New England Common Assessment Program

Using the Fall 2012 NECAP Results
Welcome and RIDE Introductions

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Goals of the Workshop

✓ Share State results

✓ Review the different types of NECAP reports

✓ Find a *Pattern of Need* in the Fall 2012 NECAP results data
Report available online at: www.ride.ri.gov/NECAP

Rhode Island’s NECAP Math, Reading, and Writing Results for Grades 3-8 & 11

October 2012 Test Administration

Supplemental Data: Class of 2012 High School Graduation Rates

Deborah A. Gist, Commissioner

255 Westminster Street
Providence, RI 02903
(401) 222-4600
Five-Year Increases in Achievement

- Gr. 5 Reading: 4%
- Gr. 6 Reading: 5%
- Gr. 6 Math: 7%
- Gr. 7 Math: 7%
- Gr. 8 Reading: 12%
- Gr. 8 Math: 5%
- Gr. 11 Reading: 9%
- Gr. 11 Math: 7%

2008-2012
Student Group Performance on NECAP

- All student subgroups except for students with IEPs improved in Reading and Math since 2008.

- Largest gains by LEP Monitored students in Reading and Math with 18 and 17 point gains respectively.

- Achievement gaps in Reading and Math continue to narrow for LEP and low-income students in grades 3 and 4.
Achievement gaps between student with IEPs and students without IEPs continue to widen at all grade levels in Reading and Math.

Gaps between LEP and Non-LEP students and between Low-Income and Non-Low-Income students continue to narrow since 2005 in Reading and Math for students in grades 3 and 4.

Widest gaps are found in Reading at Grade 11.
Very little change at the district/LEA-level in terms of student achievement in Reading or Math.

Only one of Rhode Island’s 54 districts/LEAs posted a significant gain in Reading and only one in Math (one also posted a significant drop in Math).

Over the five-year period from 2008 to 2012, however there were far more districts/LEAs that posted gains in Reading (n=21) and Math (n=25).
School Performance on NECAP

- Compared to last year, only 5 schools posted significant gains in Reading (3 high schools, 2 elementary) while 9 schools posted significant gains in Math (7 high schools, 2 elementary).

- Compared to 5 years ago, 43 schools made significant gains in Reading and 50 schools made gains in Math.
## Comparison of NECAP States by Achievement Level: Fall 2012 Reading Test Results for Grades 3, 4, and 5.

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Comparison of NECAP States by Achievement Level:  
Fall 2012 Mathematics Test Results for Grades 3, 4, and 5.

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Areas of Concern

- 3rd and 4th grade students’ performance in both Reading and Math has remained flat since 2008.

- 7th graders’ performance in Reading and 5th graders’ performance in Math has not changed significantly either.

- Students with IEPs were the only student group to post a significant decrease in Math since 2008.
Areas of Concern (continued)

- Achievement gaps continue to widen between students with IEPs and their peers.
- Low income and LEP student achievement gaps have widened to 71 percentage points in Reading for 11th graders.
- Since 2005, gaps have generally widened in all grades except 3 and 4 for LEP and low-income students on the Reading and Math tests.
Workshop Reference Materials

The New England Common Assessment Program

Guide to Using the 2012 NECAP Reports

NECAP
Analysis and Reporting System
User and Training Manual
January 2013

Audience: All users of the NECAP Analysis and Reporting System

NECAP Service Center
Toll-Free#: 877-632-7774

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Last updated: 1/14/13
Types of NECAP Reports

**Student Report** *(Confidential)*
Information for Parents

**Item Analysis Report** *(Confidential)*
School level by student

**Results Report** *(Public)*
School and District level

**Summary Report** *(Public)*
District/State level

**Student Level Data Files** *(Confidential)*
Excel/csv files by grade on district and school confidential site
Accessing Your Confidential Reports

http://iservices.measuredprogress.org

New England Common Assessment Program
Online Services

- Order Additional Student Labels
- NECAP Reporting
- Online Writing Manuals
- Online Writing Materials
- Order Additional Materials
- Home
Accessing Your Confidential Reports

Rhode Island Analysis and Reporting System

Login

1. Enter your user name in the box marked **User Name**.
2. Enter your password in the box marked **Password**.
3. Click **Login**.

User Name

Password

Login

For assistance, call the NECAP Service Center at 1.877.632.7774 between the hours of 8 AM and 4 PM, Monday through Friday.

