



Using Student Growth Data as the Driving Force: *What is “good”, what is “great”, what is “normal”?*



James C. Cureton II, Ph.D.

Director of Assessments and Accountability

Tyler ISD

Woody Paik, Executive Vice President

Curriculum Associates

Agenda

- Effective Use of Student Growth Data
- Let's Be Careful What We Measure
- Using Data to Define What is Possible
- Simplifying Assessment to Instruction

**None of this is possible without the two
hardest workers in the department.**



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TYLER ISD

SUCCESSFUL STUDENT OUTCOMES

- **18,000+ students**
 - 75% - 80% EcoDis
 - 25% Emergent Bilingual
 - 12% Special Ed
 - 48% Hispanic, 25% African American, and 21% White
- **25 campuses**
 - 17 elementary schools
 - 1 arts magnet and 1 dual language school
 - 4 middle schools
 - 4 high schools
 - 1 ECHS and 1 dropout prevention campus





TYLER ISD

SUCCESSFUL STUDENT OUTCOMES

2014: 10 IR Campuses



2015: 9 IR Campuses

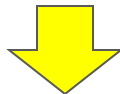


2016: 3 IR Campuses

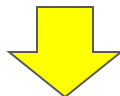


2017: 2 IR Campuses

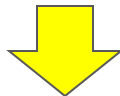
2018: 1 “F” Campus



2019: 1 “F” Campus



2022: 0 “F” Campuses

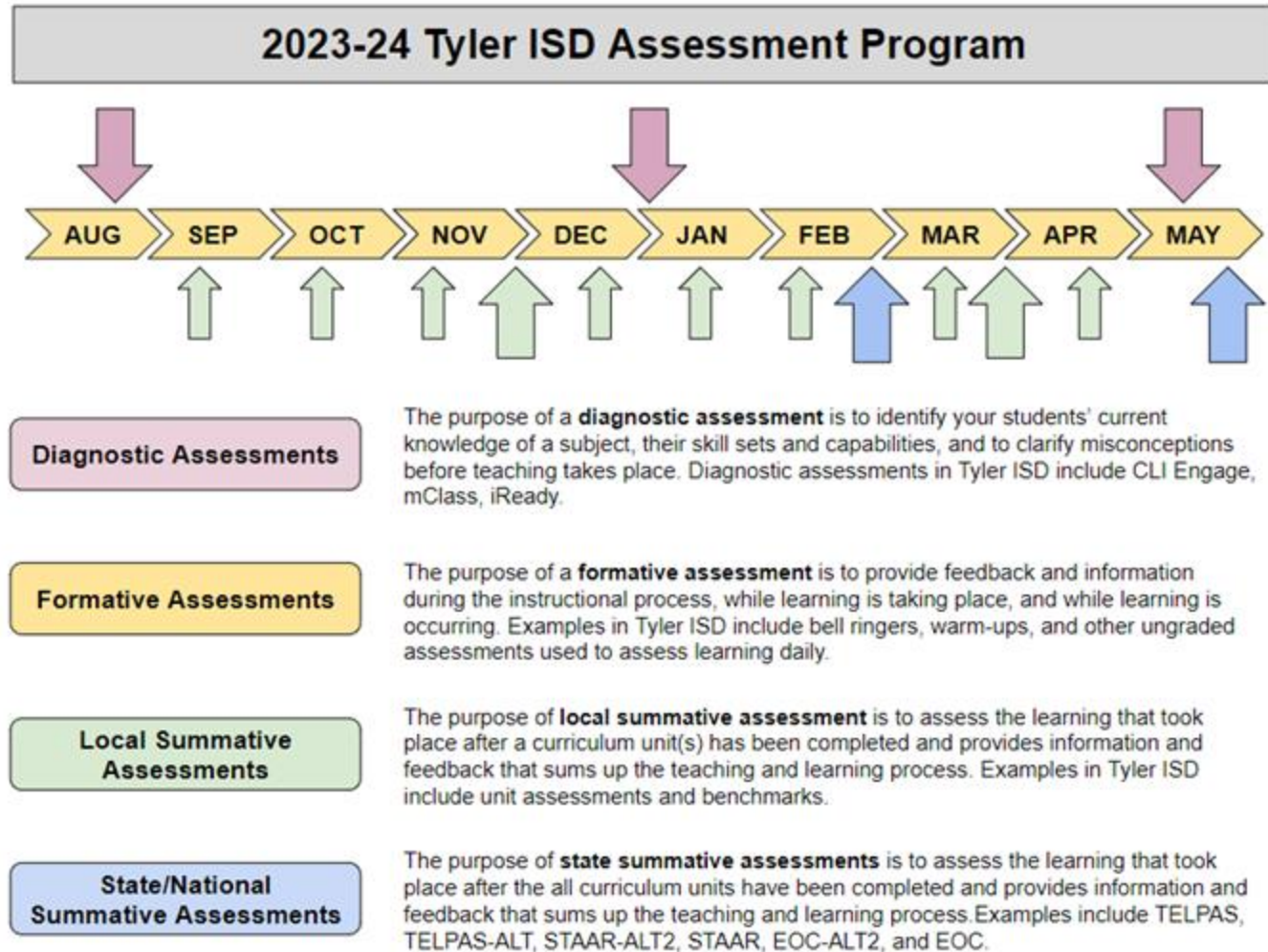


2023: 0 “F” Campuses?

Letter Grade	Number of Campuses
A	5
B	12
C	8
D	1
F	0

What does assessment look like in Tyler ISD?

HB3906, COVID,
HB4545, and
HB1416



We wanted an online solution that had three aligned tools:

- 1) An engaging, aligned online solution that can help intervene for students with skill gaps
- 2) An aligned skill-check that is informative with respect to STAAR

DATA



SORTED



ARRANGED



PRESENTED
VISUALLY



EXPLAINED
WITH A STORY



ACTIONABLE
(USEFUL)



HB4545 and HB1416

87R20515 TSS-F

By: Dutton

H.B. No. 4545

Substitute the following for H.B. No. 4545:

By: Dutton

C.S.H.B. No. 4545

A BILL TO BE ENTITLED AN ACT

relating to the assessment of public school students and the purchase of certain instruction-related materials, the establishment of a strong foundations grant program, providing accelerated instruction for students who fail to achieve satisfactory performance on certain assessment instruments, and an accelerated learning and sustainment outcomes bonus allotment under the foundation school program.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter C, Chapter 7, Education Code, is amended by adding Section 7.071 to read as follows:

Sec. 7.071. INSTRUCTION-RELATED PURCHASE BY COMMISSIONER.

(a) Using funds appropriated for the purpose or otherwise available to the commissioner in the form of grants, the commissioner may purchase curriculum programs, instructional materials, and other instructional tools to provide for use by school districts and open-enrollment charter schools.

(b) To leverage state purchasing power and ensure cost-effective use of taxpayer funds, the commissioner may contract on behalf of a school district or open-enrollment charter school to purchase any item for instructional purposes, provided that the district or school dedicates local funds for the purpose.

SECTION 2. The heading to Section 28.0211, Education Code, is amended to read as follows:

Sec. 28.0211. ACCELERATED LEARNING COMMITTEE ~~(SATISFACTORY PERFORMANCE ON ASSESSMENT INSTRUMENTS REQUIRED)~~; ACCELERATED

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i-Ready Learning

Personalized Instruction



Could we
measure the
personalized
instruction
“learning
gains” through
other
assessment
tools?



Greater Learning Gains

i-Ready Personalized Instruction supports [all students](#). That includes those at greatest risk of getting left behind as well as those working above grade level. Students who receive Personalized Instruction for an average of 45 minutes or more per subject per week for at least 18 weeks showed significantly more growth than students who did not.

WATCH THE VIDEO

We wanted an online solution that had three aligned tools:

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- 2) An aligned skill-check that is informative with respect to STAAR

DATA



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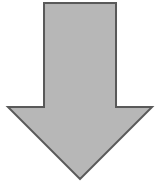
Prior Year STAAR

DNM

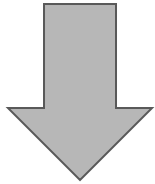
APP

MTS

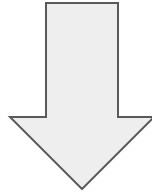
MAS



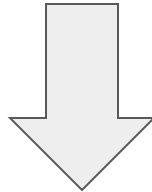
**Students that did
not use i-Ready PL**



Domain 2A



**Students that
used i-Ready PL**



Domain 2A

**Did personalized learning improve
the growth of our 4th-8th graders
on STAAR?**

2021-22 STAAR data:
**Domain 2A calculated
using transition tables
and progress measures**

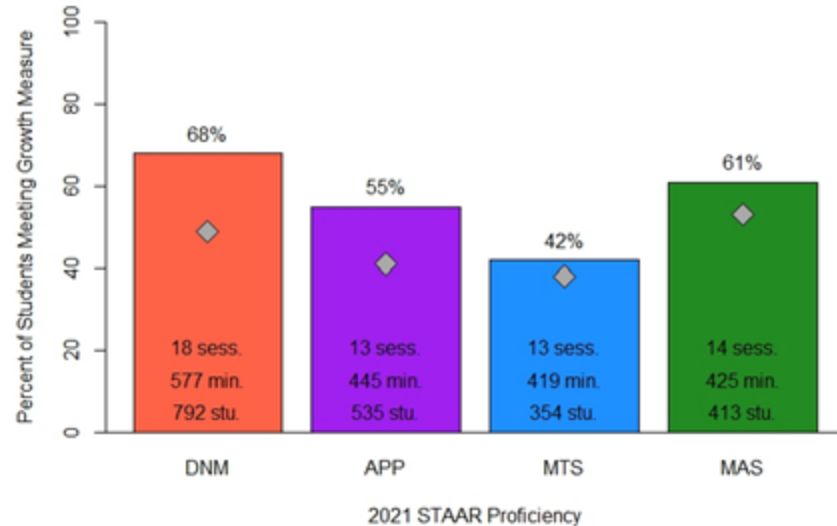
2022-23 STAAR data:
**Domain 2A calculated
using transition tables**

Math

All Students w/Any Usage

Usage on i-Ready was much higher than our district diagnostic and growth was much higher for students that used i-Ready in 2021-22.

