extensive literacy training was provided the instructional staff on how to effectively use the Open Court reading model. The CUES regional service center reading specialist, Carolyn Christensen provides the schools excellent literacy training. She also serves as an adjunct professor for Southern Utah University in helping K-3 teachers obtain a Level I reading endorsement. Our literacy team and administrators visited Kennewick, Washington, a nationally recognized District for excellence in reading. A follow-up visit to Kennewick occurred last year by a team of teachers and administrators from each elementary school.

A Utah State Office of Education grant funded training for literacy coaches, learning coordinators, secondary language arts teachers, and school and District administrators to attend five days of Six-trait Writing taught by Write Trait's trainers in Anaheim, California. Prior to the start of school, all teachers and administrators received three days of Six-trait Writing instruction and materials. The school trainers provided mentor-coaching support as it was implemented in the classrooms.

The District literacy council is composed of principals, literacy coaches, and learning coordinators from each elementary school. They meet monthly to review data, share ideas, plan professional development, and discuss successes and concerns related to literacy at their schools and in the District. Additional information related to literacy assessments and school level data collaboration meetings are discussed later in this document.

One of the early literacy continuum models developed by the literacy team at Ashman Elementary School is shown below. It shows the progression that needs to occur beginning with the development of oral language and then a step-by-step progression until emerging readers develop solid comprehension skills and a love for reading. Reading assessment, such as NWEA's MAP for Primary Grades for kindergarten and first grade students, the Texas Primary Reading Inventory and Yearly Progress Pro help identify instructional levels, specific concepts, and sub-skill deficits the early learners need to develop in order to progress to the next step in literacy. One of the purposes of the District literacy council is to share information such as this with other school literacy teams to improve reading at all schools.

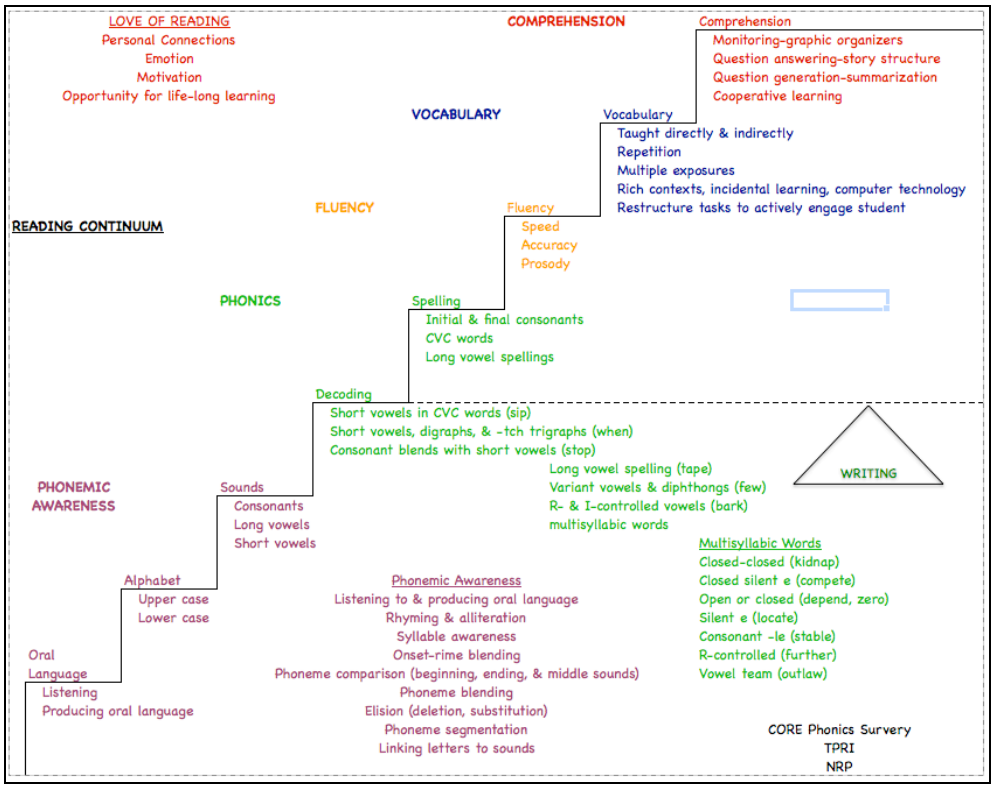


Chart 1 - Ashman Elementary - Early Literacy Continuum

Math Initiative – The second major initiative began in 2007 in improving mathematics instruction in all schools. As part of the initiative, all elementary schools increased math instruction by 30 minutes

each day. Level I math endorsement training began for math teachers in fourth through sixth grades. Dr. John Peterson, a retired mathematics professor at Brigham Young University and Southern Utah University, taught the endorsement classes of 18 semester hours. It is becoming more difficult to recruit good math teachers especially in high schools. A goal of the initiative is to identify outstanding math teachers at the elementary school level, whom if necessary, the District could help fund additional coursework for them to obtain Level III and IV mathematics endorsements and a secondary teaching license, if the District is unable to fill future secondary math teaching vacancies. Additional information on the math initiative is discussed elsewhere in this paper.

Powerful Assessment Practices –

State Assessments – Currently, the state of Utah requires end-of-level Criterion Reference Tests (CRT) in grades 2 thru 10 in mathematics and language arts. Science CRT's are administered in grades 5 through 11. In addition, a norm-referenced test (Iowa Test of Basic Skills) is required in grades 3, 5, and 8; and the Utah Basic Skills Competency Test (UBSCT) is administered up to five times beginning in grade 10 with results included on each student's high school diploma.

In the current standards-based -- accountability driven environment, *there is a significant difference between testing and effective assessment practices.* In order to address barriers to learning, good assessment instruments and practices are essential for effective instruction to occur. It is critical that classroom teachers know the instructional level and sub-skill deficits of each of their students. Sevier District has a rich tradition of providing teachers with timely targeted student data electronically. The District's Data Disaggregate System (DDS) has a simple, user-friendly format for teachers and administrators to view Utah's end-of-level assessments by individual student, subgroups, grade, and subject levels, and by school and District profiles. The data can quickly be drilled down to analyze a student's mastery of each skill and sub-skill. Teachers can rapidly obtain diagnostic profiles of students in their classrooms.

The DDS system has a parent page designed to provide daily information concerning a student(s) attendance, homework, and academic progress. The District's web page (www.*sevier.k12.ut.us*) also provides patrons valuable information related to student achievement profiles for each school and the District. It also includes School Board policies and other information. The DDS system is currently being rewritten to disaggregate data from Northwest Evaluation Association's Measures of Academic Progress.

For three years prior to adopting NWEA, all students in reading, language arts, mathematics, and science were given District-wide blueprint tests at the end of each quarter. The assessments were developed using the Utah State Office of Education's Utah Test Item Pool System (UTIPS). The questions were designed to determine students' progress toward gaining proficiency of the power standards and state CORE content standards.

Assessing Writing – The District has used certified language arts teachers as independent readers to score writing prompts using the six-trait rubric in grades 4 through 10. Last year, the District began using the *My Access* writing software to score writing prompts as part of the Governor's Blue Ribbon assessment pilot for the state of Utah. Writing assessments are being given in grades 5 through 12 as part of the pilot.

Computer Adaptive Testing (CAT) – Computer Adaptive Testing (CAT) is a method of administering tests that adapt to the examinee's academic achievement level in a subject area. As students taking the exam miss a question, the next question presented will be simpler and conversely when a student performs well on an item of intermediate difficulty the next question will be more difficult. The computer draws from a large pool of questions so that eventually the student's instructional level for the academic subject is identified. From the examinee's perspective, the difficulty of the exam tailors itself to the student's achievement level. Computer-adaptive tests require fewer test items to arrive at equally accurate scores than traditional assessments using multiple-choice questions.

Several credentialing agencies, the military, higher education, and others are using variations of computer adaptive testing. These include: The Graduate Management Admission Exam (GMAT), Certified Public Accountant Examinations, Nursing (NCLEX), Medical Licensing (USMLE), Armed Service Vocational Aptitude Battery (ASVAB), Graduate Records Exam (GRE), and The College Board's Accuplacer Exams are a few of the organizations using variations of computer adaptive testing.

NWEA – Adaptive Testing – Founded in 1977 in Oregon, Northwest Evaluation Association (NWEA) is a national non-profit organization dedicated to helping all children learn. NWEA's Measures of Academic Progress (MAP) provides research-based assessments, professional training, and consulting services to improve student learning and teaching. Computer adaptive tests are aligned with state content standards in order to measure student achievement and growth. Tests provide tailored reports to give educators information to guide decisions and tools for educators to make easy use of assessment results. Four million students, which are about 10 percent of the United States student population, take the NWEA Measures of Academic Progress assessments each year. Currently, there are more than 3,400 NWEA partner schools, districts, and agencies in all 50 states and 41 countries. *(Note: NWEA information in this section has been adapted from the NWEA web page – www.NWEA.org)*

Sevier District adopted NWEA's MAP assessments at the beginning of the 2007-08 school year. The adaptive testing format of NWEA assessments identifies each student's instructional level and generates numerous reports and data for teachers and administrators concerning students' academic progress and annual growth. The MAP assessments are administered three times a year in mathematics, language arts, general science, and science processes. Reading and mathematics are also administered in kindergarten and grade one by the NWEA MAP for Primary Grades assessment.

NWEA assessments provide highly accurate results that can be used to identify skills and concepts that students have learned and more importantly – are ready to learn. It provides diagnoses of instruction needs and placement for special needs students, English language learners, and accelerated students. The data helps educators make data-informed decisions at the classroom, school, and District levels. Reports predict a student's or group of students' performance on state mandated tests as required under the No-Child Left Behind Act. MAP assessment data helps enhance student learning, informs instruction, and reveals results of effective teaching and learning.

RIT – Tests developed by NWEA use a scale called the RIT scale to measure students' achievement and growth. RIT stands for Rasch unIT, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area. It

is an equal-interval scale like feet and inches, so scores can be added together to calculate accurate class or school averages. RIT scores range from about 100 to 300 depending upon the subject area and test season. They make it possible to follow a student's educational growth from year to year. *(NWEA Glossary of Terms)*

DesCartes – The DesCartes is a teaching and learning tool that provides information educators need to meet the academic learning needs of each student. DesCartes translates assessment data into specific learning skills and concepts that can be used in the classroom. It provides relevant information about where a student is performing in the curriculum and a reference for translation of test scores into learning statements, and serves as a valuable resource for teachers in meeting learning needs of students.

