

Instructional Materials Overview

SPS Board Work Session
January 27, 2025

Introduction

Purpose of High Quality Instructional Materials

State Process

District Process

Content Focus for 24-25 Board Approval for Use in Classrooms, Fall 2025

Investing in High Quality Instructional Materials

- ❑ Alignment with Standards
- ❑ Equity and Consistency
- ❑ Engagement and Relevance
- ❑ Scaffolded and Differentiated Learning
- ❑ Teacher Support
- ❑ Data-Informed Instruction
- ❑ Critical Thinking and Problem Solving

State Process

- ❑ Review of State Academic Standards
- ❑ Submission by Publishers
- ❑ Evaluation by Expert Panels
- ❑ Compilation of Approved Materials
- ❑ Instructional Materials Adoption Cycle

State Adoption Schedule

The state adoption schedule through the year 2028 is included below for your reference.

Oregon State Review Cycle	For use in classrooms by fall:
2023: Science	2024
2024: Health	2025
2025: Social Sciences	2026
2026: World Language, the Arts, Physical Education	2027
2027: English Language Arts	2028

District Process

- ❑ Formation of Review Teams
- ❑ Evaluation of Materials
- ❑ Roles and Responsibilities
- ❑ Stakeholder Engagement

Current SPS Focus

K-12 Health - On Cycle

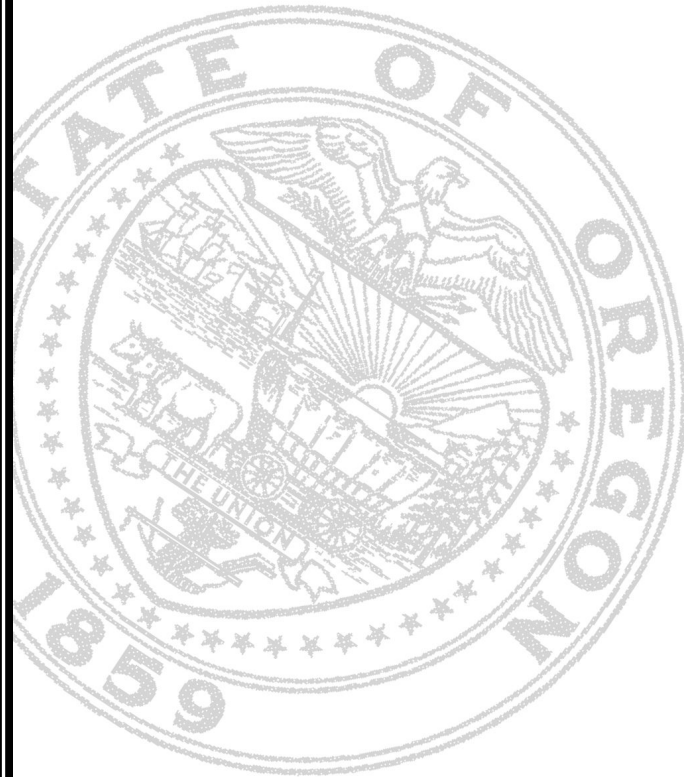
High School Science - Extension Due

INFORMING STUDENT GROWTH

SPRINGFIELD PUBLIC SCHOOL BOARD – WORK SESSION

MONDAY, JANUARY 27, 2025

The Right Assessment for the Right Purpose Guidance Document



Data Analysis - Overview

1. Define Objectives and Goals

- **Purpose:** Clarify why you are analyzing student achievement.
 - Example: Identify gaps in reading comprehension, evaluate math intervention programs, or assess overall student performance trends.
- **Key Questions:**
 - What are the specific learning outcomes or goals?
 - Which student groups or grade levels should be the focus?

2. Collect Data

- **Sources of Data:**
 - **Standardized Tests:** State and national assessments (e.g., SAT, ACT, state-mandated tests).
 - **Formative Assessments:** Classroom quizzes, benchmark tests.
 - **Summative Assessments:** End-of-unit or semester exams.
 - **Anecdotal/Other Metrics:** Attendance, behavior records, and socio-economic data.
- **Disaggregation**

Data Analysis

3. Clean and Prepare Data

- **Data Cleaning:**
 - Remove duplicates or incomplete records.
 - Handle missing values (e.g., through imputation or exclusion).
- **Validation:**
 - Ensure data accuracy by cross-checking with source documents.
 - Verify consistency across datasets.