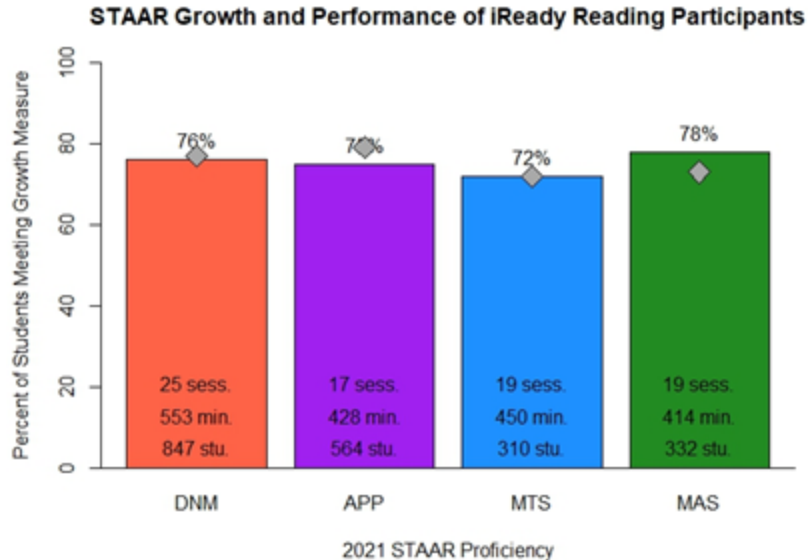
STAAR Growth and Performance of iReady Math Participants



Reading

All Students w/Any Usage

Usage on i-Ready was much higher than our district diagnostic and growth was higher for students that used i-Ready in 2021-22.



Did i-Ready personalized learning result in improvement in STAAR 2.0 growth?

Grade	Math			Reading		
	< RU	>= RU	Difference	< RU	>= RU	Difference
Not Met						
Approaches						
Meets						
Masters						

i-Ready Learning

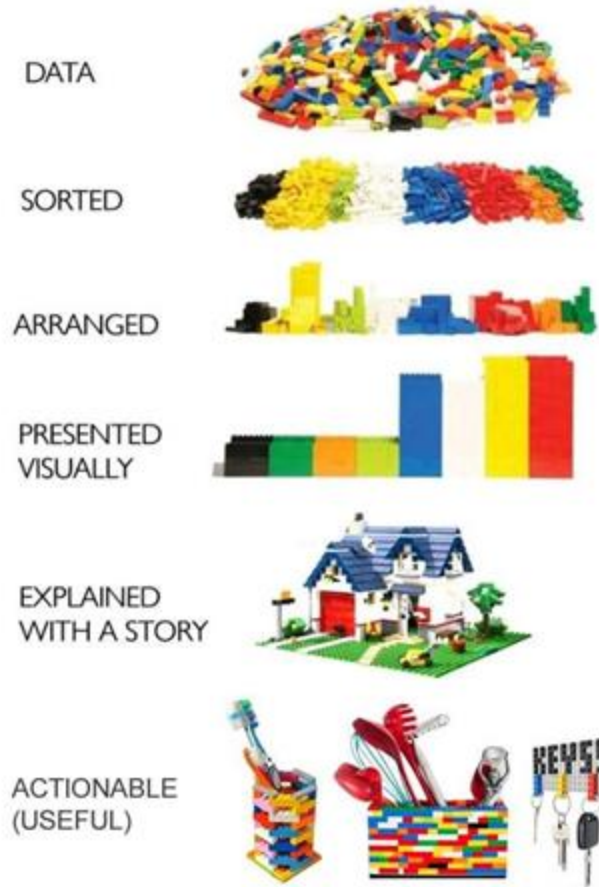
Personalized Instruction



Could we
measure the
personalized
instruction
“learning
gains” through
other
assessment
tools?

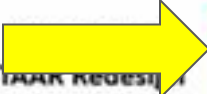
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- 1) An engaging, aligned online solution that can help intervene for students with skill gaps ✓
- 2) An aligned skill-check that is informative with respect to STAAR



HB3906

Overview of assessment changes

 STAAR Redesign (by 2022-23)	1		Moves toward electronic administration of all assessments by 2022-23
	2		Caps multiple choice questions at 75% of test by 2022-23
	3		Eliminates standalone 4 and 7 writing and assesses new ELAR TEKS
	4		Prioritize cross-curricular content integration for RLA passages
Long-Term STAAR Redesign	5		Allows assessments to be administered in multiple parts over multiple days
	6		Creates integrated formative assessment pilot program
Other House Bill 3906 Assessment Changes	7		Ensures availability of optional interim assessments
	8		Creates educator advisory committee and continues technical advisory
	9		Permits use of calculator applications

Standards Mastery



What Is i-Ready Standards Mastery?

- ✓ Fully digital assessment to determine learning of a specific, targeted standard or set of standards
- ✓ Covers standards for Reading and Mathematics for Grades 2-8
- ✓ Offers two pre-built assessment forms per standard/skill, each known as a "Mastery Check"
- ✓ Each Mastery Check takes approximately 15 minutes to complete, and responses are instantly scored.
- ✓ Provides educators with specific feedback about what students know and can do with respect to a targeted standard or set of standards



i-Ready Standards Mastery Gives Educators:

Immediate insight into students' understanding, progress, and need, including a response analysis for each student with common misconceptions about the standard

Instructional recommendations and resources best suited to support students based on their current understanding of specific skills and concepts

Assessments that are technically sound with actionable reports that provide immediate feedback about next steps in student learning

Does
performance on
i-Ready
Standards
Mastery align
with performance
on STAAR?

Teachers Love Standards Mastery

There are so many reasons educators are seeing results with Standards Mastery

- ✓ **Increased Ownership for Teachers**
With Standards Mastery teachers gain confidence in knowing that students have learned the standard and are ready to succeed on the assessment. When students aren't yet ready, the teacher can re-teach again until mastery is achieved.
- ✓ **Able to Assign Assessment to Small Groups**
Teachers like that Standards Mastery gives them the ability to assign assessment to the individual small groups who need focused attention on a given standard. This gives teachers the freedom to do what they feel will work best in their own classroom.
- ✓ **Quality of Assessment Items**
Teachers are impressed by the quality of the items in the bank and, again, with how easy it is to use the items they know are most suited to their learners.
- ✓ **Specific and Targeted Data**
The standards-aligned data gives teachers the specific insights needed to understand exactly where and why students need support, along with the tools to reach out to fill instructional gaps. Because students are engaged in the process as well, they feel ownership of the learning and understand why they are being re-teached or receiving repeat instruction on a particular area.

“It really crowded some ownership and some buy-in for this re-teaching process that we've never seen before. Teachers now know they have the support to use something that's been vetted and has been proven to be standards aligned.”

—Instructional Leadership
Teacher, Shelby County Schools

“This is a good formative assessment for teachers. It gives quick, instant feedback. The item analysis is very nice.”

—District Administrator, Guilford County Public Schools

“I love how i-Ready Standards Mastery allows students to respond to a variety of question types, giving them an opportunity to really show what they know.”

—District Administrator, Guilford County School District

Standards Mastery



**Does
performance
on i-Ready
Standards
Mastery align
with
performance
on STAAR?**

Student	Grade	4.5A (STAAR)	4.5A (ISM)	ISM Proficiency
Anakin Skywalker	3	100%	100%	High
Kylo Ren	3	0%	50%	Medium
Han Solo	3	0%	13%	Low
Leia Organa	3	100%	87%	Medium
Bo-Katan Kryze	3	100%	88%	High
Jar Jar Binks	3	0%	26%	Low

Math

All Students that Completed STAAR and Standards Mastery

**Does
performance
on i-Ready
Standards
Mastery in
Math align with
performance
on STAAR?**

Grade	Number of Students	SE	Low (1-2 questions)	Medium (3-4 questions)	High (5-6 questions)
3	140	5C	42	66	68

Math

All Students that Completed STAAR and Standards Mastery

**Does
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Mastery in
Math align with
performance
on STAAR?**

Grade	Number of Students	SE	Low (1-2 questions)	Medium (3-4 questions)	High (5-6 questions)
4	257	2A	54	66	72
4	280	2B	47	68	85
4	182	4A	40	49	71
4	124	4C	58	78	96
4	159	4D	85	90	100
4	121	4H	9	48	42
4	100	2G	23	44	59
4	140	5D	50	69	95
5	125	2A	38	64	85
5	105	2B	46	54	78
5	139	3H	17	29	79
5	281	8A & 8D	37	50	72

