

Data Analysis & Planning Process – Admin Level

Validate Data

Reflections on Growth & Impact of Instruction

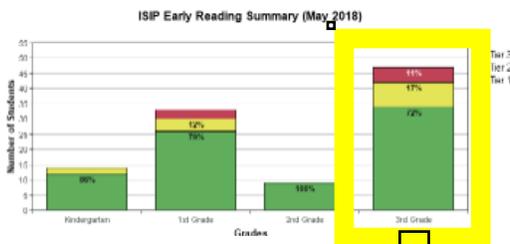
ISIP Assessment Completion



Have the majority of students assessed?

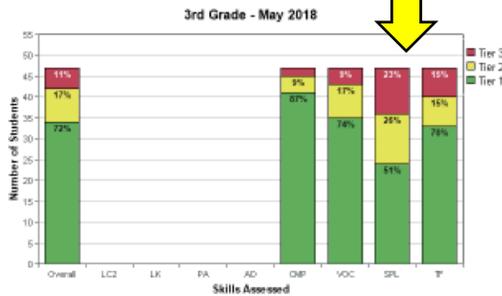
How would the **Executive Summary** be invalid if the majority have not assessed?

Executive Summary



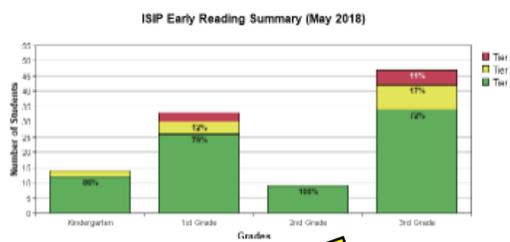
Which grade level has the highest percentage of Tier 2 & 3 students?

As an administrator, what support are you providing that grade level?



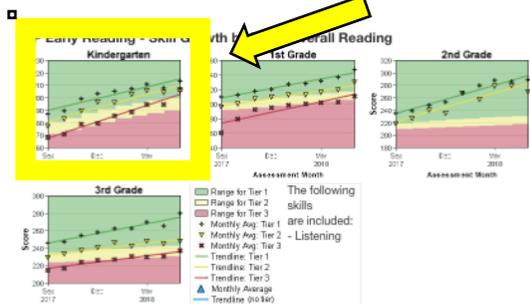
Click on the grade level bar graph with the highest percentage of Tier 2 & 3 students.

What subtest is the greatest area of need?



Looking at the **ISIP Summary by Tier**, what does the chart tell you about growth within different tiers of instruction?

Is there a grade level that has greater gains than others? Less than others?

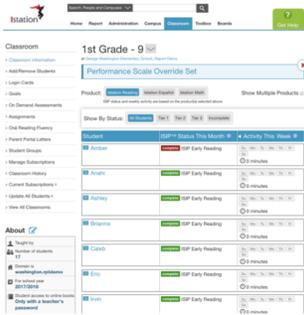


Is each Tier making growth? What are the next steps if growth is stagnant or declining?

Next Steps:

Data Analysis & Planning Process – Classroom Level

Classroom Page



The **Classroom Page** is accessed from the home page at www.istation.com. Have all students tested?

If so, continue on with validation process. If not, plan for student/s to take test.

How would report data be invalid if all the students have not tested?

The **ISIP Summary** is accessed from the link on the **Classroom Page**.

Scan the **ISIP Summary** data table.

Do student results reflect their ability both overall and in subtest areas?

Click on **ISIP Summary Overall Reading** bar graph to access **Skill Growth Report**.

Scan the **Skill Growth** data table.

Are students' data points growing **over time**?

If so, move on to analyze their data.

If not, further investigation is needed via the **Session Summary & Activity Detail**.

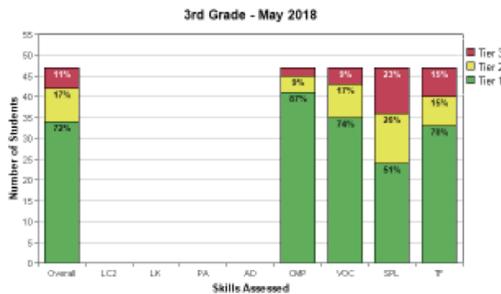
The **Session Summary & Activity Detail** is accessed by clicking on the student's name in the data table.

Next, click on the **blue [+]** sign by the assessment month being investigated.

How is this information useful in validating data?

Validate Data

ISIP Summary & Skill Growth



Students	Overall Reading Score	Overall Reading Tier	Listening Comprehension Score	Listening Comprehension Tier	Letter Knowledge LK (+) Score	Letter Knowledge LK (+) Tier	Phonemic Awareness PA (+) Score	Phonemic Awareness PA (+) Tier	Alphabetic Decoding AD (+) Score	Alphabetic Decoding AD (+) Tier	Comprehension CMP (+) Score	Comprehension CMP (+) Tier	Vocabulary VOC (+) Score	Vocabulary VOC (+) Tier	Spelling SPL (+) Score	Spelling SPL (+) Tier	Text Fluency TF (+) Score	Text Fluency TF (+) Tier
Juliana [-]	221	3									227	3	224	3	215	3	30	3
Brenda [-]	228	3									241	2	232	2	215	3	39	2



Students	April [+]			May [+]			June [+]		
	Ability Index	Tier	%-tile Rank	Ability Index	Tier	%-tile Rank	Ability Index	Tier	%-tile Rank
Abigail	235	2	27 th	243	2	40 th			
Aileen	248	1	62 nd	250	1	54 th			