4. Analyze the Data

- **Statistical Tools and Methods:**
 - **Descriptive Statistics:**
 - Calculate averages, medians, and standard deviations of test scores.
 - Measure overall trends in student performance.
 - **Comparative Analysis:**
 - Compare performance across demographic groups.
 - Analyze trends over time (e.g., year-over-year improvement).
 - **Correlation Analysis:**
 - Examine relationships between variables, such as attendance and achievement.
 - **Growth Metrics:**
 - Measure individual student progress (e.g., Student Growth Percentiles).
 - **Equity Gap Analysis:**
 - Identify achievement disparities among demographic subgroups.



Data Analysis

5. Interpret Findings

- **Key Questions:**
 - What are the strengths in student achievement?
 - What areas require targeted interventions?
 - Are there specific groups disproportionately underperforming?
- **Benchmarks:**
 - Compare results to state, national, or district-level benchmarks.

6. Develop Action Plans

- **Strategies:**
 - Create or modify intervention programs targeting identified gaps.
 - Design professional development for staff based on student, staff, and building needs.
 - Introduce tailored instructional strategies or resources.
- **Engagement:**
 - Set measurable goals and timelines for improvement.

Data Analysis

7. Monitor and Evaluate Progress

- **Continuous Monitoring:**
 - Conduct regular follow-ups to assess the impact of interventions.
 - Use interim assessments to measure progress.
- **Adjustments:**
 - Refine strategies based on ongoing data analysis.

8. Report and Disseminate Results

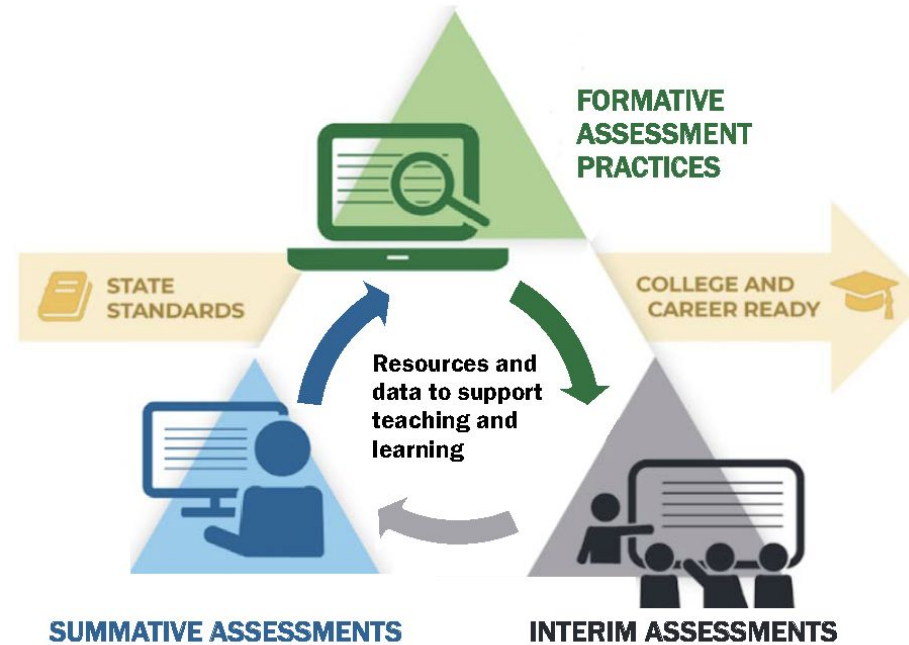
9. Ensure Ethical Use of Data

- **Confidentiality:**
 - Protect student privacy and comply with FERPA (Family Educational Rights and Privacy Act).
- **Bias Mitigation:**
 - Use fair and equitable methods to analyze and report data.



Balanced Assessment System

The Oregon Statewide Assessment System has three components: the summative assessments, designed for accountability purposes; interim assessments, designed to support teaching and learning throughout the year; and formative assessment practices, designed to support classroom-based formative assessment processes.



FORMATIVE ASSESSMENTS

- ***Formative assessment*** is a process of educator-to-student and, more importantly, student-to-student interactions and behaviors that increase student ownership of the learning process.
- Most importantly, the process helps students to develop skills in self-assessment..

INTERIM ASSESSMENT SYSTEMS

- Interim assessments are periodic standards-based assessments that target specific units of content
- When administered in a standardized manner at the school or district level, districts will often elect to have students across an entire grade take the same interim assessment at the same time.
- This allows for a common, within-school or district view of how students are progressing toward understanding Oregon's content standards.
- Some of the most important uses of interim assessments are defined by classroom educators to inform ongoing instructional questions, such as, "Did my students understand that that concept?" and, "What aspects do I probably need to revisit and reframe to support their learning?"