Reading

All Students that Completed STAAR and Standards Mastery

**Does performance
on i-Ready
Standards Mastery
in Reading align
with performance
on STAAR?**

Grade	Students	SE	Low	Medium	High)
3	327	11C	23	50	79
3	227	8C & 10E	43	49	75
3	234	11D	39	51	76
4	118	6F & 7C	30	40	67
4	184	7D & 9Di	49	50	-
4	140	7D & 10A	48	76	78
4	131	10A	59	65	85
4	152	8B	70	79	100
4	179	11D	39	59	81
5	180	3A, 3B, 3D	59	70	77
5	110	8C & 10E	55	66	83
5	94	10A	42	64	75
5	111	11C	54	73	81
7	127	5F, 5H, 6C	44	71	90
8	84	9D	40	-	88



i-Ready Assessment

Standards Mastery

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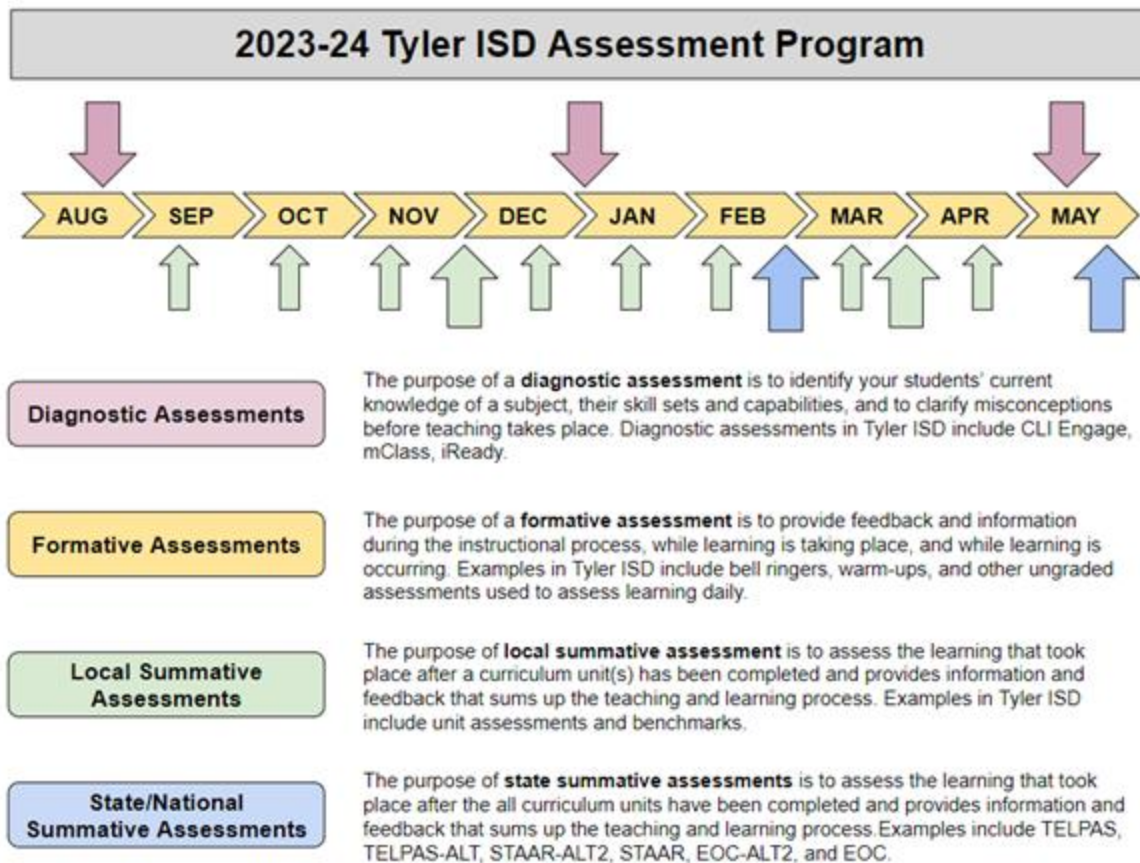


ACTIONABLE
(USEFUL)



What was the end result of all of this analysis?

- 1) i-Ready adopted as the district-wide diagnostic in K-8th math and reading



What was the end result of all of this analysis?

- 1) i-Ready adopted as the district-wide diagnostic in K-8th math and reading
- 2) District-wide expectation of 30+ minutes of personalized learning in all grade levels

		Lesson Time-on-Task (Current Week)					% Lessons Passed (Year-to-Date)			
 	 	1-9 	10-29 	30-49 	50+ 	Students Using Instruction	0-49% 	50-69% 	70-100% 	Students Completing Lessons
2	13	15%	34%	24%	27%	284/455	3%	6%	91%	416/455
14	18	9%	39%	29%	22%	264/340	4%	12%	84%	312/340
12	76	12%	35%	20%	34%	507/822	10%	16%	74%	724/822
2	6	16%	39%	23%	22%	393/611	1%	8%	91%	593/611
5	18	16%	31%	24%	29%	309/345	1%	6%	93%	341/345
8	31	7%	34%	45%	14%	512/588	4%	5%	91%	559/588
10	15	8%	38%	37%	17%	480/511	1%	8%	91%	499/511

What was the end result of all of this analysis?

- 1) i-Ready adopted as the district-wide diagnostic in K-8th math and reading
- 2) District-wide expectation of 30+ minutes of personalized learning in all grade levels
- 3) Embedded “suggested” ISM and teacher autonomy to use as a supplement

d Grade		
	Formative Assessments	Summative Assess
	• Portfolios • Exit Tickets • Rubrics • STAAR Informational Writing Rubric Grades 3-5 • STAAR Argumentative/Opinion Writing Rubric Grades 3-5 • Anecdotal Notes • Teacher Observation • Student/Teacher Conference • Goal-Setting/Self-Reflection • Journal Entries • Quizzes • i-Ready: Standards Mastery (Day 9)	RLA Unit Assessme November 10th Unit Assessment #2 Bl Tyler ISD Assessment Up 2023-2024 Unit Assess <i>Do not use Released STA. 2023 Assessments for c instruction</i>
national Text		
/ 3: Poetry		

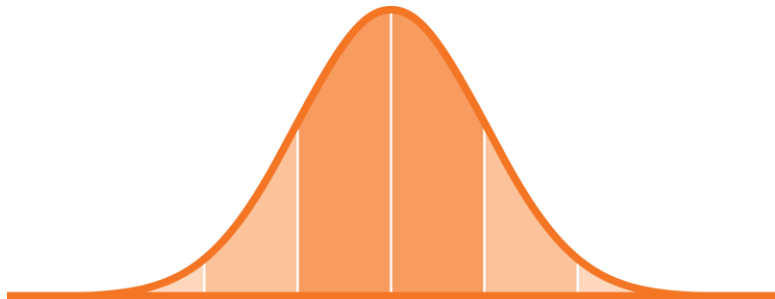
Agenda

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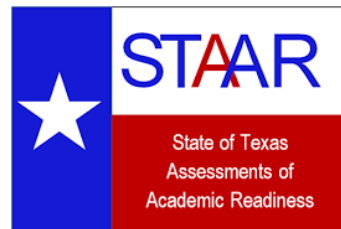
Be Careful What You Measure

*Normative v. criterion data always “tell” very different stories;
Today, that difference is larger than ever.*

Normative metrics compare
kids versus other kids



Criterion metrics compare
kids versus learning standards

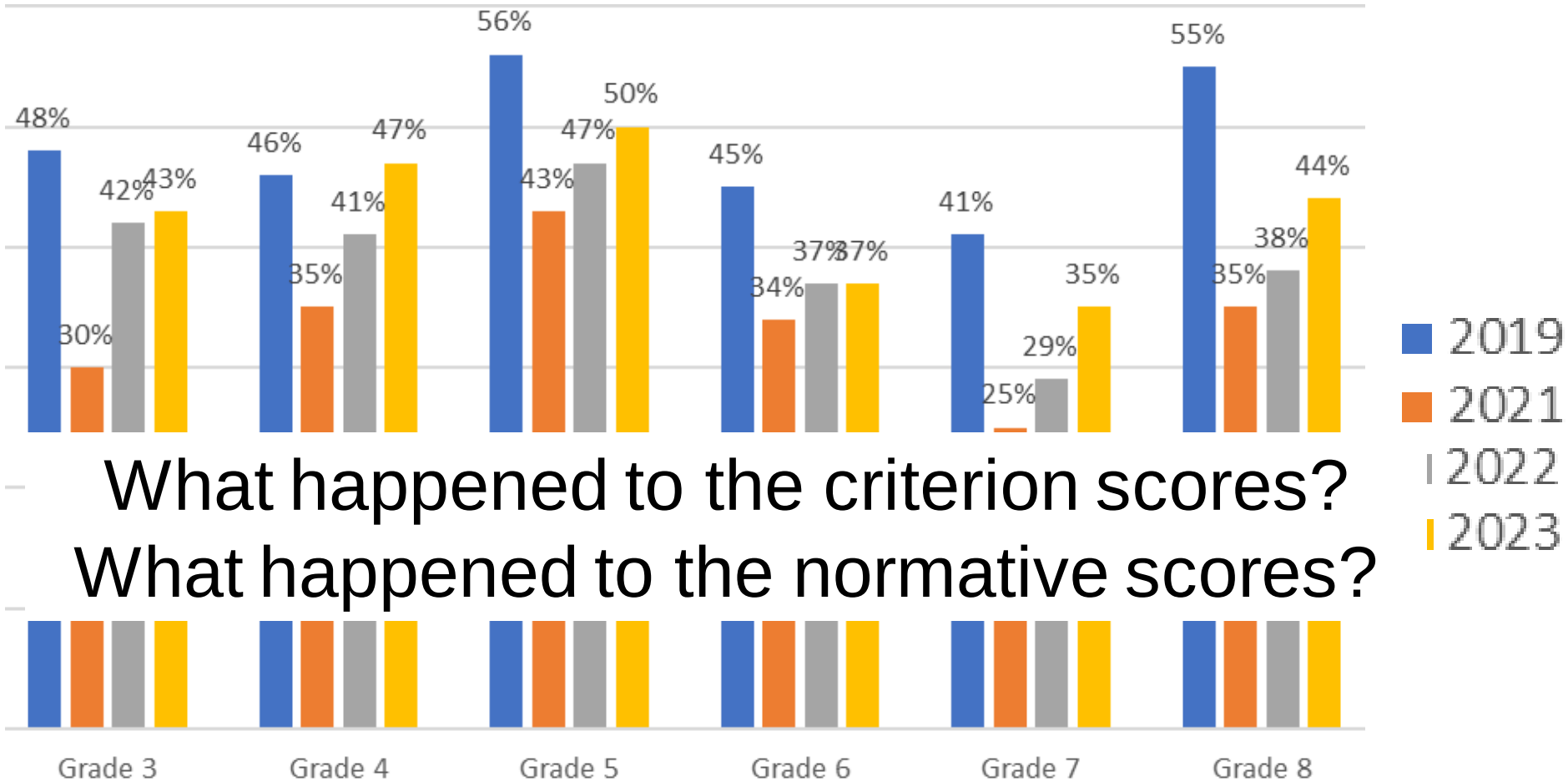


GEORGIA STANDARDS
OF EXCELLENCE (GSE)