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These accounts are intended for the **district level** user and allows access to **all** reports.

This account is intended for the **school principal**. One school principal account exists for each school. The principal assigns all accounts for teachers within the school.

These accounts are intended for the **school teachers** who will see only the students to whom they have been assigned by the principal.

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**District Administrator** (Superintendent)

**School Level** (Principal)

- Classroom (Teacher)
- Classroom (Teacher)
- Classroom (Teacher)
- Classroom (Teacher)
- Classroom (Teacher)

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Password Assistance: Use the following list to determine whom to contact for assistance with your User Name and Password:

- Superintendents – Contact NECAP Service Center at 877-632-7774
- Principals – Contact NECAP Service Center at 877-632-7774
- Teachers – Contact School Principal

[http://www.ride.ri.gov/assessment/Results.aspx](http://www.ride.ri.gov/assessment/Results.aspx)
Introductions

• Lindsay Wepman, RTTT Assessment Specialist

• Project Lead on the **Data Use Professional Development Series**
  - 10-day training series on the use of data to inform instruction
  - Off-site workshops within small cohorts and on-site coaching visits for tailored follow-up
  - Tiered training to best meet the needs of RI educators
  - RIDE partnered with Wireless Generation to develop and deliver the professional development
Using NECAP Data

*Today’s Goals:*

- Engage in a *Data Conversation* on Fall 2012 NECAP results
- Utilize the *Cycle of Inquiry* to find a *Pattern of Need*
- Learn tools to engage educators in *low-stakes* data conversations

*Aligned to Data Use Professional Development Series*
Cycle of Inquiry

- Data Conversations
  - Implement Strategy and Assess
  - Reflective Practice
- Data Conversations
  - Identify Pattern of Need
- Data Conversations
  - Strategize
  - Create Action Plan
- Data Conversations
  - Act
  - Analyze

Reflective Practice
Why Low Stakes?

• Looking for a *Pattern of Need* allows us to look at groups of students, not individual students.

• Talking about data can feel personal to an educator, but the focus is on student achievement.
Finding a “Pattern of Need”

**Materials:**

- Pen/pencil
- NECAP Item Analysis Report
  - *Math*
  - *Demo Data*
- Legend for the Item Analysis Reports
Finding a “Pattern of Need”

**Step 1 – Lower the Stakes**

- Start with small, manageable chunks
- Fold back the left side of the report – Student Names
- Fold back the right side of the report – Total Test Results
- Fold back the bottom of the report - Comparisons
Finding a “Pattern of Need”

Step 2 – Become Familiar with the Data

NOTE: Use the legend to orient yourself to the data set.

Key Observations:

• Item Type
• Total Possible Points
• Rows vs. Columns
Finding a “Pattern of Need”

Step 3 – Visualize the Data

Using your pen/pencil, focus on finding a Pattern of Need within an area of interest.

Remember, Patterns of Need do not have to be challenge areas; you may find a pattern of strength, signifying a need for enrichment!

EXAMPLE 1: Circle all the zero responses.

EXAMPLE 2: Circle all the highest scores possible.
Finding a “Pattern of Need”

Step 4 – Examine Patterns in the Data

• High Level View – what do you first notice?

• Identify characteristics of the Pattern of Need

  EXAMPLE 1: The Pattern of Need that I discovered is that most Short Answer responses received a score of 1.

  EXAMPLE 2: The Pattern of Need that I found is that a majority of Constructed Response answers did not receive full credit.
Finding a “Pattern of Need”

Next Steps

• Look at the items for more information.

• Create a working hypothesis for the cause of the Pattern of Need based on evidence.

• Validate (or refute) the findings using other relevant data sources.
  – District benchmark assessments
  – Common tasks
  – Teacher observations
  – Results from formative assessment practices
“Turnkey” with Educators

- Access and print the Item Analysis Report and corresponding Released Items via NARS
- Consider your audience
  - With whom will you share this exercise?
  - Remember FERPA!
- Find a *Pattern of Need* in your school’s own data
- Keep it “low stakes”
RIDE Contact Information

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401-222-8494

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Office of Instruction, Assessment & Accountability  
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Office of Instruction, Assessment & Accountability  
401-222-8458

**Mathematics:** Susan Pagliaro  
Office of Instruction, Assessment & Accountability  
401-222-2644