

Analyzing End of year Class Growth



- Login to TIM and choose "Learning Ladder"
- Select your class and Fall Reading 2006.
- 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 2007
- Record the overall mean, Lexile mean, and goal area RIT mean scores on chart below
- Repeat the above steps for Math and Language Usage
- Use a highlighter to outline the column that represents your class goal area.
- Repeat the steps for your Spring scores

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

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

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

- 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?

Analyzing End-of-Year Individual Growth

- Examine your ASG Reports (Achievement Status and Growth.) Note students who have made great progress and celebrate!
- Look at the percentage of students who 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 did not meet 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:
- 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, need additional materials, ??)
- Do you gain insight by analyzing the goal area scores for your students whose scores declined?
- Were any sub-groups more or less successful than others at reaching their goals?
(ELL, GATE, RSP)

Optimal Growth Report

- How many students met their optimal growth?
Are there commonalities among the students who met their optimal growth targets?

Additional Insights or Questions

- Record additional insights you've gained as you've studied your end of year ASG reports
- What additional questions do you have about this report?
- Is there any info in this report that would help us make decisions about changes in our instruction, resources, or practices for next year?