> ***DesCartes*** *translates test scores into skills and concepts students may be ready to learn. It orders specific reading, language usage, mathematics, science skills, and concepts by achievement level. For reading language usage and mathematics, the skills and concepts align to the goal structures and content of a state's standards. For science, the skills and concepts align to national standards for the two domains of science: concepts and processes, and general science. For easy reference, the skills and concepts are grouped along the continuum according to the RIT measurement scale. (NWEA Glossary of Terms)*

The DesCartes content framework and MetaMextrics' Lexile Framework for Reading are powerful tools that provide accurate measures and descriptions of a student's reading ability. Educators combine the Lexile score determined from MAP reading assessment with information from DesCartes to identify appropriate reading instruction on topics such as the ability to search reading material by topic to align with a child's interests. DesCartes and Lexile scores help teachers incorporate what they learn from MAP assessments into instructional planning. **(Chart 2)**

Analytical Tools – NWEA believes that the purpose of assessment is as important as the method. NWEA's assessments help educators obtain meaningful results that can be used to help improve student learning. NWEA has carefully structured a variety of reports that can be used by students and the myriad of adults involved in their education and growth. These reports can be used to accurately assess individual student learning and inform important decisions such as program evaluation and resource allocation.

Blended II Model – Sevier and Juab School Districts are the first Districts in the nation to pilot the newly developed NWEA Blended II Model. The first part of the Blended II assessment uses a large pool of grade level-restricted questions to determine grade level proficiency corresponding to Utah's content standards in reading, language arts, and mathematics, which are comparable to the state's end-of-level criterion referenced test. Once proficiency levels are determined with a high level of confidence, the second segment of the assessment moves to an unrestricted adaptive format and continues to select test items until the student's instructional level is determined. The Blended II Model not only monitors how well the content standards at each grade level were learned by each student, but also maintains all the benefits of the adaptive test. Part of the pilot will be to determine the feasibility of using a blended model to meet NCLB requirements as a continuous progress model.

A Blended I Model, with a fixed number of common questions, will be used this year for science due to the limited number of questions in the NWEA science item bank pool. Students will take the same questions randomly generated in a different sequence on each computer in the testing lab. Once the common questions have been answered, the test will convert to an adaptive format similar to the Blended II assessment.

THE DESCARTES CONTINUUM OF LEARNING

CONCEPTS TO ENHANCE | CONCEPTS TO DEVELOP | CONCEPTS TO INTRODUCE

Subject: Reading
Goal Strand: Analyze Narrative and Informational Text
RIT Score Range: 171 - 180

Skills and Concepts to Enhance 161 - 170	Skills and Concepts to Develop 171 - 180	Skills and Concepts to Introduce 181 - 190
Analyze Accuracy, Validity, Reliability of Text	**Analyze Accuracy, Validity, Reliability of Text**	**Analyze Accuracy, Validity, Reliability of Text**
	• Locates bias in informational texts*	• Makes inferences to determine an author's bias or viewpoint (terms not used) from short paragraphs of informational text (1-4 sentences) • Explains that the purpose of an informational advertisement is to sell a product* • Selects an example of propaganda (term not used) in an advertisement*
Identify Different Structures in Text	**Identify Different Structures in Text**	**Identify Different Structures in Text**
• Explains why a specific effect (term not used) occurred using information supplied in a short informational sentence* • Explains why a specific effect (term not used) occurred using information supplied in a short (1-5 sentences) informational passage describing events • Classifies words based on stated characteristics in informational text	• Identifies cause and effect relationships in literary texts • Explains why a specific effect (term not used) occurred using information supplied in a short (1 - 5 sentences) literary passage describing events • Compares (term not used) characters in literary text (1-5 sentences) • Contrasts (term not used) characters in literary text (1-5 sentences) • Explains why a specific effect (term not used) occurred using information supplied in a short (1-5 sentences) informational passage describing events • Gives a possible effect for a given action in informational text* • Classifies statements as fact or opinion in informational text*	• Identifies cause and effect relationships in literary texts • Explains why a specific effect (term not used) occurred using information supplied in a literary passage (1-3 paragraphs containing complex sentences) describing events • Explains why an author uses a given comparison in literary text* • Distinguishes facts located in a passage of literary text • Determines the cause for a given effect using information supplied in an informational passage (1-3 paragraphs containing complex sentences)* • Distinguishes the most logical cause for a given event from other possible reasons in informational text* • Describes comparisons made in informational text* • Compares or contrasts (terms not used) characteristics of objects or concepts described in informational text (1-5 sentences) • Gives examples of informational sentences that are facts • Classifies statements as fact or opinion in informational text* • Distinguishes between facts and propaganda in advertisements*
Identify Stereotypes	**Identify Stereotypes**	**Identify Stereotypes**
New Vocabulary: none	*New Vocabulary:* bias, cause and effect, diary, effect, rule	*New Vocabulary:* poet
New Signs and Symbols: none	*New Signs and Symbols:* none	*New Signs and Symbols:* none

 UT 3.4.1

* Both data from test items and review by NWEA curriculum specialists are used to place learning continuum statements into appropriate RIT ranges.
Blank cells indicate data are limited or unavailable for this range or document version.

Chart 2: DesCartes Continuum of Learning

Curriculum-Based Measurement – CBM is a research-based formative assessment, which measures and identifies how well students are mastering grade level content standards. It provides learning experiences for students and feedback for teachers on the specific learning needs of each student and ways to improve instruction. It combines progress monitoring with prescriptive instructional exercises and a reporting system for educators. Yearly Progress Pro (YPP), a Curriculum-Based Measurement program from CTB McGraw-Hill, is aligned to the Utah State Core and has been approved by the Education Departments National Student Progress Monitoring commission being found to be research-based, valid, reliable, and recommended as a best instructional practice. Sevier District teachers have used Yearly Progress Pro (YPP) assessments for the past four years. It is based on over twenty-five-years of research by Dr. Lynn S. Fuchs and Dr. Douglas Fuchs of Vanderbilt University.

Yearly Progress Pro is a **web-based** progress monitoring and reporting tool for mathematics, reading and language arts. Each Area consists of three components: CBM Assessments, Instructional Exercises and Custom Tests. The three components may be used individually, or used to compliment each other, according to individual student needs. A weekly, 15-minute timed assessment evaluates the student across the curriculum both forward and backward, permitting teachers to quickly identify problem areas and intervene. A round of four timed evaluations covers the entire curriculum; after one month, teachers have an accurate picture of where students stand in regard to state grade level standards.

Individual and classroom profiles help focus teaching to the deficient sub-skills that each student requires for deep understanding of concepts. The system measures individual students' skill strengths and weaknesses and can track whole class performance or specific skills or skill groupings. It serves as a progress monitor, and by spiraling back to past concepts previously mastered, it assures that learning has actually occurred and students have retained mastery over time. Practice sheets, tutorials, custom assignments, and quizzes that support instruction can be easily generated by YPP. Instructional exercises have been created for each skill assessed and include a set of instructional screens that introduce or explain a given skill, a guided practice set where students can walk through problems with assistance, and a unique set of problems to review and evaluate a students progress on a given skill.

Texas Primary Reading Inventory (TPRI) – The District has been using TPRI for over five years. TPRI was developed by the University of Texas and is a valid and reliable assessment tool that provides a comprehensive picture of a student's reading/language arts development. TPRI is designed for students in kindergarten through third grade. TPRI offers a balanced and reliable approach to reading instruction and covers all five domains of reading identified by the National Reading Panel.

The test is administered one-on-one by a teacher and takes from 15 to 20 minutes to complete. For this reason, some schools use TPRI only for students struggling in reading. Other schools do a fall and spring assessment and the mid-year is for only the most at-risk students. Sevier District has adapted the test results to an electronic format that color codes and tracks student progress over time. Teachers can click on any of the subtest scores, which links them to a list of lesson plans and other classroom supports, interventions, and resources specifically targeting that sub-skill. The test can be administered at the beginning, middle, and end of the year to track and monitor student progress in developing reading skills.

Other assessments for literacy include: YPP, Texas Primary Reading Inventory (TPRI), AIMS web, DIBELS, STAR, Voyager, Head Sprouts, My Access writing software, Odyssey, basal assessments, and externally scored writing prompts. The assessment measures have many uses including screening, benchmark measures, progress monitoring, diagnostic, and outcome assessments.

Aligning Curriculum, Assessment, and Instruction – As part of a summer work session in 2008, all K-5 elementary teachers met for two days to align the Utah State CORE curriculum by grade level content standards in reading, language arts, and mathematics with NWEA DesCartes learning continuum. They also aligned the CORE with their textbooks and with Yearly Progress Pro in mathematics and reading. All 6-12 secondary teachers met in subject area groups for two days to align Utah's content standards in language arts, mathematics, and science with DesCartes. Secondary teachers not teaching core subjects, developed strategies to teach one or more standards from language arts, math, or science as part of their instruction during the year. For example, shop and home economics teachers could develop a lesson on measurement to help reinforce math core standards and an art teacher could include a unit in geometry by drawing geometric patterns. All teachers were strongly encouraged to have their students complete one or more nonfiction writing assignments during the year to help develop better writing skills.

It is essential for students to have mastered the necessary prerequisite skills before they can be proficient in a content standard. With 25 plus students in a class, it is difficult for teachers to know the learning needs of each child unless good assessment instruments are available to identify each student's instructional level. Once a teacher knows a students sub-skill deficit, they can plan and deliver appropriate instruction so the student may progress to the next learning objective. The information developed through this alignment exercise helped triangulate state content standards with appropriate formative assessments and ultimately instructional units. The alignment exercise helps teachers know where the state content standard is found by RIT band area on the DesCartes and conversely after the MAP assessment data and RIT score is available, what next grade level standard the student needs to continue to learn.

