

Analyzing Mid-year Class Growth



- Login to TIM and choose "Learning Ladder"
- Select your class and Fall Reading 2007.
- In the upper left corner of the screen that appears, choose the link titled: "Class Report for Reading":
- Using the mean scores at the bottom of the report, record the overall mean, Lexile mean, and goal area RIT mean scores on the charts below
- Next, go back to the selection screen and choose: Winter Reading 2008
- Record the overall mean, Lexile mean, and goal area RIT mean scores on chart below
- Calculate the Growth
- Repeat the above steps for Math and Language Usage

Reading	Overall Reading	Mean Lexile Score	Word Analysis & Vocabulary	Literal Comprehension	Interpretive Comprehension	Literary Response & Analysis
Fall						
Winter						
Growth						

Math	Overall Math	Number Sense & Operations	Patterns/ Functions / Algebra	Measurement	Geometry & Spatial Sense	Data Analysis Statistics & Probability	Problem Solving
Fall							
Winter							
Growth							

Language Usage	Overall Language	Writing Strategies	Writing Applications & Genres	Mechanics	Grammar
Fall					
Winter					
Change					

- Circle your areas of greatest growth and list them here:
 - a. In Reading:
 - b. In Math:
 - c. In Language Usage:
- Did your class experience growth in the goal area they chose to target?
- What trends do you notice?
- What strategies have you and your students used that contributed to the highest levels of growth?
- What could you do to improve growth in other areas?
- Do you think you need to stay with your current goal area or focus on a new one based on these results?

Analyzing Mid-year Individual Growth

- Examine your ASG Reports (Achievement Status and Growth)
- Look at the percentage of students who have already met or exceeded their targeted RIT score in reading and record it in the provided space below. (Repeat for Math and Language Usage)
 - a. **Reading:** _____
 - Are there any surprises? (Unusually high or low scores for a student that you wouldn't have expected)
 - Do other measures support these surprises or raise questions?
 - b. **Math:** _____
 - Are there any surprises? (Unusually high or low scores for a student that you wouldn't have expected)
 - Do other measures support these surprises or raise questions?
 - c. **Language Usage:** _____
 - Are there any surprises? (Unusually high or low scores for a student that you wouldn't have expected)
 - Do other measures support these surprises or raise questions?
- Record the RIT scores of any students who have not yet met their targeted goals (or those who are the greatest number of points away from their goals.) If you record the RIT scores in order, it will make the next question easier:
Reading: _____
Math: _____
Lang Use: _____
- Did students at any specific RIT range make less progress than those in other ranges?
Reading:
Math:
Lang Use:
- How can you change your flexible groups or differentiate instruction to focus on their needs?
- Talk with a partner about some reasons that explain why some students' scores may have dropped?
(Haven't received instruction in that range yet, lack of effort, lack of motivation, need additional practice, ??)
- For students who made significant drops, do you gain insight by analyzing their goal area scores?
- What strategies and resources do you need to employ to help ensure that all students meet their targeted growth by the end of the year?

Optimal Growth Report

- How many students are working on optimal growth?
- Are your lower students aware that achieving optimal growth two to three years in a row means they will likely be proficient at that point?
- Are your higher students aware that they must achieve optimal growth in order to stay in the advanced range? Would it be wise or unwise to share this information with them?

What additional questions do you have about this report?

What additional questions would help you as you make "mid-year" changes in your instruction and goals?