ILLINOIS LEARNING STANDARDS



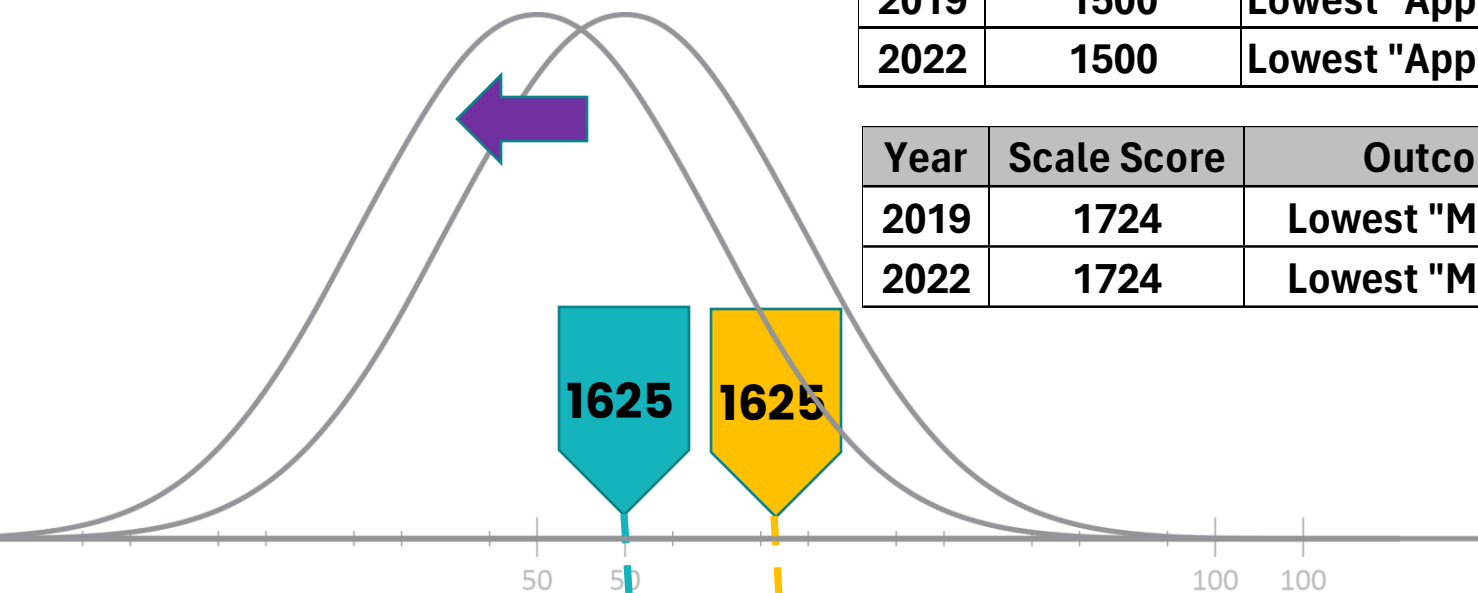
Texas STAAR Math 2019-2023: % Proficient



TEXAS STAAR: 5th Grade Math: Criterion v. Norm Score

Year	Scale Score	Outcome	Percentile
2019	1500	Lowest "Approaches"	18th
2022	1500	Lowest "Approaches"	34th

Year	Scale Score	Outcome	Percentile
2019	1724	Lowest "Masters"	76th
2022	1724	Lowest "Masters"	79th



1625

1625

- **48th Percentile 2019**
- **Lowest "Meets" 2019**

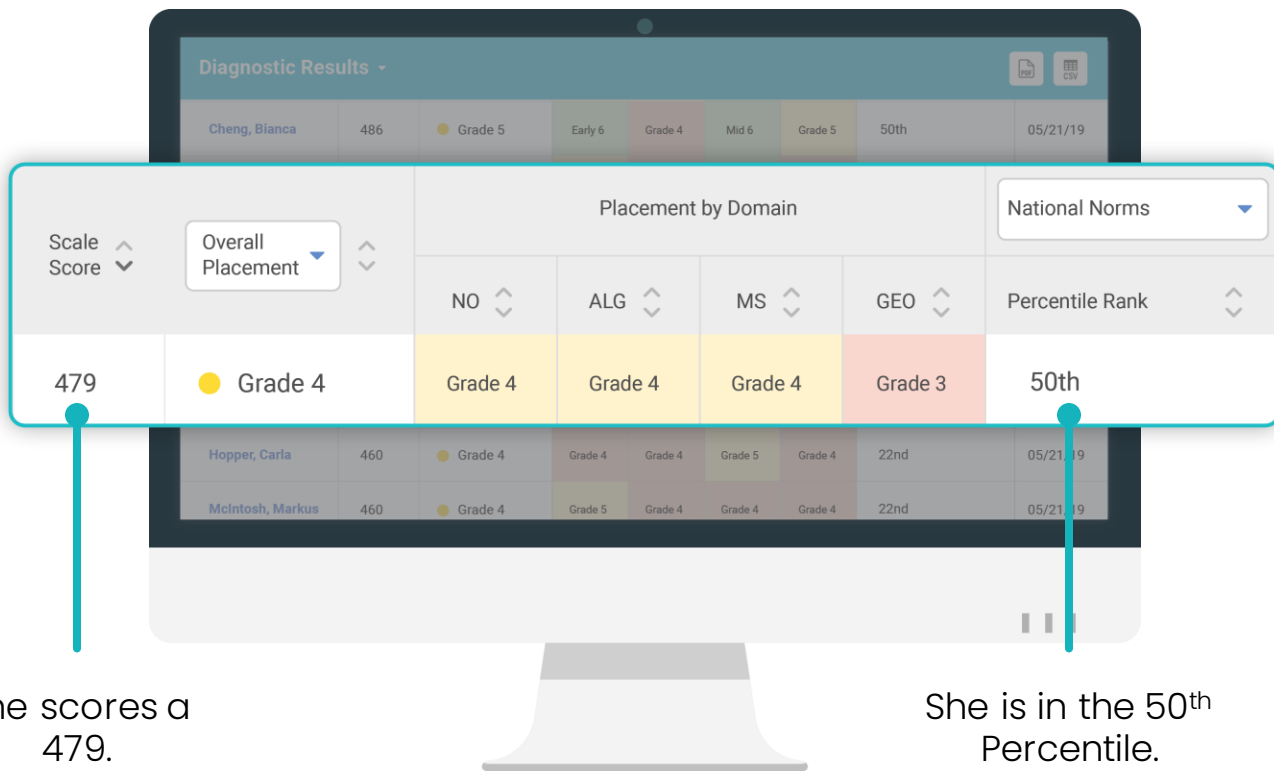
- **61st Percentile 2022**
- **Lowest "Meets" 2022**

EXAMPLE



Briana took her
Spring
Diagnostic She is
in Grade 5.

2019	2020	2021	2022	2023
------	------	------	------	------



EXAMPLE



Eva took her
Spring
Diagnostic She is
in Grade 5.

2019	2020	2021	2022	2023
------	------	------	------	------

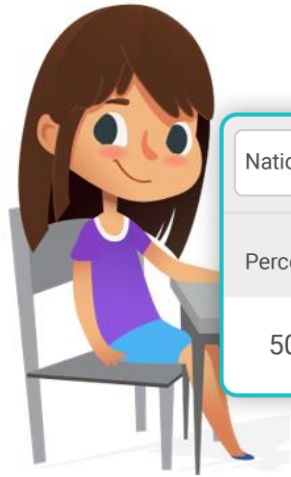
Diagnostic Results											
Cheng, Bianca	486	 Grade 5	Early 6	Grade 4	Mid 6	Grade 5	50th			05/21/19	
Scale Score	Overall Placement	Placement by Domain					National Norms				
		NO	ALG	MS	GEO	Percentile Rank					
479	 Grade 4	Grade 4	Grade 4	Grade 4	Grade 3	64th					
Hopper, Carla	460	 Grade 4	Grade 4	Grade 4	Grade 5	Grade 4	22nd			05/21/19	
McIntosh, Markus	460	 Grade 4	Grade 5	Grade 4	Grade 4	Grade 4	22nd			05/21/19	

Eva gets the
same scores as
Briana in 2019.

However, she
places in the 64th
percentile.