SUMMATIVE ASSESSMENTS

- Summative assessments are standards-based assessments of proficiency administered after instruction has occurred, generally at the end of an academic school year.
- State-level summative assessments are typically used for school accountability, program evaluation, and to estimate groups of students' achievement levels.
- Summative assessments are reflective of the full depth, breadth, and complexity of grade level content standards to which they are aligned.

The Right Assessment for the Right Purpose

Formative

Student level information,
in the moment.



Interim

Classroom information
at the end of a unit.



Summative

State, district, and
school information at
the end of the year.



Formative Assessment

Magnetic Reading Foundations K-2 assessments:

Checks: Note which children were unable to perform the lesson objective and provide reteaching in the moment as well as in small group instruction.

Weekly Assessment: Administered whole-group and individually once per week. Used to identify instructional next steps to reteach skills.

Corrective Feedback: Routines for quickly correcting decoding errors while students are reading. Check encoding and providing feedback to help students learn correct spelling.

Fix-Up Strategies: Gives children tools for self-correcting different reading errors.

Weekly Assessment

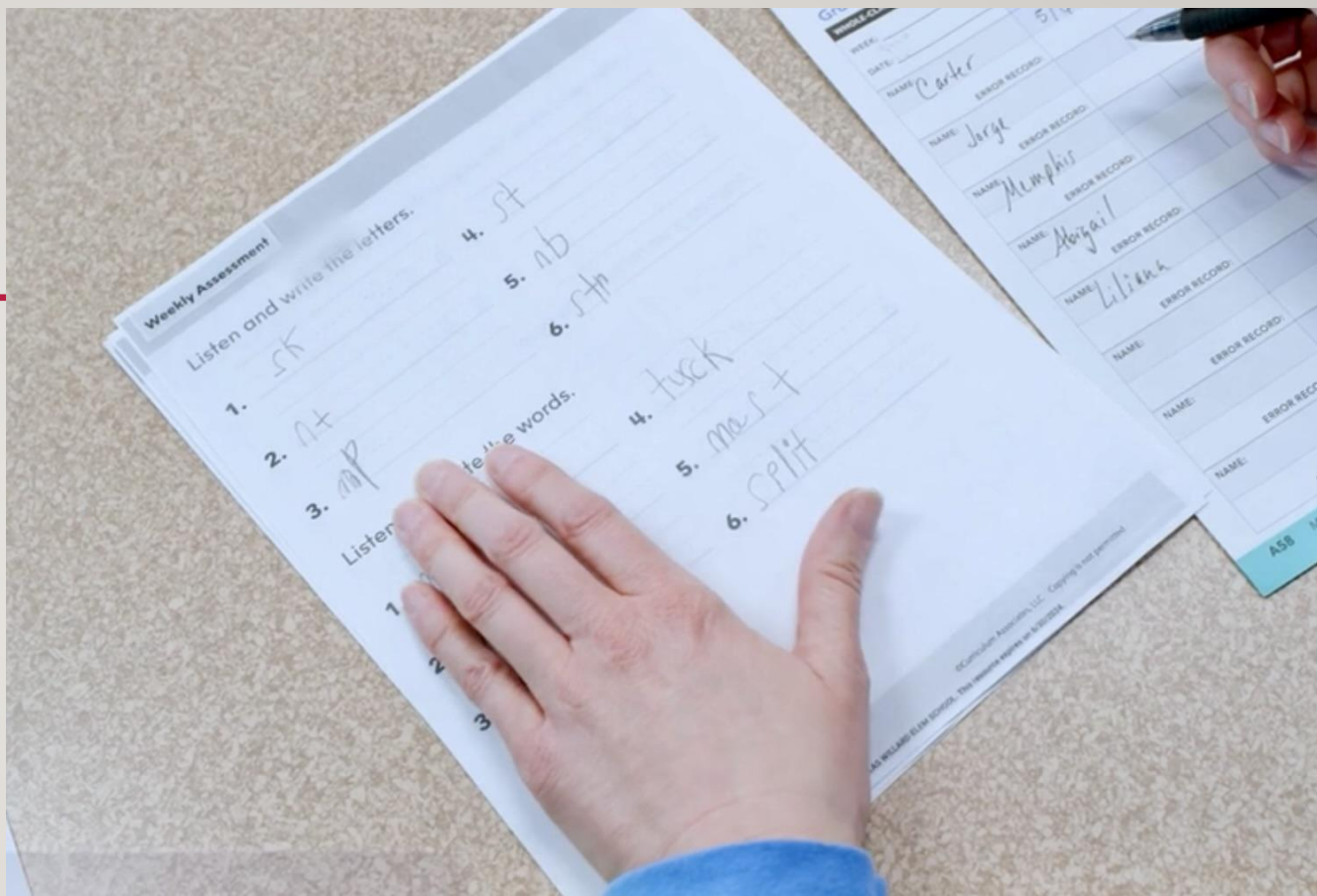
Every 5th session

Spot errors as students rapidly learn new skills

Quick gauge as students gain proficiency

How and when to intervene

Determine next instructional steps



Instructional Next Steps

Grade level and individual class data is reviewed in Embedded Collaboration (EC) sessions each week