The Power of Combining Adaptive Assessments with Curriculum Based Measurement (CBM): The triangulation of formative assessments and state curriculum standards provides a powerful tool for teachers to use in providing instruction appropriate to students' needs in reading, language usage, and mathematics. The adaptive test pinpoints each student's instructional level (RIT Score) and deficit concepts and skills (RIT Bands for each Goal Strand (see Chart 4). Once skill deficits are identified by grade level, CBM assessments provide more specificity on the concepts and sub-skills in which the student is deficient. Teachers can then assign appropriate exercises and guided practice based on each student's needs. The weekly CBM assessments provide teachers essential information so they may provide appropriate instruction for each student. In charts 3 and 4, the green circles indicate the student has mastered that concept, yellow indicate partial mastery, and red circles indicate the student needs to be taught that skill or concept. By looking vertically under each concept the teacher can quickly identify others in the class who need to be taught the same information and small instructional groups can be formed.

Chad Johnson, Pahvant Elementary School's math coach, produced the information in Chart 3, which demonstrates the close correlation of NWEA with YPP for third grade mathematics and how they can be used together for explicit instruction and interventions. For example NWEA breaks third grade math into five

strands: Number and Operations, Algebra, Geometry, Measurement, and Data and Probability. Yearly Progress Pro provides more in-depth analysis of the sub-skill levels for each Goal Strand. Chart 3 illustrates that NWEA's Goal Strand for Numbers and Operations can be further broken down into eleven sub-skills using YPP. Teachers can use this data to take students to a computer lab and assign each student appropriate practice exercises, tutorials, custom assignments or quizzes specific to each student's instructional level. Good assessment data provides teachers the tools to truly differentiate instruction in their classrooms and/or for other grade level collaboration such as RIT band flexible regrouping (explained on page 21).

Teachers also examined the DesCartes Continuum of Learning to determine by RIT band strands the specific grade level of each learning objective in the '*Skills and Concepts to Develop'* strands (see Chart 2). This alignment process of NWEA with other formative assessments such as YPP and the Texas Primary Reading Inventory provide powerful data for teachers to use in Tier I instruction, and for Tier II, and III interventions. More in-depth analysis of NWEA and YPP reports show a strong correlation between these assessment instruments. The impressive student gains in math, reading, and language usage discussed later in this article clearly demonstrate the power of having good assessment data to drive instruction specific to the learning needs of each student.

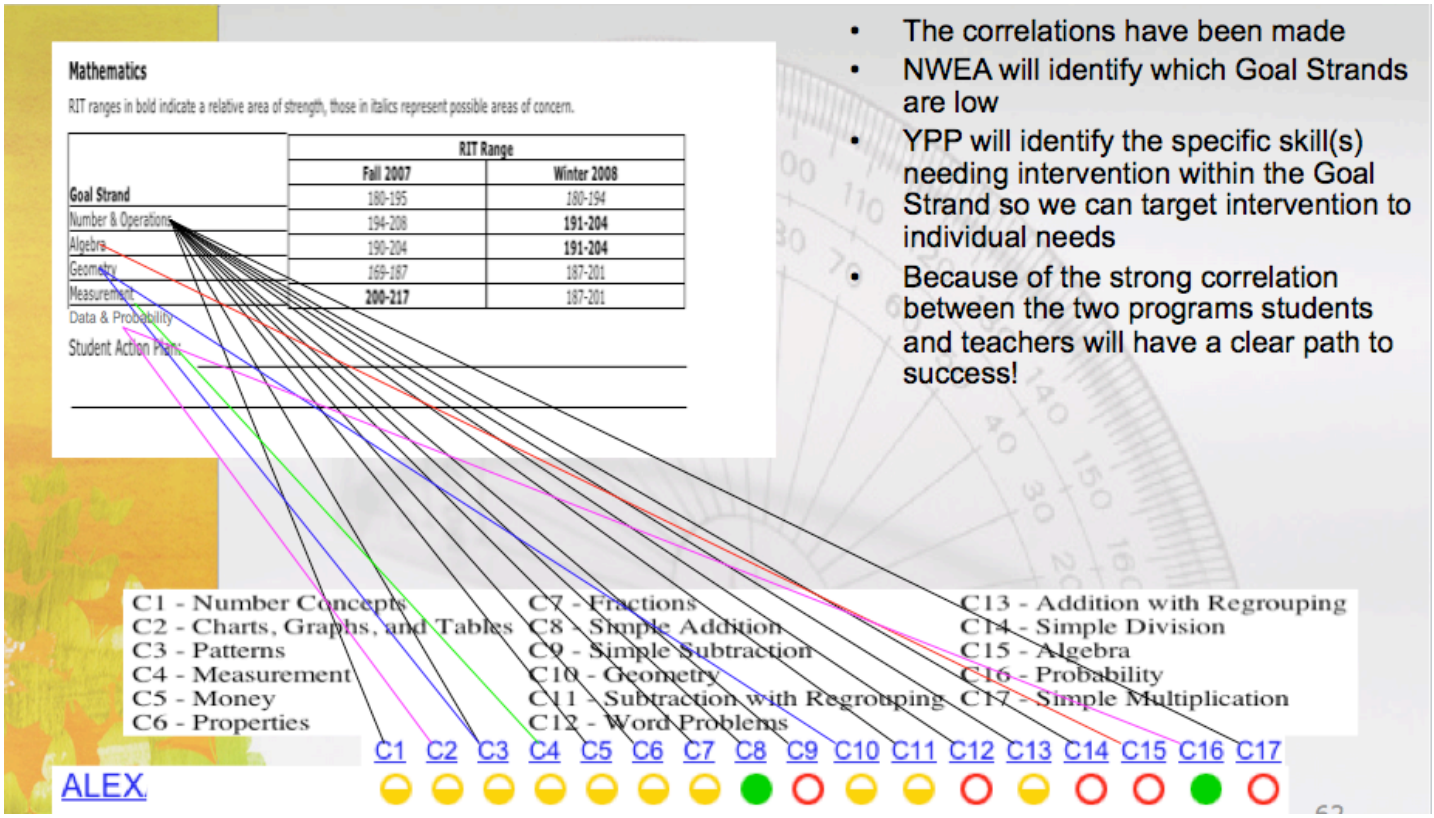


CHART 3: YPP AND NWEA CORRELATIONS

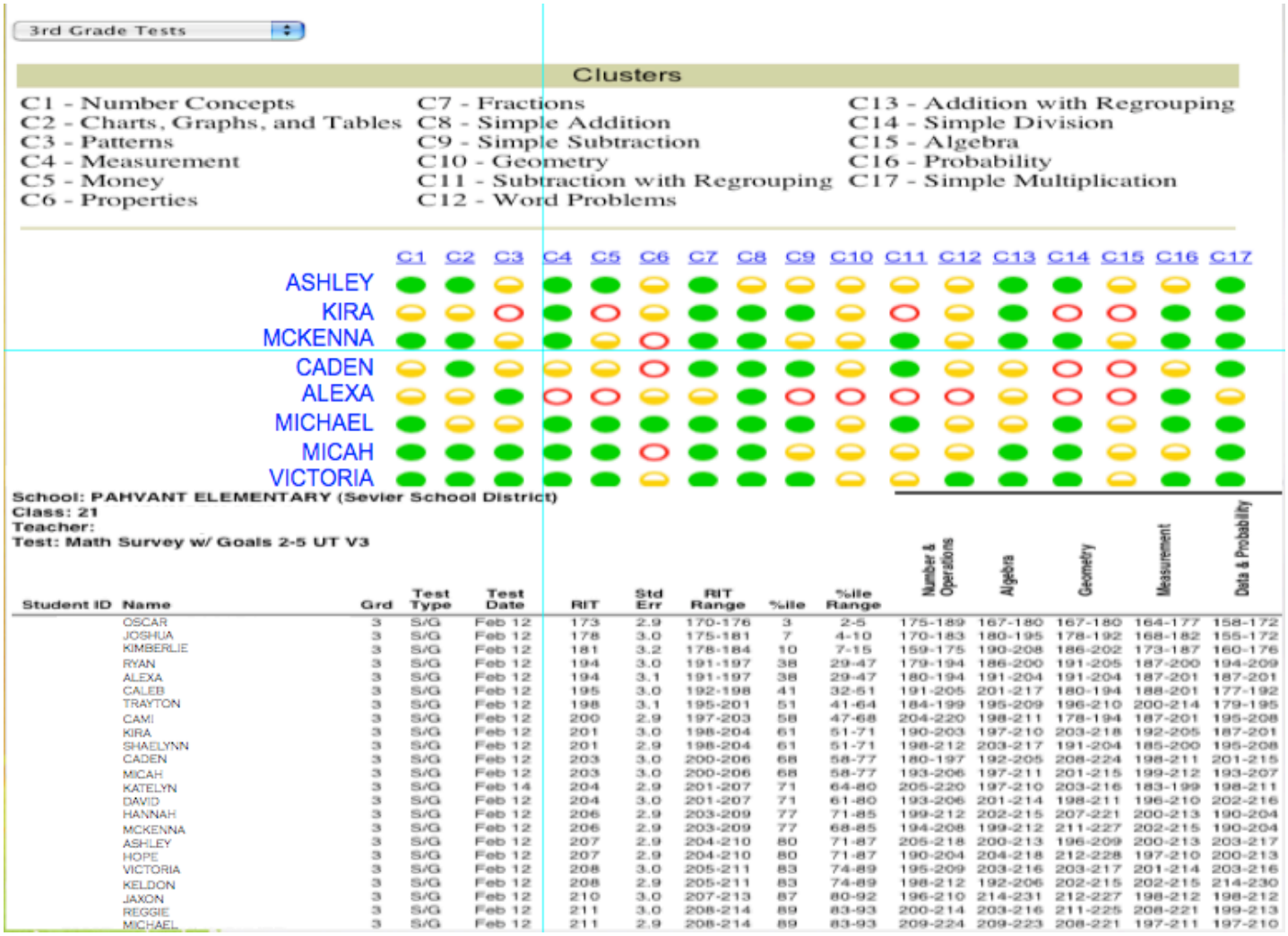


Chart 4: YPP & NWEA Correlations

Instructional levels in a classroom may range from far above to well below grade level. Knowing the RIT band of each student, by curriculum strands, help teachers identify at what grade level each student is and what the appropriate CBM weekly assessments should be administered. Chart 4 provides teachers details on third grade mathematics showing each student's YPP sub-skill proficiency levels and the student's RIT score. The report also shows RIT bands scores for each of the five strands, this information provides teachers data to effectively make use of the appropriate instruction from the DesCartes' Skills and Concepts to Develop, computer assisted instruction using the YPP tools, and/or explicit instruction by the teacher.