EXAMPLE

2019	2020	2021	2022	2023
------	------	------	------	------



National Norms ▾

Percentile Rank ▴ ▾

50th

Briana
Score: 479

Did students become more advanced?

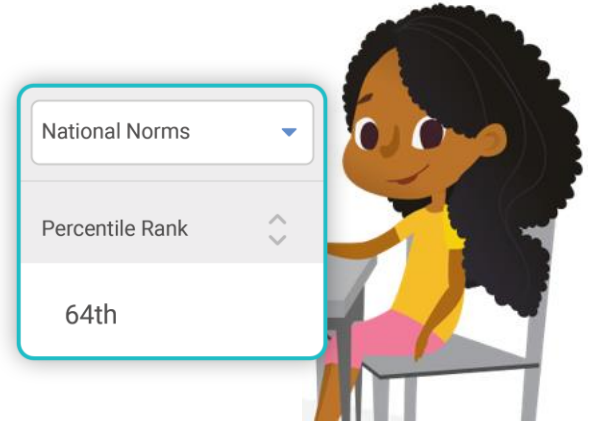
No

Did the test get easier?

No

What happened?

More students are
scoring below Eva.



National Norms ▾

Percentile Rank ▴ ▾

64th

Eva
Score: 479

Example: 2nd Grade Reading



Grade 2
Reading

2019

Overall Placement & Scale Score	Placement by Domain							National Norms
	PA	PH	HFW	VOC	Show Comp: Overall ☒ ⓘ			Percentile Rank
					COMP	LIT	INFO	
● Grade 1 (466)	Tested Out	Grade 1	Grade 2	Grade 1	Grade 1	Grade 1	Grade 1	54th

2023

Overall Placement & Scale Score	Placement by Domain							National Norms
	PA	PH	HFW	VOC	Show Comp: Overall ☒ ⓘ			Percentile Rank
					COMP	LIT	INFO	
● Grade 1 (466)	Tested Out	Grade 1	Grade 2	Grade 1	Grade 1	Grade 1	Grade 1	58th

Example: 8th Grade Math



Grade 8
Math

2019

Overall Placement & Scale Score	Placement by Domain				National Norms
	NO	ALG	MS	GEO	Percentile Rank
Grade 6 (489)	Grade 7	Grade 7	Grade 6	Grade 5	35th

2023

Overall Placement & Scale Score	Placement by Domain				National Norms
	NO	ALG	MS	GEO	Percentile Rank
Grade 6 (489)	Grade 7	Grade 7	Grade 6	Grade 5	44th

TIME

Many American Parents Have No Idea How Their Kids Are Doing in School



Getty Images

IDEAS

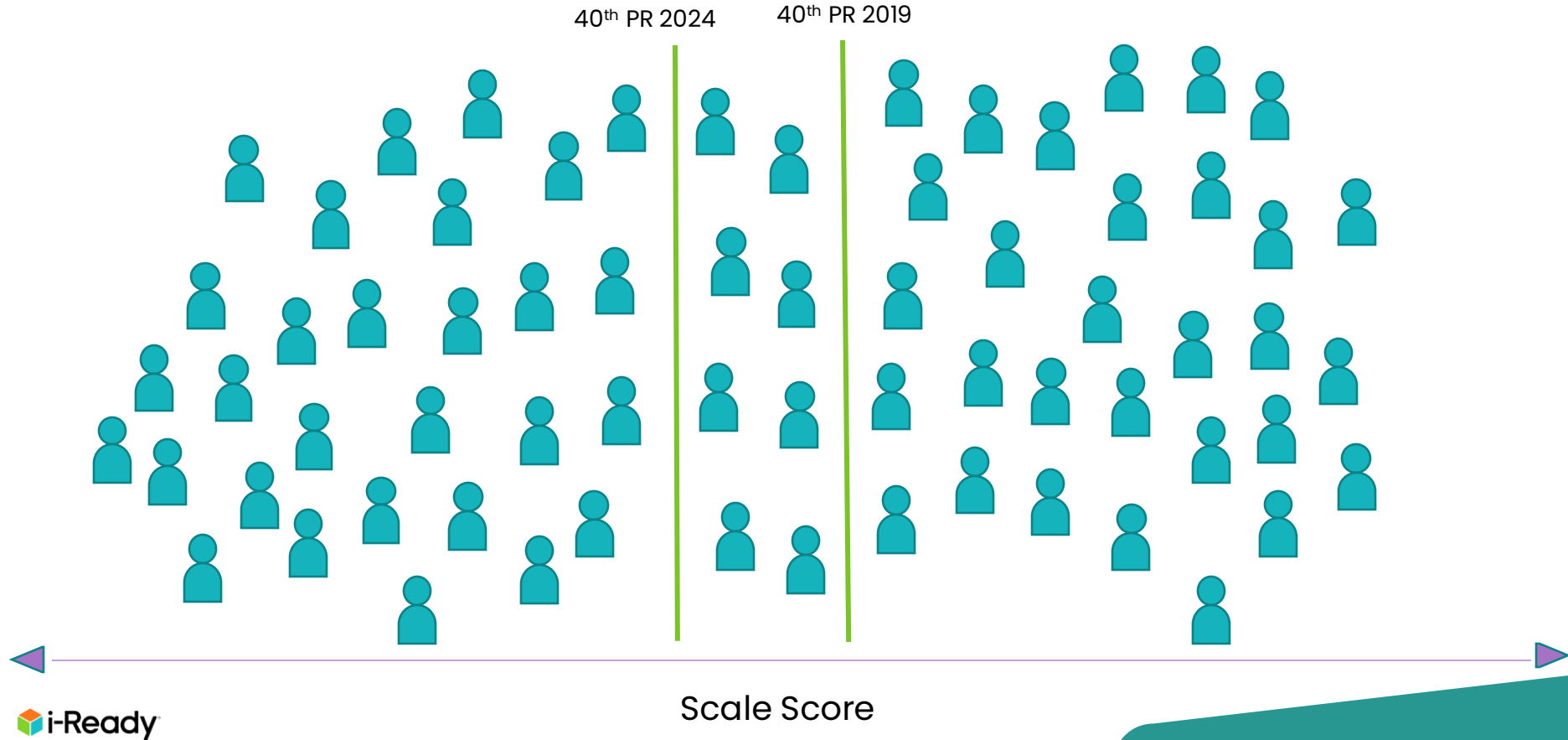
BY JENNY ANDERSON AUGUST 28, 2023 7:00 AM EDT

Anderson is a journalist, author, podcast host and speaker. She spent 20 years covering finance including 10 at the New York Times before shifting her focus to learning. She is currently working on a book about the science of motivating teens (Crown, 2024)

Some Challenges

- ✓ Good Cause Promotion
- ✓ MTSS/RTI
- ✓ Course placement
- ✓ Algebra readiness
- ✓ Gifted & Talented
- ✓ Parent communications

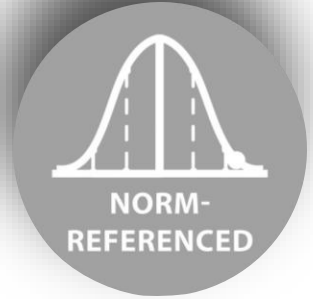
Example: Students below 40th PR are flagged for further screening



Example: Students below 40th PR are flagged for further screening



A Purely Normative View Suggests Learning Has Increased Pre v. Post Pandemic



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Studies show summer learning loss in students

CBS NEWS
TEXAS

BY KENNEDI WALKER

JULY 28, 2023 / 7:22 AM / CBS TEXAS

Concerns persist about pandemic learning loss

As schools across the country start the new academic year, concerns persist about the lasting effects of pandemic learning loss. Mark Strassmann reports.

SEPT 3, 2023

The pandemic has undone years of educational gains in Texas schools. Here's what the road to recovery looks like.

NAEP Scores 'Flashing Red' After a Lost Generation of Learning for 13-Year-Olds The74

U.S. Students' Progress Stagnated Last School Year, Study Finds

Despite billions in federal aid, students are not making up ground in reading and math: "We are actually seeing evidence of backsliding."

The New York Times

Pandemic "Learning Loss" Will Cost Our Kids And The Economy



DO CHILDREN'S ZIP CODES AT BIRTH DETERMINE THEIR FUTURES?

“ZIP code may not be destiny, but it operates with something like gravity.”