Provides instructional options for small group instruction between formative assessments

Grade levels use this data suggested resources to plan instruction for the next 1-2 weeks

WEEK 1

Instructional Next Steps

1. Review the Instructional Next Steps for the **Whole-Class Assessment** on Teacher's Guide p. A57.
2. Review the Instructional Next Steps for the **Individual Assessment** below.

PART 3: RECOGNIZE RHYME AND LETTER SOUNDS

<p>If children were not able to recognize rhyme...</p>	<p>Then provide additional practice using a visual support. For example, show or draw a picture of a cat, bat, and dog. Have children name each picture. Model how to say each word and then name the two words that rhyme. Say, Cat, bat, dog. I hear the same sound at the end of cat and bat: /ăt/. Cat and bat rhyme. Have children practice with you. Then have them try it independently with a new set of words.</p>
<p>If children were not able to recognize the initial sound...</p>	<p>Then provide additional modeling and practice using the SS&A Cards. For example, say a word and isolate the initial phoneme: <i>The first sound in man is /m/.</i> Have children say the sound with you. Then follow the Articulation section of the SS&A Cards for <i>m</i> to have them practice making the /m/ sound with their mouths. Continue by having them isolate /m/ in <i>mess, moon, and milk.</i> Then have children practice isolating phonemes independently.</p>

PART 4: IDENTIFY LETTERS

<p>If children were not able to identify the letter(s)...</p>	<p>Then reteach the target letters <i>Mm</i> and <i>Tt</i>. Use Word Building Cards to emphasize the connection between letters and the sounds they stand for.</p>
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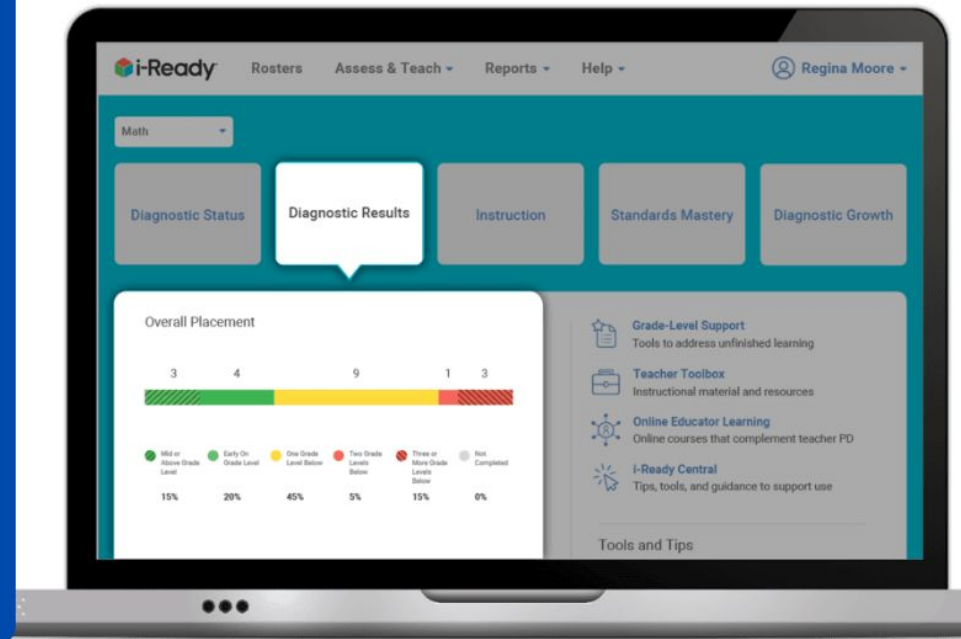
Middle School Leveraging iReady Math Diagnostic for Student Success

Mathematics

Diagnostic Results Reports

See how *i-Ready* data provides teachers with actionable insight that informs instruction.