Session Summary and Activity Detail for Abigail

Session Summary (33 sessions) for 2017 | 2018 | 2016

User Date (approx date on PC)	Duration (mm:ss)	Activity Status
Tue May 15 2018 02:54:42 PM (-05:00)	00:44:13	Excessive idle time
Mon May 14 2018 02:55:25 PM (-05:00)	00:43:45	Excessive idle time
Tue May 08 2018 02:55:15 PM (-05:00)	00:43:46	Excessive idle time
Thu May 03 2018 02:56:29 PM (-05:00)	00:36:48	Excessive idle time
Tue May 01 2018 03:00:44 PM (-05:00)	00:40:21	Excessive idle time
Mon Apr 30 2018 02:56:40 PM (-05:00)	00:31:49	Excessive idle time
Fri Apr 27 2018 02:55:26 PM (-05:00)	00:14:16	Excessive idle time
Thu Apr 12 2018 02:58:52 PM (-05:00)	00:30:13	Excessive idle time

Usage Summary for 2017 / 2018 School Year

Last Login: Tue May 15 2018 02:54:42 PM (-05:00)

Sessions: 33
Minutes/Week: 103
Active Weeks: 31
Total Time: 53.4
Avg Session/Week: 3

Legend:
● Excessive idle time
● Excessive aborts
● Not at school
■ Web-based assessment
○ Offline activities

Session's Activity Details

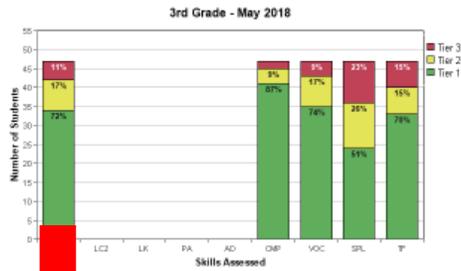
Activity	Score
ISIP Early Reading: Vocabulary	10/17 - 04:03
ISIP Early Reading: Comprehension	6/9 - 04:02
ISIP Early Reading: Comprehension Payoff	00:11
ISIP Early Reading: Spelling	4/5 - 01:49
ISIP Early Reading: Spelling Payoff	00:07
ISIP Early Reading: Text Fluency	14/18 - 00:00

Session Summary & Activity Detail

Analyze Data Core Instruction & Each Student

Data-Driven Planning

ISIP Summary



Overall Reading Overall (%)	Listening Comprehension Overall (%)	Letter Knowledge Overall (%)	Phonemic Awareness Overall (%)	Alphabetic Decoding Overall (%)	Comprehension OMP (%)	Vocabulary VOC (%)	Spelling SPL (%)	Text Fluency T (%)
221	3	3	3	3	227	3	224	3
228	3	3	3	3	241	2	222	2

Skill Growth

ISIP Early Reading results for 3rd Grade - M
at Washington Elementary School - 2017/2018 School Year
Performance Scale Override Set



August - November | December - March | April - July

April - July (Overall Reading)

View as CSV

Students	April (+)			May (+)			June (+)		
	Ability Index	Tier	%-tile Rank	Ability Index	Tier	%-tile Rank	Ability Index	Tier	%-tile Rank
Abigail	235	2	27 th	243	2	40 th			
Aileen	248	1	52 nd	250	1	54 th			

Priority Report

Priority for 2nd Grade - 22
at George Washington Elementary School - 2017/2018 School Year

See an overview of current groups for this class...

ISIP Early Reading: Comprehension

Recommended Teacher Directed Lesson: Teacher Resources Lessons: ISIP - Reading Comprehension

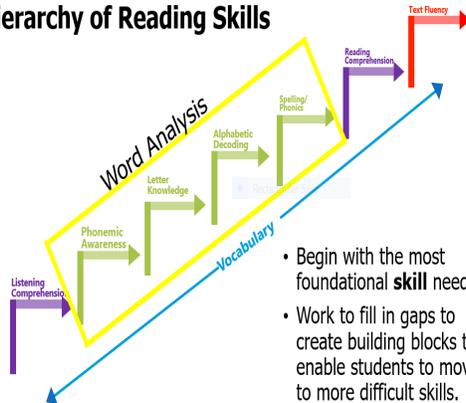
Students in this Group	Skill Level	Priority Status	Overall Level	Date Listed	Usage Since this Alert (h:mm)
Colton (-)	1	🔴	1	Tue Aug 1 2017	07:09
Bryan (-)	1	🔴	1	Wed Jan 17 2018	26:51

ISIP Early Reading: Text Fluency

Recommended Teacher Directed Lesson: Teacher Resources Lessons: ISIP - Text Fluency

Students in this Group	Skill Level	Priority Status	Overall Level	Date Listed	Usage Since this Alert (h:mm)
Colton (-)	1	🔴	1	Tue Aug 1 2017	07:09
Bryan (-)	1	🔴	1	Wed Jan 17 2018	26:51

Hierarchy of Reading Skills



- Begin with the most foundational skill need.
- Work to fill in gaps to create building blocks to enable students to move to more difficult skills.

What are the strengths & areas of need of the class/core instruction (see bar graph)?

What are the strengths & areas of need of each student (see data table)?

What instructional adjustments need to be made for the upcoming month for the class & individual students? Does On-Line Instruction need adjusting for some?

Is the class making adequate growth over time (see blue trend line)?

Is each student making adequate growth over time (see data table)?

If so, what next?

If not, what adjustments need to be made?

The Priority Report is accessed from the link on the Classroom Page.

How can this report help form small groups for targeted instruction?

How can this report help teachers locate teacher-led resources which align with student needs?

Are some students appearing in multiple sub-test groups or skill groups on this report?

If so, how can the teacher apply knowledge of the Hierarchy of Reading Skills in planning for those high-need students and other students as well?