PERSONALIZING INSTRUCTION

Providing Sufficient Time – An NWEA research study reported in the book, *Delivering on the Promise of the 95% Reading and Math Goal*, demonstrates challenges teachers face in attempting to meet needs of students in their classrooms. The research on reading scores of 1.3 million students nationwide in second through tenth grades, shows a six-year plus grade level range in reading RIT scores as early as the second grade *(see chart 5)*. Students who start behind in second grade usually stay behind unless intensive

interventions are made on their behalf. The same research shows a four-year gap by second grade in mathematics.

Targeted Accelerated Growth (TAG) process includes: a) diagnostic testing to identify each students instructional level, b) Proportional increase in instructional time, c) focus teaching on the deficient sub-skill, and, d) retesting to assure that learning has actually occurred. NWEA data, along with other formative assessments such as YPP and TPRI help establish a TAG line showing how much annual growth a student must make to be at grade level within two to three years or if additional time will be required. This data, when shared with parents, helps provide a team effort in providing the necessary interventions to achieve the grade level proficiency goal.

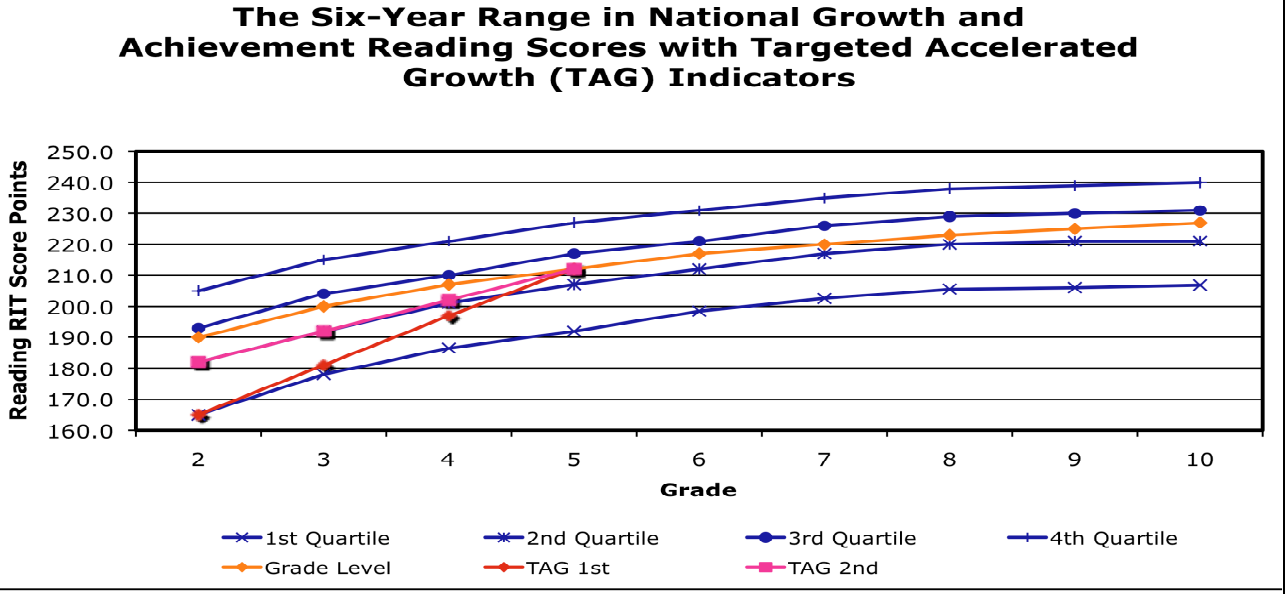


Chart 1: The TAG line from the 1st quartile shows the accelerated growth required to reach 5th grade level proficiency. A similar line shows the growth students are required to make from the 2nd quartile if they are to be proficient by the end of 5th grade.

Constructed from data provided by the Northwest Evaluation Association's nationwide testing.

Chart 5 - TAG Line

The TAG process (see Chart 5) is consistent with the District belief system *that virtually all students will perform at high levels of achievement when provided sufficient time and appropriate instruction.* This belief system guides assessment, instruction, and interventions.

3-Tier Model - All District K-8 schools have adopted "Utah's Three Tier Model of Instruction." Tier I provides explicit instruction to all students including special needs students who are mainstreamed into regular education classrooms. Elementary schools schedule a daily three-hour literacy block in the primary grades (1-3). Included in the literacy block is a 60-minute workshop time where students are placed in small groups to receive focused instruction specific to the group's needs. As part of the workshop time, some elementary schools currently use RIT Band Flexible Grouping (explained later in this article). Special education teachers, instructional assistants, and other adults are scheduled to work with regular classroom teachers during workshop time following a push-in model, rather than pulling students out and isolating them from access to the general education curriculum. Services are brought to the student in an inclusive setting and small group instruction provides focus on the learning needs of each student.

Students one or more years behind grade level or who have significant deficits in reading and/or math sub-skills are provided each day an additional 30 to 45 minutes of Tier II instruction before, during, or after school. Special needs students and others two years or more below grade are provided Tier III instruction for a minimum of 45 minutes each day. As part of this Tier III intervention time, pre-teaching of the next day's lesson occurs to help special needs students be better prepared to understand the concepts and information presented during the next day's Tier I instruction by their regular classroom teacher. Using the Three-Tier Model, it is not unusual for some students to receive an equivalent of over 14 years of reading instruction by the time they complete third grade. **(Chart 6)**

The Utah State Office of Education selected Salina Elementary School to be model site for Tier III interventions. Many schools visit their school each year to observe them using the model. Salina Elementary was recognized last year by the US Department of Education as a Title I Distinguished School and went to Nashville, Tennessee to receive this prestigious national award.

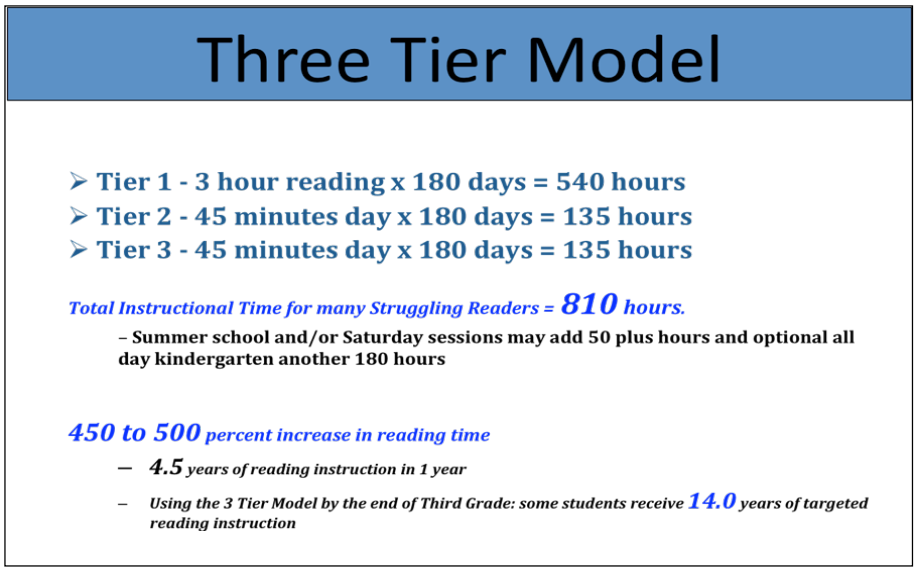


Chart 6 – Tier III Intervention Using Time and Appropriate Instruction

Koosharem Elementary, a small K-6 Necessarily Existent Small School (NESS), with only 56 students and three teachers, for the past six years has met the District's 90 percent reading goal of having 90 percent of third grade students proficient in reading as measured by the state end-of-level test. During four of the past six years, every student in grades 2 through 6 have been at or above grade level proficiency in reading, language arts, and math. Because they receive extra NESS funds, the District has not classified them as a Title I school, or they would definitely be a national Distinguished Title I school.

Ninety-minutes of mathematics instruction is also provided to third, fourth, and fifth grade students each day. Stretch math (providing two class periods or an extra semester) for struggling students in secondary schools is used effectively to provide some students additional time to learn. In addition, an optional extended day kindergarten is provided for students lacking sufficient readiness skills in literacy and numeracy.

Terry Christensen, Teacher at Red Hills Middle School describes how providing an additional period of math instruction for struggling students results in helping students gain the fundamental skills to be successful in math

NWEA, YPP, and Math Fundamentals *- I am a math teacher at Red Hills Middle School in the Sevier School District. This is the third year I have had the assignment of teaching a math fundamentals class in the 7th grade. To explain, the students who come to math fundamentals have math two periods during the day, first their normal math class, then their math fundamentals class in an attempt to help them increase their math skills and get them closer to grade level.*

The first year I taught the class, I used Yearly Progress Pro to track student progress. Yearly Progress Pro is a computer program matched to Utah's core by course that tests students as often as weekly on their progress on the core for that course. Tutorials, exercises, and custom tests may also be accessed in YPP. Assigning students to this class was done by teacher referral only.

During the second year the school district began using NWEA to test students with an adaptive test that helped us locate where students are on an academic level not linked to a grade level or course level (RIT). This allowed us to assign students to the fundamentals class for this, the third year having a better picture of where the student needs are. The NWEA test and the DesCartes, which breaks a students level down into objectives and indicators are used to help identify student strengths and weaknesses.

One success story from this class is of a student who tested at the first of the year at the 8th percentile for his grade, a RIT score of 201. Using skill reviews, re-teaching, covering indicators from his level on the DesCartes as review, testing and tutorials from YPP, and pre-teaching for his regular math class as interventions and action plan, by the end of the year he had increase to the 42nd percentile for his grade, a RIT score of 226. This is a growth of 25 where typical growth would have been 7 on his RIT score.