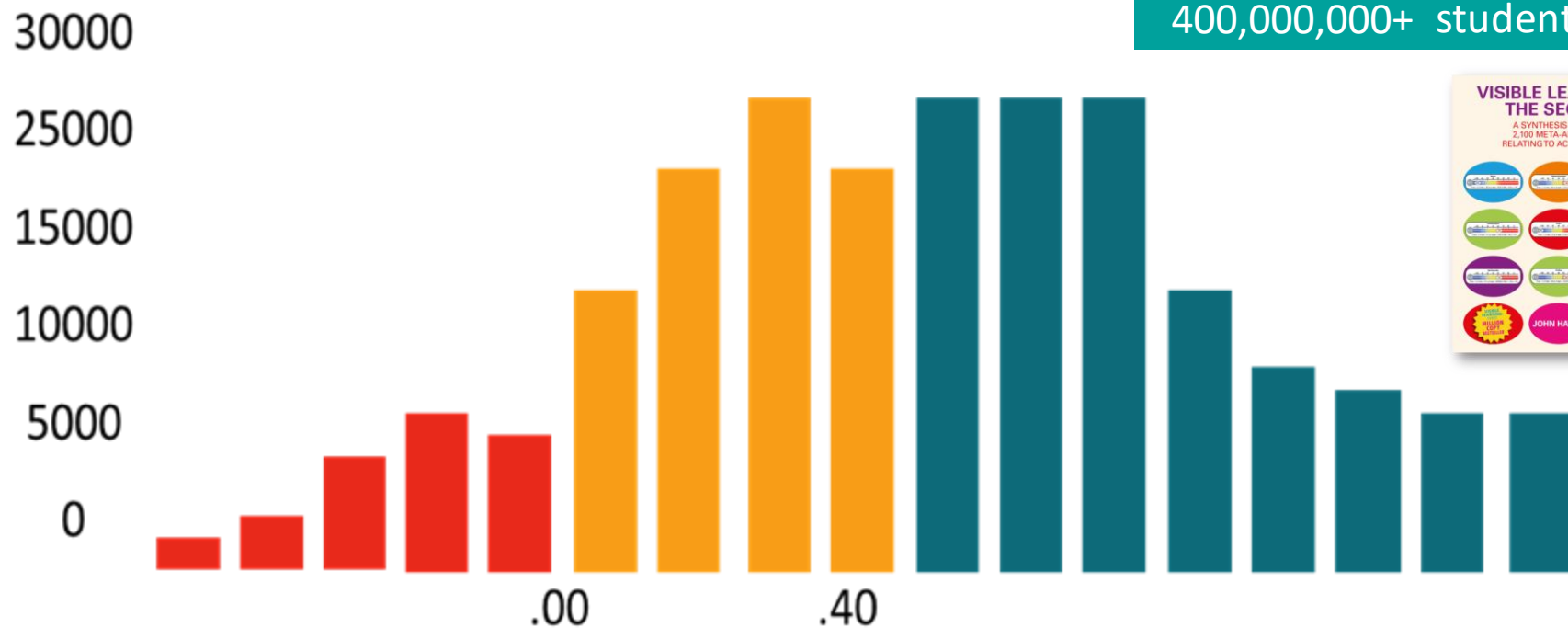
 **Atlanta**
High school math

The New York Times

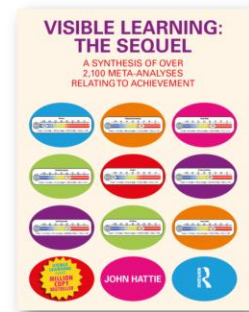
“You have to ignore it when a child says, ‘I don’t want to,’ because what they’re really saying is, ‘I don’t think I can and I need you to believe in me until I can believe in myself.’”

2015 National Teacher of the Year
Shanna Peeples

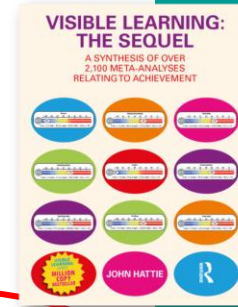
DISTRIBUTION OF EFFECTS



2,100+ meta-analyses
100,000+ studies
300,000+ effects
350+ influences
400,000,000+ students



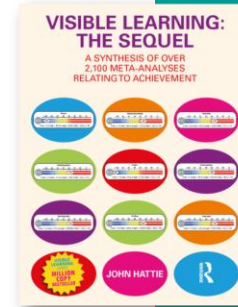
Rank	Influence
1	Cognitive task analysis
2	Emotions
2	Piagetian levels
3	Teacher estimates of achievement
4	Jigsaw method



2,100+ meta-analyses
 100,000+ studies
 300,000+ effects
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“The estimates of student achievement made by teachers....can help set expectations...setting the next challenges...influence instructional choices. These judgments come from questioning, observing, written work presentations, how the student reacts to increased challenge, and assignments and tests.”

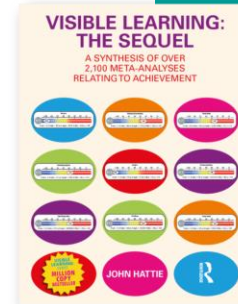
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2	Piagetian levels
3	Teacher estimates of achievement
4	Jigsaw method
5	Collective teacher efficacy
6	Teacher credibility
7	Prior ability & intelligence
8	Self-reported grades
9	Science conceptual change programs



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“The shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes.”

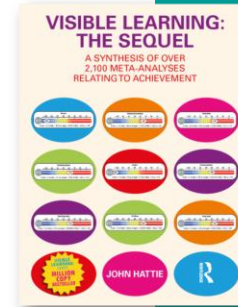
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“The effects of prior ability in similar subject matter to later achievement on process-related skills when they work with a new task.”

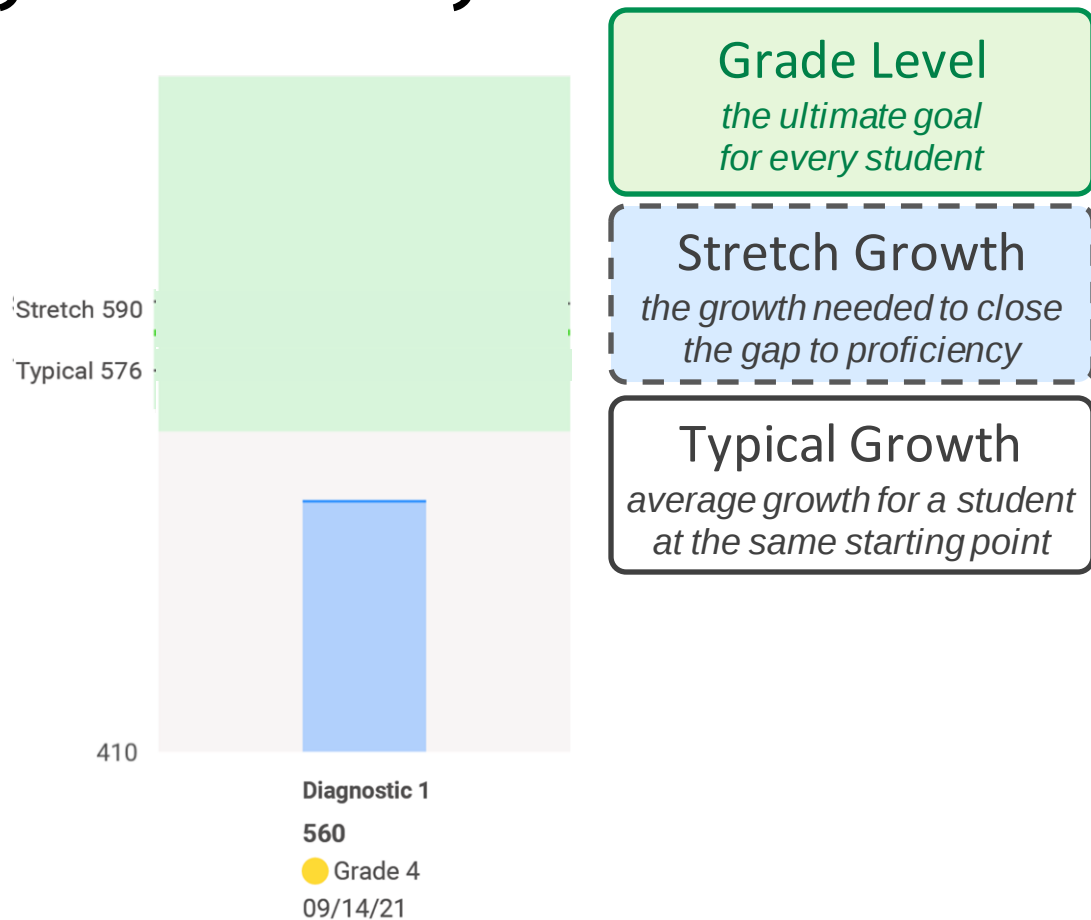
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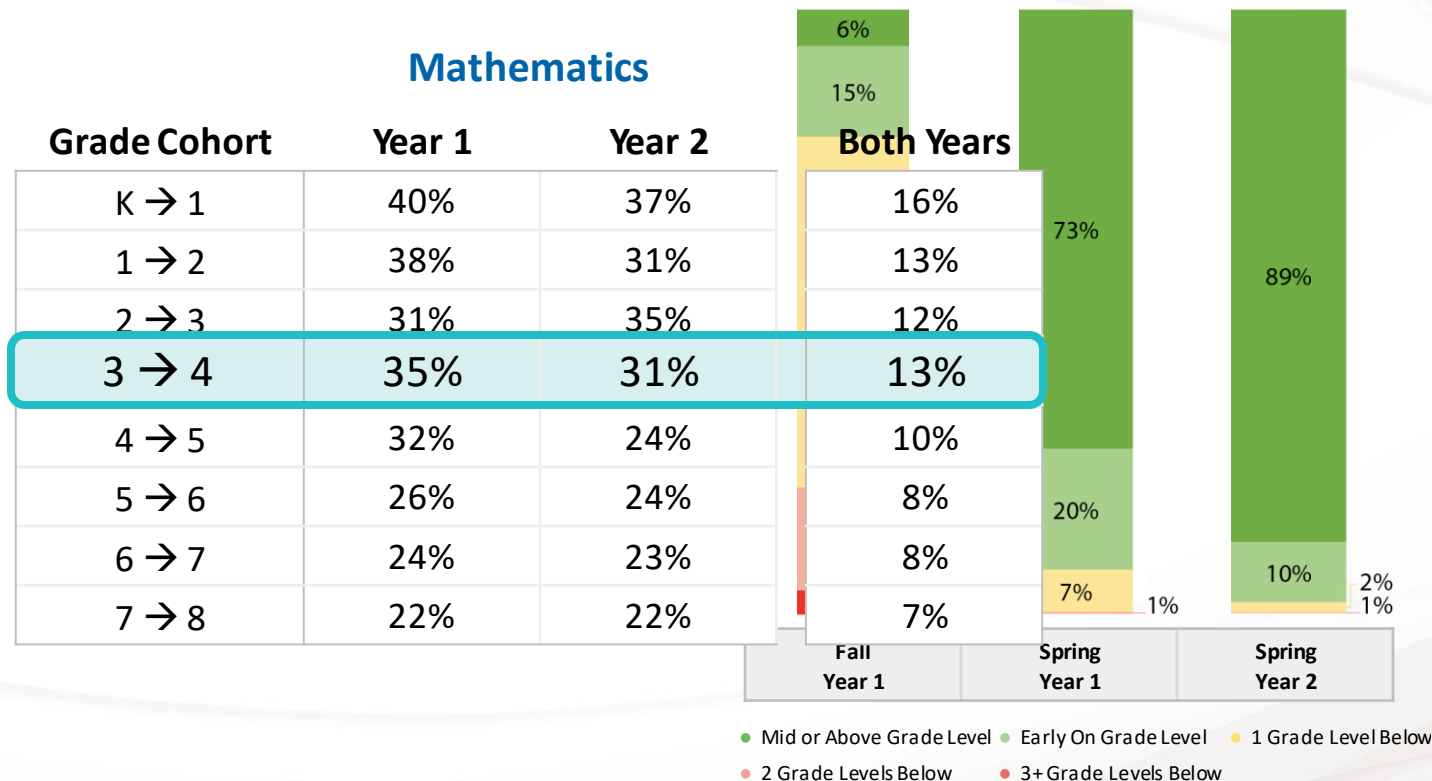
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“A practice by which students assess the quality of their own work or their level of mastery over a given subject domain...the validity of such self-grading is often assessed by comparing a student’s ‘self-reported’ grade with that provided by an instructor.”