READ ON 

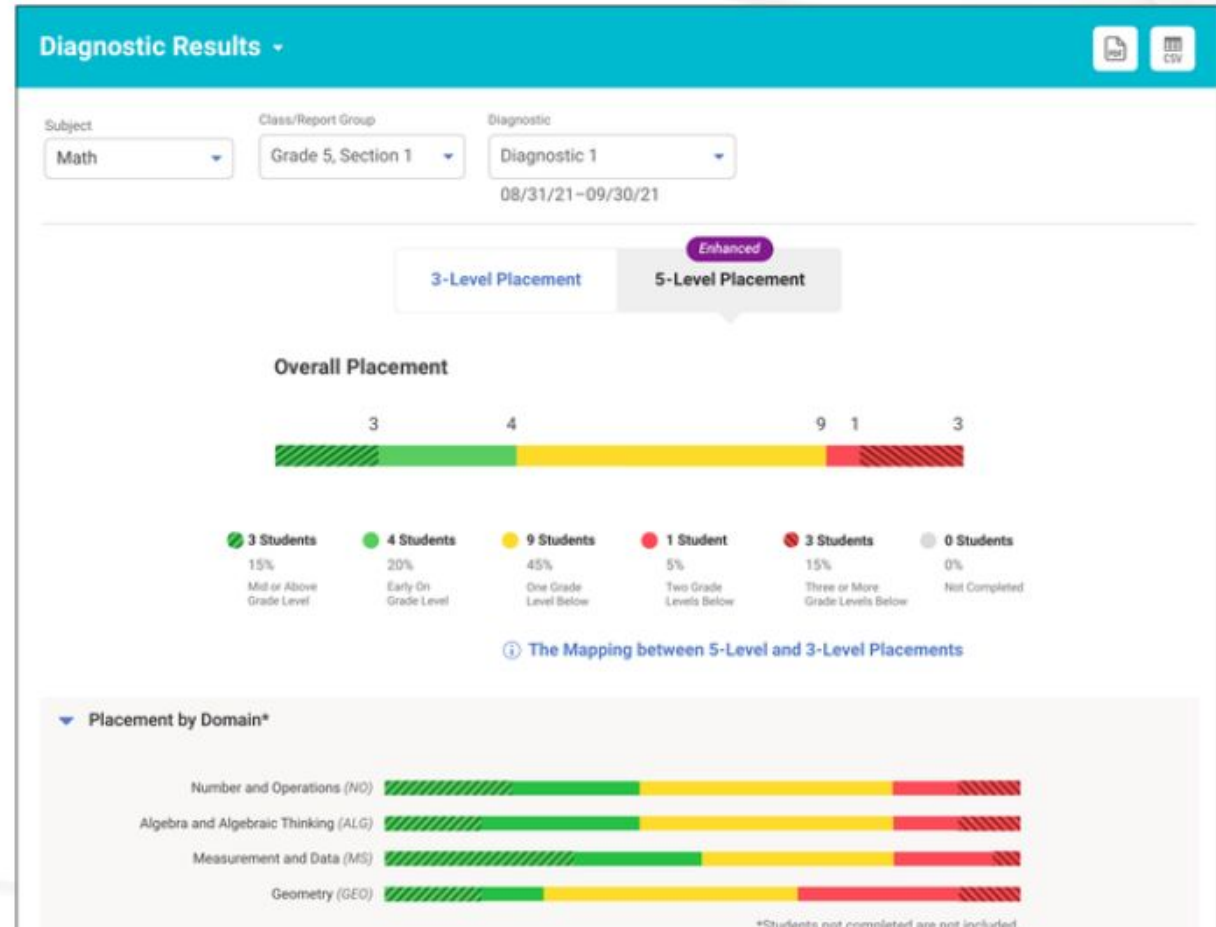


Diagnostic Results for a Class

This comprehensive picture of instructional needs provides multiple key data points in one place, including criterion-referenced grade-level placements, national norms, Quantiles, and growth measures.

Educators use this report to answer:

- How is my class performing, and what are their domain-specific instructional needs?
- What are the suggested growth measures for each of my students?