The entire class of 11 students showed an average growth of 11 on their RIT score. The adaptive testing with NWEA, and interventions including the YPP computer program, and the extra time on task in the fundamentals class combined to show substantial growth for this one student as well as the group that he was with.

I feel as a teacher that now I am teaching with more information about my students strengths' and weaknesses and their abilities and needs. This helps me set class goals, and it helps students know where to set personal goals as to where they need additional instruction and practice. Yearly Progress Pro has been a helpful tool to work towards both our class goal and student individual goals.

RIT Band Flexible Regrouping – Providing differentiated instruction for students in a classroom has always been difficult and challenging at best. Elementary schools, and to a lesser extent in middle schools, are scheduling a portion of time during math and reading instruction for flexible grouping, based on clusters of students with similar instructional needs. All grade level teachers, some special educators and instructional assistants are scheduled for a 45-minute block, to provide explicit instruction with small groups of students who have similar learning needs. Students usually remain in the groups for at least two-weeks; they are then again placed in an appropriate instructional group based on another core objective. Teacher judgments are important; when it is obvious that a student has been misplaced, the grade level team reassigns the student to an appropriate RIT band group.

Students are identified using NWEA's Measures of Academic Progress along with Yearly Progress Pro, Texas Primary Reading Inventory, and other formative assessments including teachers' judgments of each student's appropriate instructional level. This practice referred to as RIT Band Flexible Grouping uses MAP's RIT scores and the corresponding DesCartes Continuum of Learning to provide appropriate instruction for each student at his or her instructional level. Following two weeks of instruction, students are retested using YPP or other formative assessments and again placed in appropriate RIT band groups. Monroe Elementary has very effectively used RIT Band Flexible Grouping at their school

Accelerated fourth and fifth grade math students at Pahvant Elementary School are invited to participate in a 45-minute class taught before the beginning of each school day by a master teacher. The

goal is to ensure these accelerated learners also make one year's annual growth by providing challenging curriculum and teaching at their instructional level.

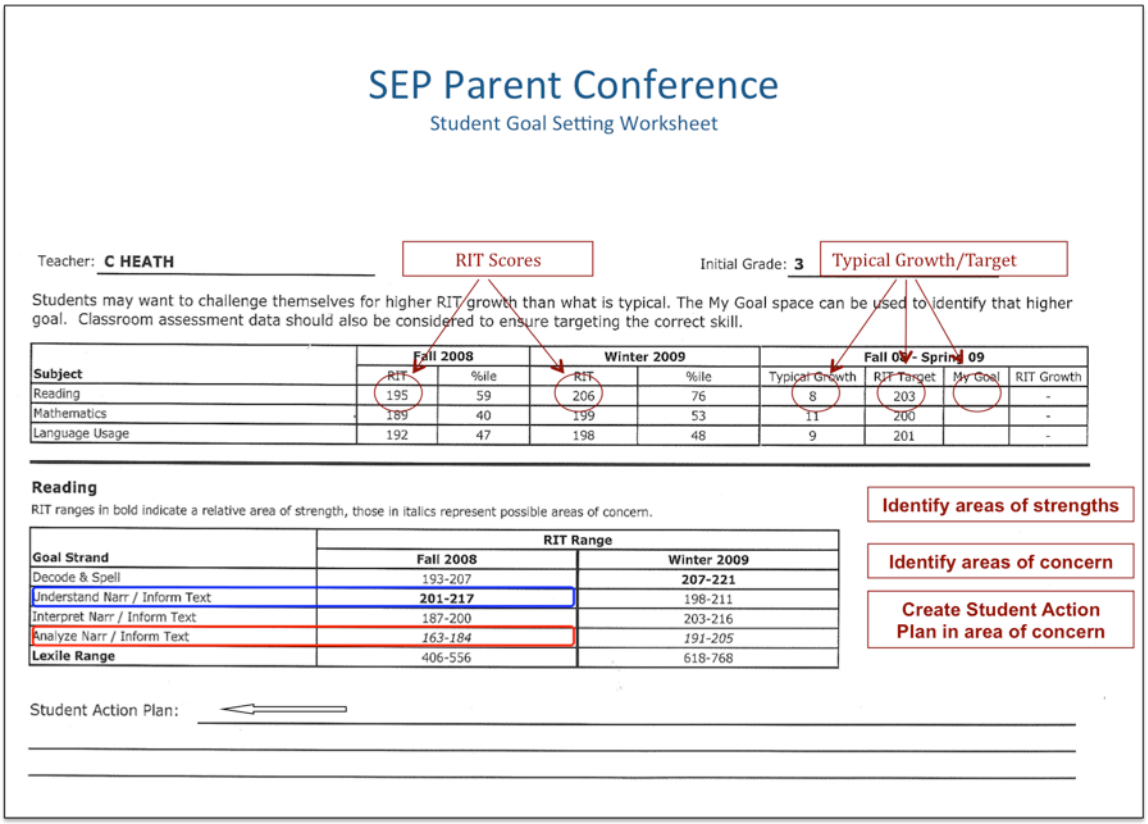
The successful application of RIT band flexible grouping begins as early as kindergarten as illustrated by the example provided below:

> ***All Day Kindergarten and Flexible Grouping in Reading and Math*** *- I'm so excited I can hardly contain myself. Marilyn Stewart & Janiece Tuttle just dropped by for a "celebration." The all day kindergarten students have just finished testing. Test results show that 100% of these at-risk children made their personal growth targets!!!!! 92% of them met grade level proficiency in math and 85% made grade level proficiency in reading!!!!!!*
>
> *They are absolutely certain that flexible grouping by RIT band has made a huge difference for these children. Right after the winter testing period, the kindergarten team became quite concerned at the lack of progress and growth indicated on the NWEA exam at that time. The team met and collaboratively came up with a method for providing more differentiated instruction as per the RIT band indicators.*
>
> *These all-day students received TWO sessions of flexible grouping on the days the entire kindergarten did flexible grouping (two session-morning & afternoon- on the day chosen for math as well as two sessions--morning & afternoon--on the day chosen for reading). I also wanted to share with you the positive experience my teachers had providing evaluative feedback regarding NWEA . . . . . I just wanted to say "thanks" to the Big Wigs for getting us on line with the system. Never before have we had such powerful data to guide our instruction. It is very satisfying to see results like these. I am SOOOOOOO PROUD of my teachers!*
> *(Teresa Robinson, Ashman Elementary School Principal)*

Gaining Parental Support – Often, parent conferences provide little information about a student's academic strengths and weaknesses. If the student sits still and behaves themselves, teachers often report the student is doing fine and report no concerns to parents.

One of the most powerful strategies being used by our elementary teachers is having a parent conference prior to the start of the school year. The student, parent, and teacher meet to establish growth and proficiency goals for the student during the upcoming school year. They analyze NWEA data from the prior spring assessment in reading, language arts, and mathematics. They celebrate the highest instruction strands based on RIT scores, set goals, and develop plans on how to improve in the lowest sub-skill areas. NWEA reports provide data on typical growth the student should make during the school year. The student and parent(s) establish an annual growth goal (**see Chart 7**). There is discussion on ways the parent can help the student at home. Parents are given a copy of the DesCartes Continuum of Learning, that provides specific skills and concepts the student needs to learn during the year.

Using the data in an open and honest discussion with the parent helps them know their student's instructional level and where they are in relation to grade level proficiency of the state content standards. Some parents, for the first time, realize their student is behind and needs additional help. As a result, parents are more likely to allow their student to participate in before and after school Tier II interventions and provide tutorial help at home. Having accurate assessment data for teachers and parents helps develop a home school partnership that benefits the child.



SEP Parent Conference

Student Goal Setting Worksheet

Teacher: **C HEATH** | Initial Grade: **3**

RIT Scores

Typical Growth/Target

Students may want to challenge themselves for higher RIT growth than what is typical. The My Goal space can be used to identify that higher goal. Classroom assessment data should also be considered to ensure targeting the correct skill.

Subject	Fall 2008		Winter 2009		Fall 08 - Spring 09			
	RIT	%ile	RIT	%ile	Typical Growth	RIT Target	My Goal	RIT Growth
Reading	195	59	206	76	8	203		-
Mathematics	189	40	199	53	11	200		-
Language Usage	192	47	198	48	9	201		-

Reading

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

Goal Strand	RIT Range	
	Fall 2008	Winter 2009
Decode & Spell	193-207	**207-221**
Understand Narr / Inform Text	**201-217**	198-211
Interpret Narr / Inform Text	187-200	203-216
Analyze Narr / Inform Text	*163-184*	*191-205*
Lexile Range	406-556	618-768

Identify areas of strengths

Identify areas of concern

Create Student Action Plan in area of concern

Student Action Plan:

Chart 7 – Goal Setting Worksheet

Pahvant Elementary School is successfully using an individualized goal setting process with parents and students. Dr. Selena Terry, Principal of Pahvant, provided the explanation that follows:

> *After our first administration of the NWEA MAP Assessment in the fall of 2007, it was evident that we had data that clearly targeted our students' individual academic strengths and weaknesses. As a staff we felt that if we were to be successful in developing "individualized" education for each child, we needed to involve students and parents as partners in the process.*
>
> *The following year we began by holding Student-Parent-Teacher Goal Setting Conferences prior to the 2008-09 school year. These 30-minute meetings allowed teachers to explain the NWEA testing data and how each individual student was performing compared to his/her grade level peers. By looking at individual growth over time, students, parents and teachers could celebrate the learning that had occurred. This view allowed our students to acknowledge the progress they had made, and think about what they wanted achieve in the future. Involving students in planning their learning goals helped them become more accountable for achieving academic growth. It was amazing how readily the students embraced the fact that they were "in charge" of their learning.*
>
> *At the conclusion of each section of testing, most students could articulate whether or they had met their goals and by how far. It was awesome to share "high fives" with students who had achieved amazing academic growth during the school year.*

Tracking of Subgroup Cohorts – Sevier School District has recently compiled graphs based on NWEA MAP results, which track historical trend data for cohorts of students broken out by the *NCLB* identified subgroups including ethnicity. *(See charts 8 &9)* District administration and principals, for the first time, can track growth data for the same cohort of students starting with the fall, winter, and spring administration of 2007 through 2009. Currently, the state compares student's end-of-level data from the

prior year against a different group of students in that same grade level to determine adequate yearly progress (AYP) under No Child Left Behind. A continuous progress growth model combined with proficiency of the grade level standards provides a much more accurate and meaningful picture on how well teachers and the school are meeting student needs.