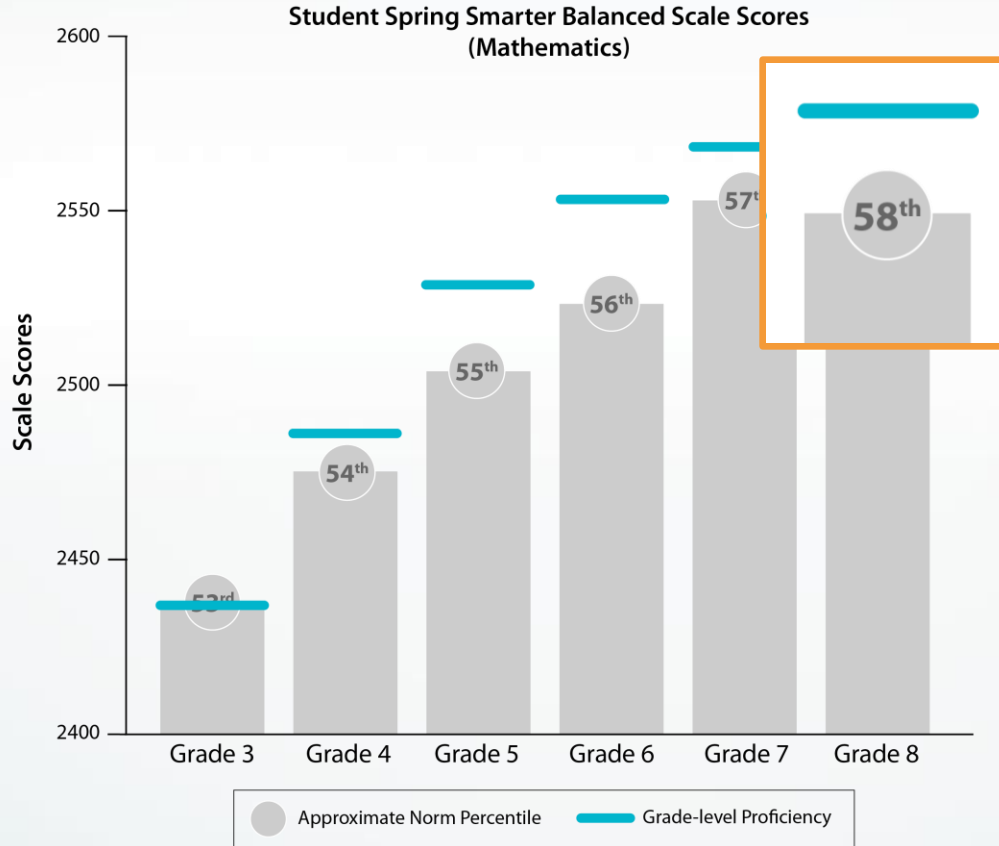
Ambitious, Attainable, and Scalable Goals



i-Ready Stretch Growth® as a Path toward Proficiency, National Research



Mixed (Norm v. Criterion) Messages



Agenda

- Effective Use of Student Growth Data
- Let's Be Careful What We Measure
- Using Data to Define What is Possible
- Simplifying Assessment to Instruction

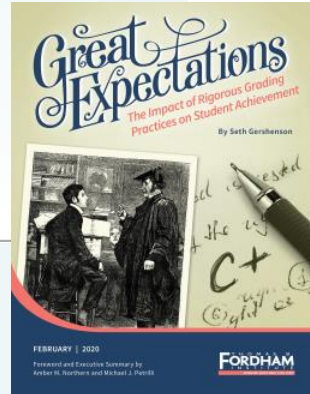
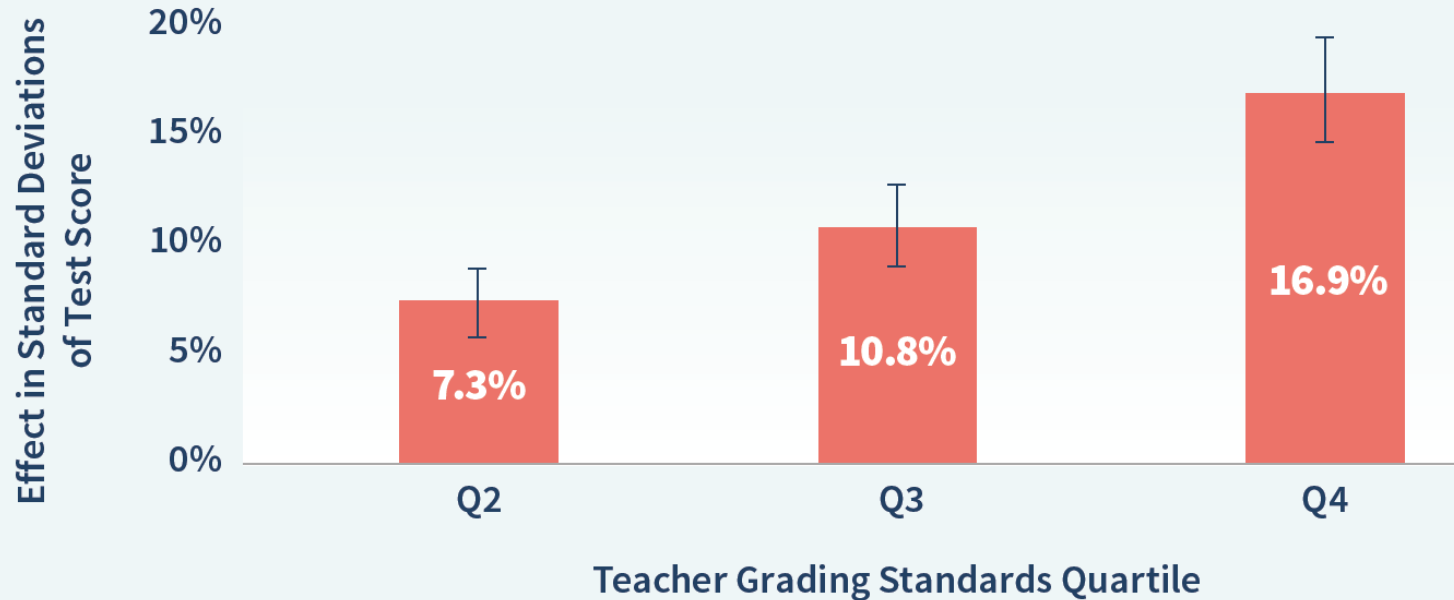
Top Curricula for ELA, Math, and Science, by School Level, According to Percentage of Teachers Reporting Use at Least Once per Week

Grade Level	Top ELA Curricula		Top Math Curricula		Top Science Curricula	
	Curriculum Title	%	Curriculum Title	%	Curriculum Title	%
Elementary	Self-created	19	Go Math	20	Self-created	20
	School- or district-created	16	EngageNY ^a	14	School- or district-created	14
	Lucy Calkins Units of Study	16	EnVision Math 2.0	13	STEMscopes	10
	Reading Wonders	14	Eureka Math ^a	11	FOSS Next Generation Middle School	9
	The Fountas & Pinnell Classroom	12	My Math	10	McGraw-Hill Science	7
Middle	Self-created	38	Self-created	18	Self-created	36
	School- or district-created	26	Go Math	18	School- or district-created	19
	CommonLit	18	Glencoe Math	17	McGraw-Hill Science	18
	Holt McDougal Literature	12	Curricula my school or district created	10	Pearson Science	12
	Lucy Calkins Units of Study	11	Big Ideas Math	10	Glencoe Life Science	10
High	Self-created	53	Self-created	38	Self-created	52
	School- or district-created	32	School- or district-created	20	School- or district-created	35
	Holt McDougal Literature	16	Pearson Traditional	14	Pearson Science	24
	Prentice Hall Literature	13	Holt McDougal Larson Traditional	9	McGraw-Hill Science	15
	Holt McDougal Literature	13	Glencoe Traditional	9	Glencoe Life Science	8

Self-created

Students learn more from teachers with higher standards and higher expectations

FIGURE 1. Students learn more from teachers with higher grading standards.