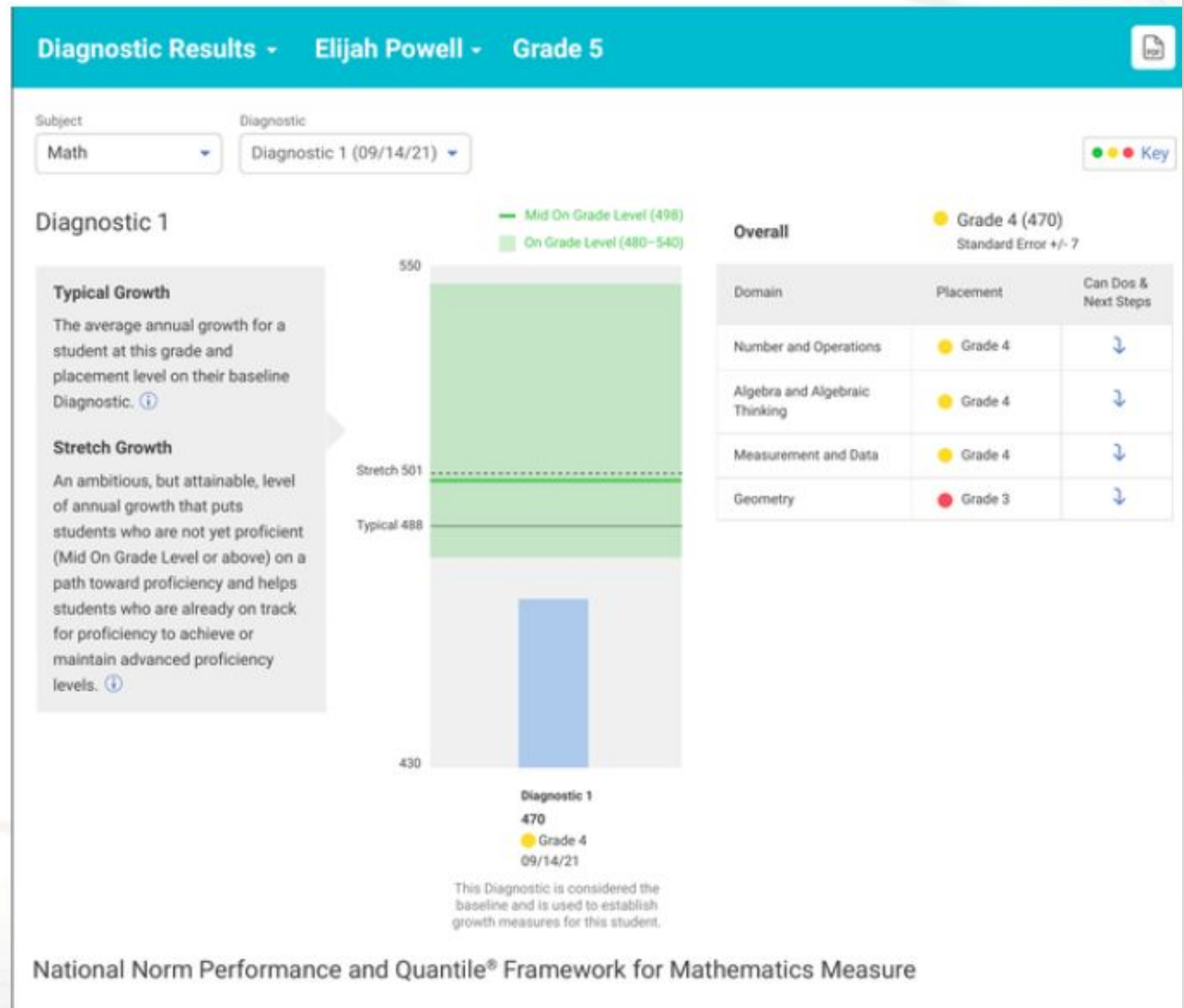


Diagnostic Results for a Student

Uses criterion-referenced grade-level placements to give teachers insight into the instructional strengths, areas of need, and annual growth expectations for each student

Educators use this report to answer:

- What are the strengths and areas of need for this student?
- How do I plan my differentiated instruction and identify the right resources to best support my students' needs?



Instructional Groupings

Groups students with similar instructional needs and, for each group, provides the teacher with detailed instructional priorities and classroom resources to support differentiated instruction

Educators use this report to answer:

- How can I group my students and plan my instruction to best meet their needs?

Instructional Groupings

Subject: Math | Class/Report Group: Grade 5, Section 1 | Diagnostic: Diagnostic Window 1 | Grade: Grade 5 | 08/31/21 - 09/30/21

View All Groupings | Grouping 1 (4 Students) | Grouping 2 (10 Students) | Grouping 3 (0 Students) | Grouping 4 (2 Students) | Grouping 5 (4 Students)