The breakout of this cohort data by subgroups allows an at-a-glance overview of whether or not sub-group achievement gaps are being closed, and how steep the learning trajectory or trend line is for each subgroup. These data, along with individual classroom and student data, further helps educational staff make accurate instructional decisions concerning the efficacy of their interventions, including diagnosis and differentiation. It may also prove helpful in identifying possible cultural bias and in targeting necessary instructional change.

Teachers are now aware of the annual yearly growth of individual students and cohort groups. Targeted instruction at each student's instructional level is not only provided for those who struggle but also for accelerated students. Not providing challenging targeted instruction for all students regardless of their performance levels would be education malpractice. All students are expected to make at least one-

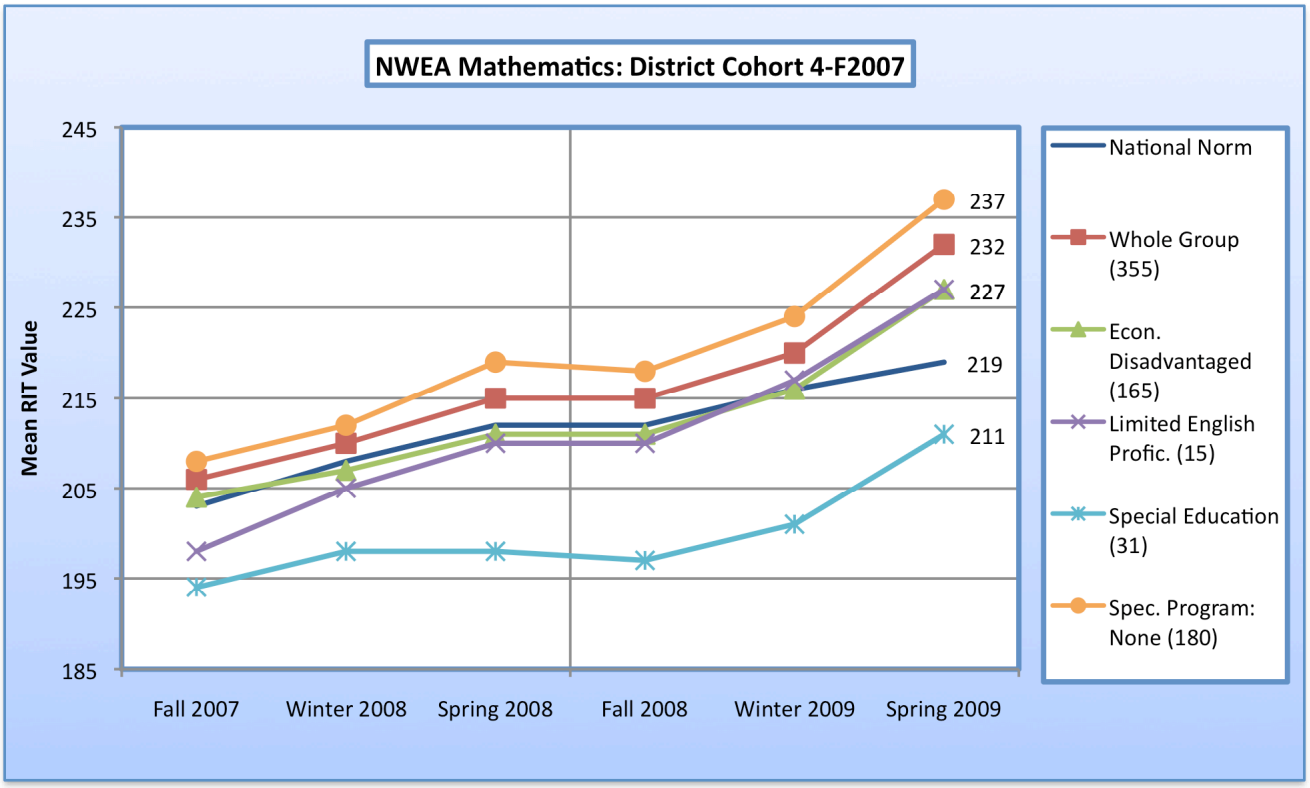


Chart 8: NCLB Subgroups- the number following the subgroup is the "N" size of the cohort group

year's academic growth each year, therefore, closing the achievement gap between students in the lowest quartile with the accelerated students in the top quartile is less likely where effective instruction is occurring at all levels. Our definition of closing the achievement gap has changed and now is based on how successful we are in moving students to grade level proficiency through Targeted Accelerated Growth. Similar cohort group charts are available for each grade level at each school and for the District. Continuous progress charts are also generated for each student. The District's Data Disaggregate System is

being reprogrammed to generate and update continuous progress charts, which now are developed by our data specialist.

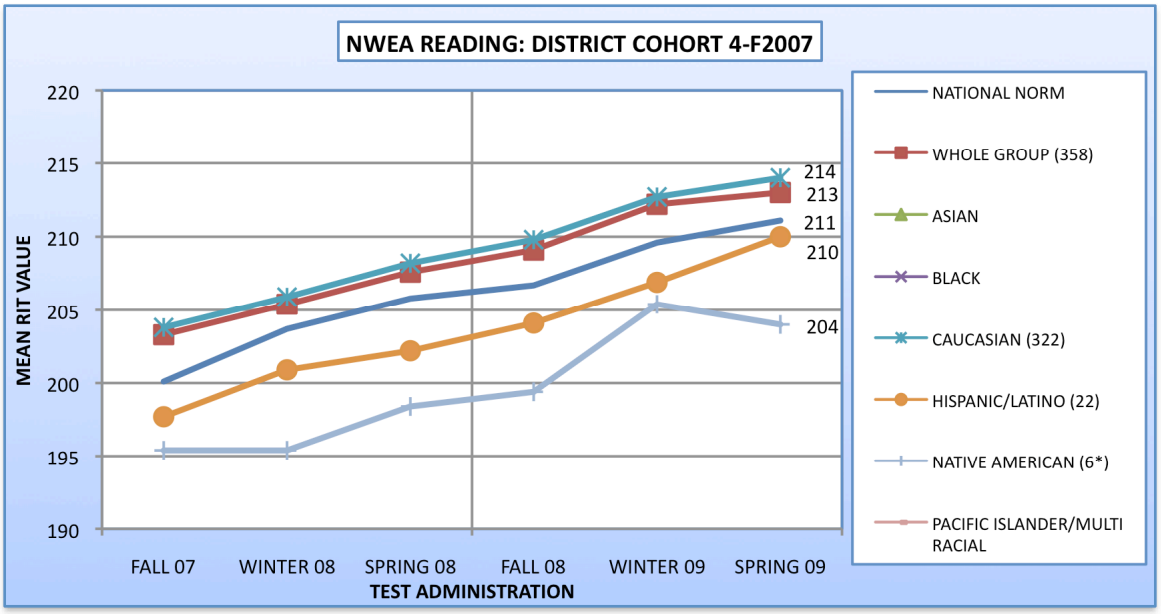


Chart 9: Ethnicity- the number following the subgroup is the "N" size of the cohort group

THE GOVERNORS BLUE RIBBON PANEL ON ASSESSMENT – MODEL DISTRICT PILOT

Sevier District – A Model Utah Site for Research-Based Assessment Practices – With strong encouragement and financial support from Utah Superintendent of Public Instruction, Dr. Patti Harrington, Sevier School District is conducting a pilot of the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) for the State of Utah. The project will determine if some of the mandated state tests could be replaced by adaptive and college readiness assessments. The pilot will provide the framework for a growth model to determine if it will be consistent with requirements of No Child Left Behind growth models.

Utah's Governor, Jon Huntsman, appointed a Blue Ribbon Panel on Assessment to make recommendations to the legislature on the feasibility of eliminating some of the state mandated tests and replacing them with more appropriate assessments that inform instruction. Sevier District has completed the first year of the pilot project for the State Office of Education and has provided preliminary information to the Governor's Panel.

First Report to the Governor's Panel on Assessment – On April 22, 2008, a group of Sevier District administrators, principals, and classroom teachers presented preliminary findings to the Governor's Panel regarding assessment practices. Dr. Paul Koehler of WestEd, an expert on assessment, serves on the panel as a consultant to provide a national perspective on assessment practices. His comments to the panel following the presentation included:

> *I am very impressed…the assessment practices we have seen in Sevier School District, the shift in testing procedures and student data usage, as perfected by this District, equates to the movement from 8-track tapes to CD's for the music industry.*

Dr. Koehler went on to say that "doing anything less than what [Sevier School District] has perfected, is out of touch with the reality of the world we live in and the needs of our students." He also suggested that end-of-level Core tests were completely out of touch with the importance of continuous information for teachers, students, parents, and administrators.

Also in attendance at the presentation was Dr. Bob Baker from the Northwest Evaluation Association (NWEA) in Lake Oswego, Oregon. In commenting on the presentation, Dr. Baker stated:

> *This District is phenomenal! I hope you know that. I have worked with hundreds and hundreds of districts around the country and what this District is doing with assessment is exactly how it is supposed to be done. This is one of the best uses of assessment and student data I have ever witnessed.*

He went on to say he was especially impressed with the triangulation between NWEA, the Utah CORE, and other assessment instruments such as Yearly Progress Pro (YPP) and the Texas Primary Reading Inventory (TPRI).

As part of a Pilot Project for the State of Utah, a team of teachers will triangulate other assessment measures such as TPRI and YPP with NWEA and with the Utah CORE Curriculum. Other formative assessments and progress monitors currently being used in the District will be analyzed and triangulated as appropriate. The information gained will provide guidelines to help teachers select the most powerful ways to diagnose skill deficits and monitor student progress. Additional comparative data from NWEA, with current mandated tests, will be provided to the Panel, the Utah State Office of Education, and the Legislature's Public Education Interim Committee. The grade level triangulation comparisons of NWEA and the Utah CORE with Yearly Progress Pro in math and language arts and with the Texas Primary Reading Inventory, will be available to the USOE and others upon request by July 1, 2010.