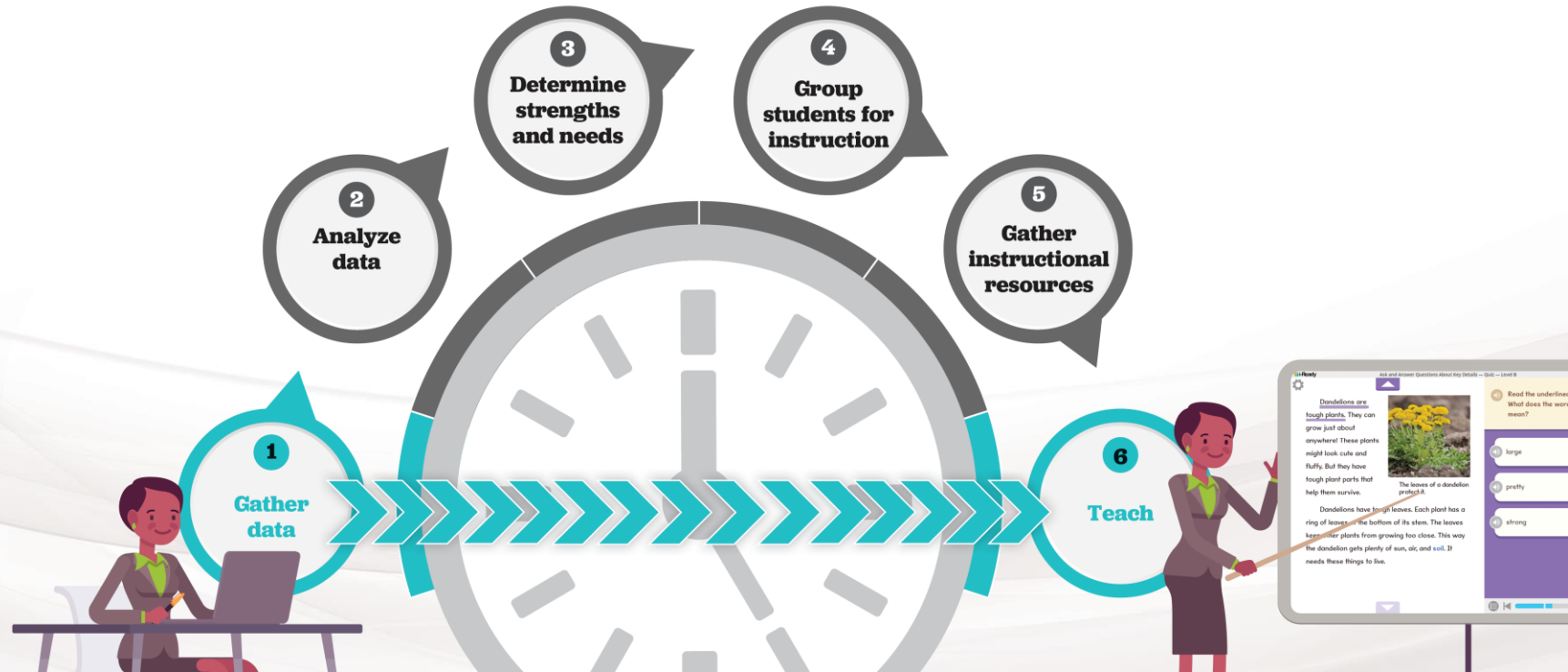


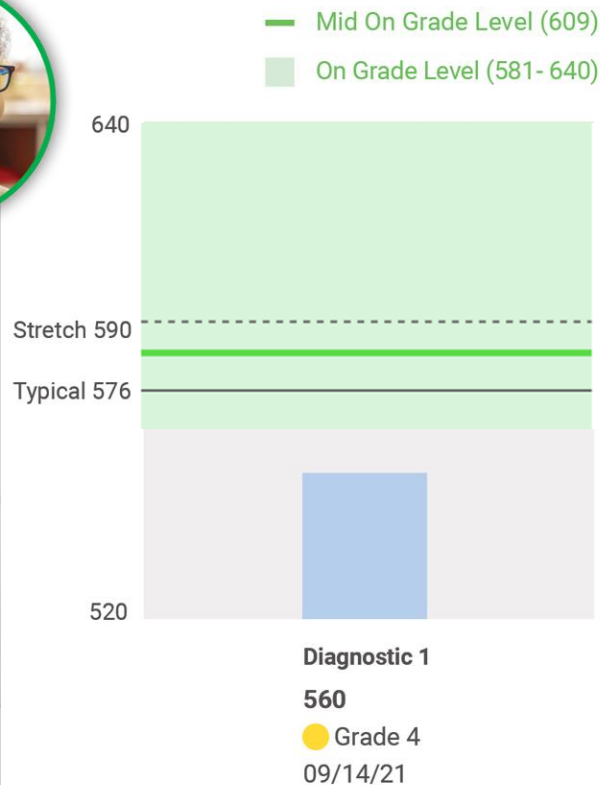


**Let's assume kids are capable of more
than we think**



What is Assessment's Role in Maximizing Instructional Time and minimizing Steps 2-6?





Overall

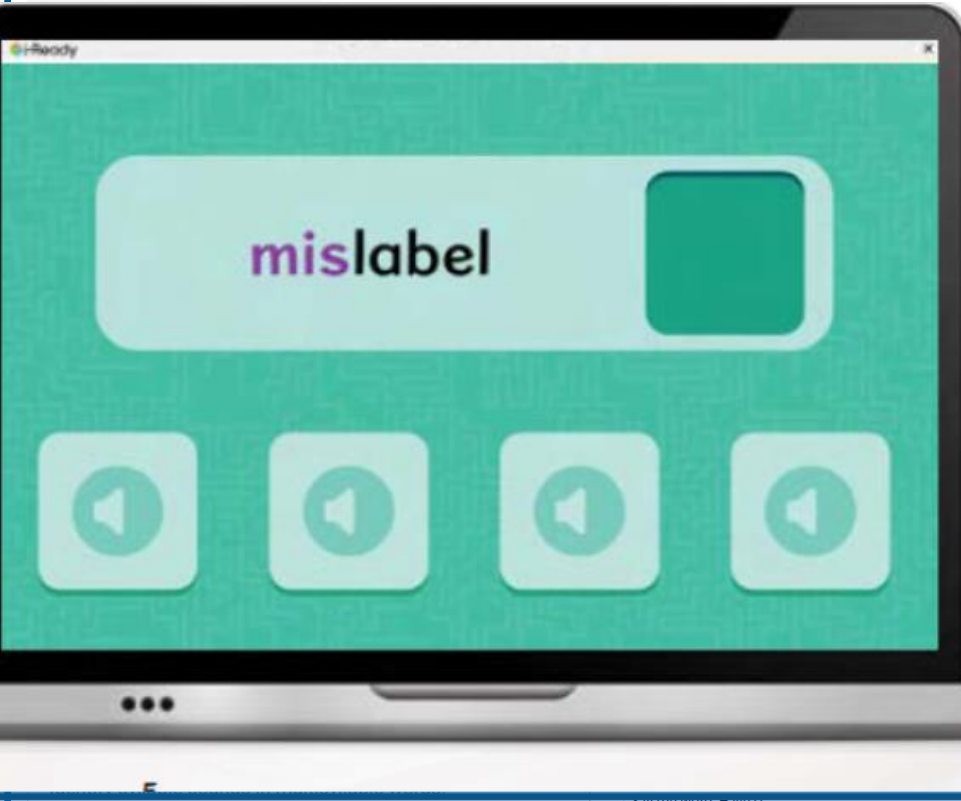
● Grade 4 (560)
 Standard Error +/- 12

Domain	Placement	Can Dos & Next Steps
Phonological Awareness*	● Tested Out	↓
Phonics*	● Grade 3	↓
High-Frequency Words*	● Tested Out	↓
Vocabulary	● Grade 4	↓
Comprehension: Literature	● Grade 4	↓
Comprehension: Informational Text	● Grade 3	↓

*Foundational Domains

Tools for Instruction

Multisyllabic Words: Three and Four Syllables

continued

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Tools for Instruction

Multisyllabic Words: Three and Four Syllables

These word lists include three- and four-syllable words. Some of these have base words that students will recognize and some do not. Choose words and levels of difficulty that match your students' needs and abilities.

Three- and Four-Syllable Words with Base Words

activity	admiring	admitted	advising	appearance
artistic	believing	belonging	carefully	carelessly
collecting	collection	commitment	commonly	completely
confusing	connected	connection	container	contestant
correction	correctly	disappear	disappearance	disbelief
disconnect	entirely	equality	example	excitable
excitement	exciting	expectation	expecting	exploration
explorer	fantastic	government	governor	happening
happiness	hurrying	impolite	inactive	incomplete
incorrect	information	invitation	inviting	location
magnetic	musical	perfection	perfectly	politely
prevention	reappear	replacement	selection	successful
suddenly	supposing	uncommon	undecided	unexpected
unhappily	unhappy	unhurried	unsuccessful	unwrapping

Three-Syllable Words with No Base Word

accident	advertise	alphabet	calendar	capital
colony	consonant	develop	dinosaur	energy
entertain	exercise	furniture	habitat	instrument
introduce	library	potato	solution	syllable
tomato				



Using Student Growth Data as the Driving Force: *What is “good”, what is “great”, what is “normal”?*



James C. Cureton II, Ph.D.

Director of Assessments and Accountability

Tyler ISD

Woody Paik, Executive Vice President

Curriculum Associates