Students

Showing 10 of 10

Student	Diagnostic Language	Scale Score	Overall Placement	NO	ALG	MS	GEO
Baker, Danielle		459	Grade 4	Grade 4	Grade 4	Grade 4	Grade 3
Bowers, Tara		472	Grade 4	Early 5	Grade 4	Grade 4	Grade 4
Choi, Isabelle		470	Grade 4	Grade 4	Grade 4	Grade 4	Grade 4
Lowe, Noah		470	Grade 4	Grade 4	Grade 4	Early 5	Grade 4
Powell, Elijah		470	Grade 4	Grade 4	Grade 4	Grade 4	Grade 3
Jones, Anna	Spanish	472	Grade 4	Grade 4	Mid 5	Grade 4	Grade 4
Ruiz, Justin		450	Grade 4	Grade 4	Grade 4	Grade 3	Grade 3
Singh, Brian		463	Grade 4	Grade 4	Grade 4	Early 5	Grade 4
Vo, Isaiah		484	Early 5	Grade 4	Early 5	Mid 5	Early 5
Warren, Santino		491	Early 5	Mid 5	Grade 4	Mid 5	Mid 5

Prerequisites

Identifies unfinished learning and provides instructional resources to address prerequisites, either during small group instruction or whole class instruction, depending on the needs of the class

Educators use this report to answer:

- What are my students' learning needs for upcoming grade-level mathematics instruction?

Prerequisites

Subject: Math
Class/Report Group: Grade 5, Section 1
Grade: Grade 5
Topic: Fraction Operations...

i-Ready Topic Overview

Topic: Fraction Operations, Part 1

Students build on their knowledge of adding and subtracting fractions with like denominators and of equivalent fractions to learn to add and subtract fractions and mixed numbers with unlike denominators. They go on to solve word problems involving adding and subtracting fractions and mixed numbers with unlike denominators. Next students connect their understanding of division and of fractions to explore the idea of a fraction as the division of the numerator by the denominator. They use area models to represent fraction multiplication and compare to multiplying using equations to see that the products are the same.



Learning Progression

Whole Class

After familiarizing yourself with the needs of the students based on the data below, you may decide to address these prerequisite skills during whole class instruction.



Topic Support

Prerequisite Groups

	Topic Group A 2 Students	Topic Group B 4 Students	Topic Group C 10 Students	Topic Group D 4 Students
Prerequisites	Recommendations	Recommendations	Recommendations	Recommendations
Add and subtract fractions and mixed numbers with like denominators	✓	Additional Support	In-depth Review	In-depth Review
Understand equivalent fractions	✓	Additional Support	In-depth Review	In-depth Review
Understand division as equal sharing	✓	✓	Additional Support	In-depth Review
Essential Skill Multiply a fraction by a whole number	✓	Additional Support	In-depth Review	In-depth Review