RESULTS OF FIRST YEAR PILOT - In 2006, NWEA completed a research study of 2.3 million students nationwide on the percentage of students who met or exceeded their RIT point growth targets. Fall-to-spring, spring-to-spring, and fall-to-fall growth index averages in reading, language usage, and mathematics were generated for all schools participating in the 2005 norm study. School-wide averages were calculated by grade using the growth index scores of students who met the research criteria. These averages were used to calculate school growth index averages and place them within percentile tables. The proportion of students in each grade who were successful in meeting or exceeding their growth index targets was also placed within percentile tables.

NWEA suggests setting a goal of having 50 percent of students meeting or exceeding their typical targeted growth is a good target. This growth goal is equivalent to the 50th percentile or exceeding the growth of 50 percent of the schools in NWEA schools in the growth index study. Based on tables from the 2006 NWEA Growth Index Research Study, Sevier District's spring MAP assessment grade level scores in reading, with few exceptions, are consistently above the 75th percentile, language usage above the 80th percentile, and mathematics above the 95th percentile (*see chart 10*).

Projected performance shows the percent of students likely to achieve grade level proficiency. The average projected performance was also very noteworthy. The projected performance for reading in grades 2-8 was 86.6 percent, language usage 88.3 percent and mathematics 92.4 percent.

Growth & Proficiency Report: Sevier School District - Fall 08 to Spring 09

	Reading			Language Arts			Mathematics		
Grade	Percent Meeting Growth	National Percentile Rank	Percent Proficient	Percent Meeting Growth	National Percentile Rank	Percent Proficient	Percent Meeting Growth	National Percentile Rank	Percent Proficient
K	97.4	-	-	-	-	-	93.7	-	-
1	85.7	-	-	-	-	-	86.9	-	-
2	81.9	92.0	92.7	76.0	90.0	95.3	88.4	97.0	90.1
3	63.0	75.0	86.2	71.9	86.0	87.1	95.6	99.0	93.3
4	59.0	69.0	84.2	69.8	85.0	85.3	97.3	99.0	94.3
5	53.2	49.0	83.7	68.3	86.0	88.2	92.7	99.0	91.8
6	60.7	75.0	80.6	61.9	75.0	81.4	80.9	94.0	90.3
7	63.5	90.0	89.3	68.6	93.0	89.7	72.3	94.0	97.7
8	59.1	94.0	90.8	71.1	97.0	91.7	69.9	93.0	89.6
9	50.2	65.0	78.3	64.3	97.0	93.5	68.2	86.0	76.8
10	52.8	73.0	87.3	59.3	92.0	92.7	75.7	92.0	87.0

National Percentile ranks are based on the 2006 Growth Study by NWEA of 2.3 million students nationwide. The study is based on the percentage of students meeting or exceeding their RIT point growth targets from fall to spring. A percentile rank growth index score of 80 exceeds that of 80% of the schools in the 2006 norm study.
Percent Proficient Values are based on NWEA's alignment with Utah CRT. Values indicate the percentage of students at or above level three proficiency.

The impressive math growth and proficiency results are largely attributed to six recent changes that resulted from Sevier District's Math Initiative implemented in 2007:

1) Math instruction in all K-8 schools was increased by an additional 30 minutes each day.

2) Three of the five elementary schools were provided half-time math coaches.

3) Over sixty percent of fourth and fifth grade teachers completed their elementary mathematics endorsement.

4) Adaptive testing (NWEA) identified the precise instructional level of each student and when combined with curriculum-based assessments (YPP), teachers were able to individualize instruction and focus on each student's math sub-skill deficits.

5) NWEA MAP Data demonstrated in addition to struggling students many accelerated students were not making annual growth. As a result RIT Band Flexible Grouping was adopted as part of daily math instruction. Also, early morning math for accelerated students was implemented in some of the elementary schools, as was stretch algebra and pre-algebra (see case study on page 22).

6) Parents and students met with teachers prior to the start of school to establish growth and proficiency goals for the school year. DesCartes continuums of learning were provided parents to reinforce classroom instruction at home.

Charts 11-13 - illustrate growth and projected proficiency in reading, language usage, and mathematics for grades Kindergarten through eighth grade and for each elementary and middle school *(charts 14-16).* Actual proficiency on the State end-of-level exam as determined by NWEA's Blended II assessment should be available from the USOE in the near future. Growth data for the 2008-2009 school year for high schools is available, but projected proficiency is not accessible at this time. However, Blended II assessment data will be available when the state releases cut scores and CRT data in a few months for grades 2-11 in reading, mathematics, language usage, and science. (Charts 11-16 are in the appendix)

WHAT OTHERS ARE SAYING

Following an analysis of spring 2009 assessment results, Eric Newton also from NWEA stated:

"I am "WOWed" by the impressive gains made by the cohort group and all its subgroups, particularly in Year 2. I see this as a Probable "coming together" year as all your instructional interventions and strategies, powered by data from MAP and YPP, kick in. So many districts, . . . can summarize their beliefs and instructional intentions, but your District has truly achieved an impact because you have faithfully accomplished what others can only verbalize: you have made it possible for all kids to learn and all teachers to be more effective.

He went on to say*: "If the good people of Utah move forward with MAP as a state-sponsored formative assessment, I hope they also choose to advocate for the instructional and professional development models you have created and lived . . . You have broken ground, planted your crop and now we admire the fruit that is produced. You understand the time and skill required, and I sincerely hope that wisdom will be applied to other school districts across Utah and the nation.*

A Team from Sevier School District made a presentation to the Utah State Board of Education on the results of the first year of the pilot project. Dr. Patti Harrington, Utah State Superintendent of Public Instruction commented:

"Thank you so much for your excellent presentation yesterday. As usual, you "wowed" the crowd! The precision with which you are monitoring for learning is second to none. And your concern for every child is obvious in your practice. I was once again so excited to hear principals talk about standards, instruction and assessment with great expertise and with detailed knowledge of each child.

I can't tell you enough how much joy I have had in our association over the years. The culture in Sevier is so well focused and so well understood by all. And your "humanity" is inspirational to me.

Please pass along my appreciation to each member of your presenting team and to all of your district and school educators. What a fine group of people they are! I send my best and hope that our paths cross frequently in the future.

Future – Sevier District recognizes that much remains to be done to improve learning for all students, but also recognizes that significant progress has been made. Teachers and administrators are convinced that adaptive and curriculum based assessments provide essential data that moves us closer to our goal of meeting the learning needs of every student.

For more information contact–

Dr. Brent M Thorne, Superintendent,

Myron Mickelsen, Assistant Superintendent,

Gail Albrecht, Director of Special Programs

***Phone Number**:*

435-896-8214

Address:

Sevier School District

180 East 600 North

Richfield, Utah 84701

Information about Sevier County School District:

Sevier County is located in rural central Utah, in the heart of one of the most scenic places on earth midway between Los Angeles and Denver. Just a few hours away are seven national parks: Zion, Bryce, Arches, Canyonlands, Great Basin, Capitol Reef, and the North Rim of the Grand Canyon. Part of Sevier's Cathedral Valley lies in the Capitol Reef National Park. The Native Americans called it the "Land of the Sleeping Rainbow."

Sevier District serves the 4,568 students who reside within the boundaries of the Sevier County and approximately 100 Native American high school students from the Western Navajo Agency, who board at the Richfield Residential Hall. There are three traditional high schools, three middle schools, and five elementary schools. In addition, the District operates an alternative high school and a preschool in conjunction with each elementary. All elementary schools qualify for Title I services with 42 percent of the students qualifying for free or reduced lunch.

Due to large holdings of tax-exempt federal and state land in Sevier County, only 19 percent of the land is taxable. This combined with Utah having the lowest expenditure per student and the largest class size ratios in the nation create many challenges in funding public education. But it also provides many opportunities in providing services to children by looking at problems through different lenses. The necessity to be creative and thoughtful in expenditure of resources has helped us rethink our priorities and how services are delivered to students.

Appendix

NWEA **District by Grade**

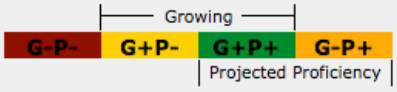
Chart 11

View District by School

District: Sevier School District

Roster Term: Spring 2009

ASHMAN ELEMENTARY SCHOOL, CEDAR RIDGE HIGH SCHOOL, KOOSHAREM ELEMENTARY, MONROE ELEMENTARY, NORTH SEVIER HIGH SCHOOL, NORTH SEVIER MIDDLE SCHOOL, PAHVANT ELEMENTARY, RED HILLS MIDDLE SCHOOL, RICHFIELD HIGH SCHOOL, SALINA ELEMENTARY, Sevier School District, SOUTH SEVIER HIGH SCHOOL, SOUTH SEVIER MIDDLE SCHOOL



G-P-	Below Typical Growth, Below Projected Proficiency
G+P-	Above Typical Growth, Below Projected Proficiency
G+P+	Above Typical Growth, at or Above Projected Proficiency
G-P+	Below Typical Growth, at or Above Projected Proficiency

	Projected Performance and Growth Distribution	Percent				Growth Fall 08 - Spring 09 Count/Percent		Projected Performance Spring 2009 Count/Percent		Median Percent
Reading		8.9	4.7	55.8	30.5	3,961	61.0	4,199	85.7	63.7
K	No data for both Growth and Proficiency	-	-	-	-	346	97.4	371	-	84.1
1	No data for both Growth and Proficiency	-	-	-	-	370	85.7	388	-	78.4
2		6.5	0.6	81.3	11.6	337	81.9	342	92.7	71.3
3		8.3	4.4	58.6	28.7	338	63.0	356	86.2	66.6
4		8.6	6.2	52.8	32.4	339	59.0	354	84.2	59.0
5		8.5	6.8	46.5	38.2	340	53.2	355	83.7	62.0
6		11.3	7.8	52.9	28.0	346	60.7	360	80.6	60.6
7		6.4	4.1	59.5	30.1	296	63.5	309	89.3	65.7
8		6.7	2.2	56.9	34.2	313	59.1	326	90.8	56.7
9		15.6	6.6	43.5	34.2	301	50.2	323	78.3	49.8
10		8.3	3.7	49.2	38.9	301	52.8	324	87.3	54.3
11	No data for both Growth and Proficiency	-	-	-	-	313	-	342	84.2	59.9
12	No data for both Growth and Proficiency	-	-	-	-	21	-	49	-	-

NWEA **District by Grade**

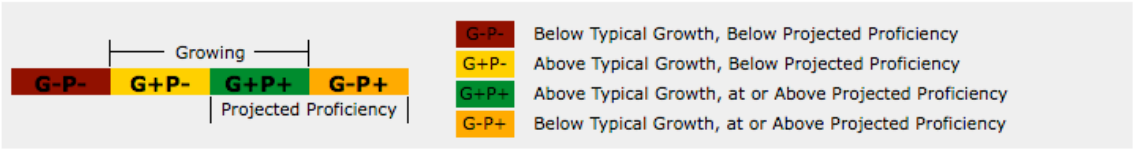
Chart 12

View District by School

District: Sevier School District

Roster Term: Spring 2009

ASHMAN ELEMENTARY SCHOOL, CEDAR RIDGE HIGH SCHOOL, KOOSHAREM ELEMENTARY, MONROE ELEMENTARY, NORTH SEVIER HIGH SCHOOL, NORTH SEVIER MIDDLE SCHOOL, PAHVANT ELEMENTARY, RED HILLS MIDDLE SCHOOL, RICHFIELD HIGH SCHOOL, SALINA ELEMENTARY, Sevier School District, SOUTH SEVIER HIGH SCHOOL, SOUTH SEVIER MIDDLE SCHOOL



	Projected Performance and Growth Distribution	Percent				Growth		Projected Performance		Median
						Fall 08 - Spring 09		Spring 2009		
						Count/Percent		Count/Percent		Percent
Language Usage		6.6	3.5	64.5	25.3	3,246	61.0	3,427	89.5	65.4
K	No data for both Growth and Proficiency	-	-	-	-	1	-	1	-	-
2		3.0	1.5	74.6	21.0	338	76.0	344	95.3	64.0
3		8.0	3.8	68.0	20.1	338	71.9	356	87.1	70.2
4		8.1	5.7	64.1	22.2	334	69.8	354	85.3	66.4
5		6.2	5.0	63.3	25.5	341	68.3	355	88.2	67.0
6		12.2	6.4	55.5	25.9	344	61.9	360	81.4	61.4
7		7.4	3.0	65.5	24.0	296	68.6	311	89.7	71.4
8		5.7	2.2	68.9	23.2	315	71.1	327	91.7	64.5
9		4.9	1.0	63.3	30.8	308	64.3	323	93.5	65.3
10		3.7	2.4	56.9	36.9	295	59.3	316	92.7	64.6
11	No data for both Growth and Proficiency	-	-	-	-	319	-	339	91.2	67.8
12	No data for both Growth and Proficiency	-	-	-	-	17	-	41	-	-

NWEA **District by Grade**

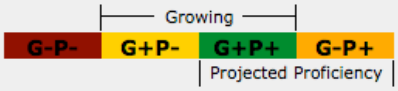
Chart 13

View District by School

District: Sevier School District

Roster Term: Spring 2009

KOOSHAREM ELEMENTARY, MONROE ELEMENTARY, NORTH SEVIER MIDDLE SCHOOL, PAHVANT ELEMENTARY, RED HILLS MIDDLE SCHOOL, SALINA ELEMENTARY, Sevier School District, SOUTH SEVIER MIDDLE SCHOOL, ASHMAN ELEMENTARY SCHOOL



G-P- Below Typical Growth, Below Projected Proficiency
G+P- Above Typical Growth, Below Projected Proficiency
G+P+ Above Typical Growth, at or Above Projected Proficiency
G-P+ Below Typical Growth, at or Above Projected Proficiency

	Projected Performance and Growth Distribution (Percent)				Growth Fall 08 - Spring 09 Count/Percent		Projected Performance Spring 2009 Count/Percent		Median Percent
Mathematics	3.5	3.8	81.8	10.8	3,032	86.7	3,163	92.4	76.4
K	No data for both Growth and Proficiency				350	93.7	370	-	77.6
1	No data for both Growth and Proficiency				366	86.9	387	-	77.8
2	5.6	4.2	84.3	5.9	337	88.4	344	90.1	84.3
3	2.1	4.7	90.8	2.4	338	95.6	356	93.3	80.9
4	0.9	3.8	93.5	1.8	338	97.3	353	94.3	82.7
5	2.1	5.6	87.1	5.3	341	92.7	355	91.8	78.3
6	4.3	5.2	75.7	14.7	346	80.9	360	90.3	71.1
7	1.7	0.7	71.7	26.0	300	72.3	311	97.7	68.8
8	8.2	2.2	67.7	21.8	316	69.9	327	89.6	64.2

District by Grade

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NWEA **District by School**

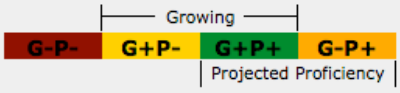
Chart 14

View District by Grade

Run this report for a different term

District: Sevier School District

Roster Term: Spring 2009



G-P- Below Typical Growth, Below Projected Proficiency
G+P- Above Typical Growth, Below Projected Proficiency
G+P+ Above Typical Growth, at or Above Projected Proficiency
G-P+ Below Typical Growth, at or Above Projected Proficiency

	Projected Performance and Growth Distribution (Percent)				Growth Fall 08 - Spring 09 Count/Percent		Projected Performance Spring 2009 Count/Percent		Median Percent
Reading	8.1	4.6	58.3	29.0	3,025	69.7	3,161	86.6	67.4
ASHMAN ELEMENTARY S	13.0	1.4	71.9	13.7	459	83.9	486	85.1	76.1
MONROE ELEMENTARY	6.4	6.2	59.0	28.4	636	74.5	661	87.0	69.1
PAHVANT ELEMENTARY	9.0	5.4	54.6	30.9	443	60.0	468	83.5	63.5
SALINA ELEMENTARY	6.0	2.5	61.4	30.1	484	74.2	501	91.4	72.5
KOOSHAREM ELEMENTAI	8.8	2.9	70.6	17.6	55	81.8	57	88.9	78.9
NORTH SEVIER MIDDLE	6.6	4.2	52.8	36.3	212	57.1	220	88.6	59.5
RED HILLS MIDDLE SCH	9.2	4.2	54.7	31.9	455	58.9	475	86.1	61.7
SOUTH SEVIER MIDDLE	8.2	6.4	60.9	24.6	281	67.3	293	85.7	60.1

District by School

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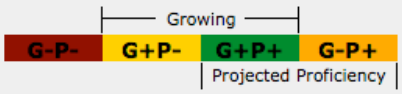
NWEA **District by School**

Chart 15

View District by Grade
Run this report for a different term

District: Sevier School District

Roster Term: Spring 2009



G-P- Below Typical Growth, Below Projected Proficiency
G+P- Above Typical Growth, Below Projected Proficiency
G+P+ Above Typical Growth, at or Above Projected Proficiency
G-P+ Below Typical Growth, at or Above Projected Proficiency

	Projected Performance and Growth Distribution (Percent)				Growth (Fall 08 - Spring 09)		Projected Performance (Spring 2009)		Median
	G-P-	G+P-	G+P+	G-P+	Count	Percent	Count	Percent	Percent
Language Usage	7.2	4.0	65.7	23.1	2,307	69.6	2,408	88.3	66.3
ASHMAN ELEMENTARY SI	4.8	3.4	66.7	25.2	147	70.1	150	91.3	58.7
MONROE ELEMENTARY	3.6	7.1	75.1	14.2	423	82.0	439	88.6	65.8
PAHVANT ELEMENTARY	10.5	1.8	63.1	24.6	439	64.9	468	86.3	69.0
SALINA ELEMENTARY	5.1	3.5	62.3	29.1	316	65.8	324	91.4	67.9
KOOSHAREM ELEMENTAI	2.9	-	82.4	14.7	34	82.4	36	97.2	83.3
NORTH SEVIER MIDDLE	5.7	6.1	63.2	25.0	212	69.3	220	88.2	65.9
RED HILLS MIDDLE SCH	10.1	2.6	61.3	26.0	457	63.9	478	87.0	67.2
SOUTH SEVIER MIDDLE	8.6	4.7	65.6	21.1	279	70.3	293	87.0	61.8

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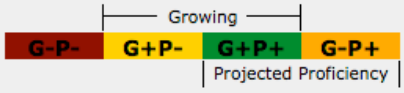
NWEA **District by School**

Chart 16

View District by Grade
Run this report for a different term

District: Sevier School District

Roster Term: Spring 2009



G-P- Below Typical Growth, Below Projected Proficiency
G+P- Above Typical Growth, Below Projected Proficiency
G+P+ Above Typical Growth, at or Above Projected Proficiency
G-P+ Below Typical Growth, at or Above Projected Proficiency

	Projected Performance and Growth Distribution (Percent)				Growth (Fall 08 - Spring 09)		Projected Performance (Spring 2009)		Median
	G-P-	G+P-	G+P+	G-P+	Count	Percent	Count	Percent	Percent
Mathematics	3.5	3.8	81.8	10.8	3,032	86.7	3,163	92.4	76.4
ASHMAN ELEMENTARY SI	9.6	7.5	70.5	12.3	459	84.7	486	82.7	77.0
MONROE ELEMENTARY	0.9	5.5	91.0	2.6	636	95.6	661	93.4	80.6
PAHVANT ELEMENTARY	3.4	4.5	87.8	4.3	444	92.3	468	91.2	78.6
SALINA ELEMENTARY	1.0	2.5	95.2	1.3	483	95.9	500	96.6	83.4
KOOSHAREM ELEMENTAI	-	-	97.1	2.9	55	87.3	57	100.0	89.5
NORTH SEVIER MIDDLE	7.1	3.3	62.1	27.5	211	65.4	219	90.0	60.7
RED HILLS MIDDLE SCH	3.1	2.0	75.4	19.6	459	77.3	479	94.6	73.5
SOUTH SEVIER MIDDLE	6.0	3.9	73.0	17.2	285	76.8	293	90.4	64.2

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