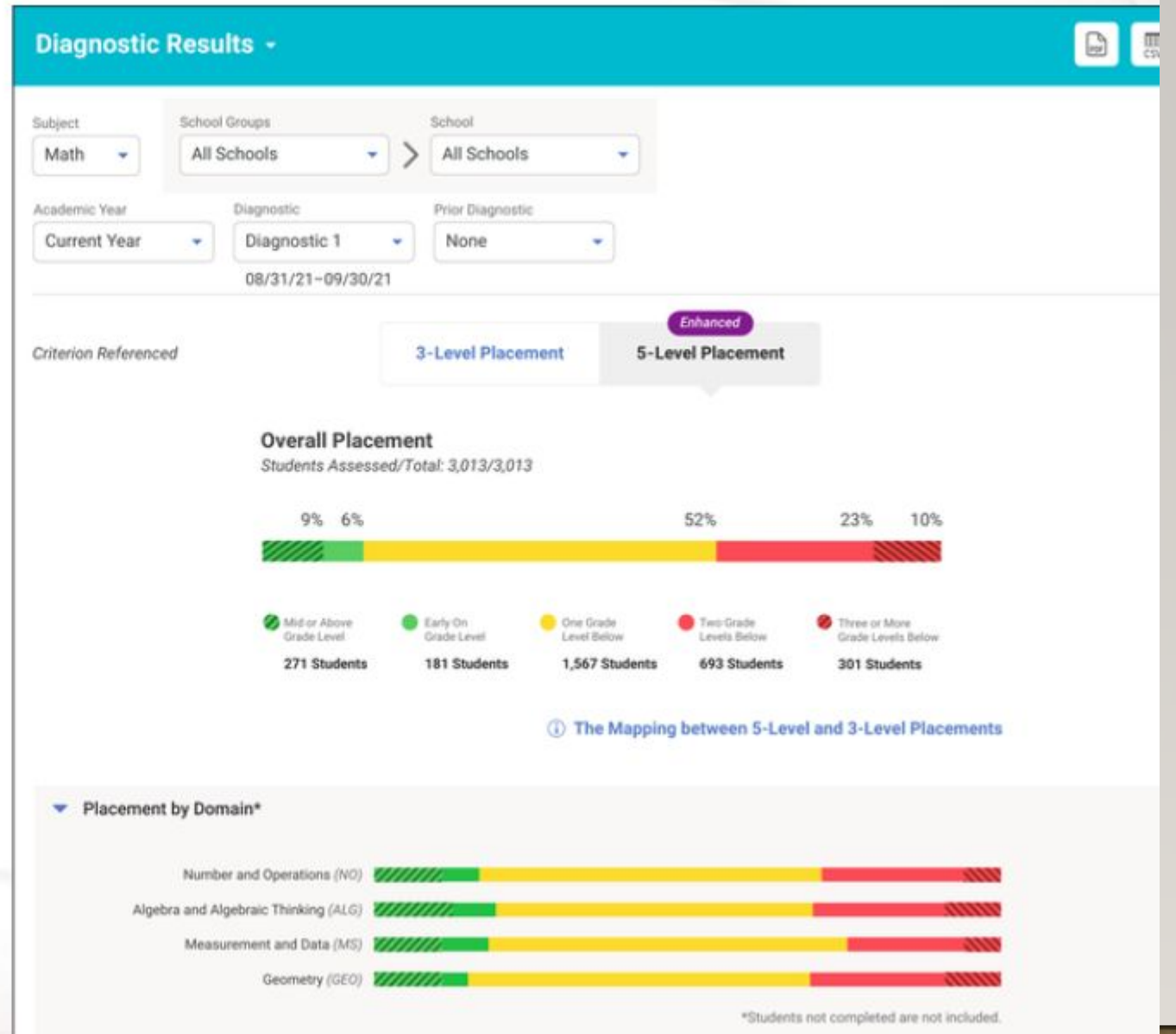
Diagnostic Results for a District

(Single Diagnostic View)

Gives a comprehensive picture of student performance at the school, grade, and class level, or by demographic, enabling administrators to set intervention strategies and inform resource allocation decisions. Also available at the school level.

Educators use this report to answer:

- How can I group my students into grade-level placements?
- What percentage of students is performing below or on/above grade level, and who would benefit from support?
- In which domain(s) do certain grade levels or classes need the most support?



High School: SPS On Track for Graduation Report

Oregon Department of Education Criteria: earn 6 credits/ year

- Not sensitive enough to address needs in real time
- We were missing students who needed intervention

Springfield Public Schools On Track Criteria:

- Reflects completion of graduation credit requirements in English, Math, and Science
- Sensitive to semester progress (grades)
- Informs intervention needs in a timely manner (summer school, night school)
- Automated report to streamline a detailed task, reducing opportunity for human error

	Tier 1		Tier 2		Tier 3	
	Total Credits	Specific Credits	Total Credits	Specific Credits	Total Credits	Specific Credits
9.5	3.5 or More	0.5 in English, Math, <u>and</u> Science	2.51-3.49	0 in Math <u>or</u> Science	2.5 or less	0 English
10	7 or More	1.0 in English <u>and</u> 1.0 in Math	6.01-6.99	0.5 or more in English <u>and</u> Math	6 or Less	0 in Math <u>or</u> English
10.5	10.5 or More	1.5 in English, Math, <u>and</u> Science	9.01-10.49	1.0 or more in English, Math, Science	9 or Less	0.5 or less in English, Math, <u>or</u> Science
11	14 or More	2.0 in English, Math, <u>and</u> Science	11.51-13.99	1.5 or more in English, Math, <u>and</u> Science	11.5 or Less	1.0 or less in English, Math, <u>or</u> Science
11.5	16 or More	2.5 in English, Math, <u>and</u> Science	14.51-15.99	2.0 or more in English, Math, <u>and</u> Science	14.5 or Less	1.5 or less in English, Math, <u>or</u> Science
12	18 or More	8.5 in English, Math, <u>and</u> Science <u>Combine</u>	15.51-17.99	7.5-8.0 English, Math, <u>and</u> Science <u>Combine</u>	15.5 or Less	7.0 or less English, Math, <u>and</u> Science <u>Combine</u>
12.5	21 or More	9.5 in English, Math, <u>and</u> Science <u>Combine</u>	19.51-20.99	8.5-9.0 English, Math, <u>and</u> Science <u>Combine</u>	19.5 or Less	8.0 or less English, Math, <u>and</u> Science <u>Combine</u>

The Right Assessment for the Right Purpose

Formative

Student level information,
in the moment.



Interim

Classroom information
at the end of a unit.



Summative

State, district, and
school information at
the end of the year.



Next Steps

February Work Session

Deeper Dive - SPS Student Achievement Data Sets

- Graduation Data
- On Track Data
- Literacy Data
- Mathematics Data
- Other Requested Data Sets