Close the Gap Through Implementation Fidelity
Welcome!

Ginger Brawley, M.Ed.
Moderator
Professional Development Specialist
Blended Learning
For Reading, Math, and Spanish
Award-winning intervention and instruction serving over 4 million students
Close the Gap
Through Implementation Fidelity

DeAn Jeffrey, M.Ed.
Presenter
Howdy from Bells, TX!

Where in the world?
Howdy from Bells, TX!
Howdy from Bells, TX!
Howdy from Bells, TX!
Howdy from Bells, TX!
Howdy from Bells, TX!
good Professional Learning Community GREAT
The Challenge

GOOD

Achievement Gap

great
Engagement Strategies

Building Relationships • Student Buy In
Year 1

Accountability Rating
Met Standard

Performance Index Report

Distinction Designation

Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED

Campus Demographics

Performance Index Summary

State System Safeguards

Number and Percent of indicators Met
ISIP Assessments Predict Passage of STAAR Test with 95% Confidence

by Lindsey Joyce on March 16, 2016

Istation has just released a report indicating that it can be used to predict the passage of the STAAR reading test with 95 percent confidence.

The research, conducted by Southern Methodist University, was conducted by collecting Istation ISIPTM data and STAAR reading test data from grades 3-8 during the 2014-2015 school year. They found very strong correlations between both ISIP Reading and STAAR reading test scores.

The study also provides the ISIP cut scores for each grade, the confidence whether students will pass the STAAR test if they score above these cut scores can be seen in the table below:

Istation Reading and STAAR Reading: Prediction Bands
ISIP Reading Cut Score to Predict Passing STAAR Reading Tests

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>236</td>
<td>240</td>
<td>244</td>
<td>246</td>
<td>252</td>
<td>256</td>
<td>260</td>
<td>278</td>
</tr>
<tr>
<td>4th</td>
<td>1,546</td>
<td>1,682</td>
<td>1,931</td>
<td>1,945</td>
<td>2,013</td>
<td>2,046</td>
<td>2,069</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>1,646</td>
<td>1,688</td>
<td>1,930</td>
<td>1,970</td>
<td>2,013</td>
<td>2,053</td>
<td>2,062</td>
<td>2,297</td>
</tr>
<tr>
<td>6th</td>
<td>2,072</td>
<td>2,012</td>
<td>2,029</td>
<td>2,091</td>
<td>2,133</td>
<td>2,173</td>
<td>2,175</td>
<td>2,419</td>
</tr>
<tr>
<td>7th</td>
<td>2,059</td>
<td>2,128</td>
<td>2,201</td>
<td>2,274</td>
<td>2,345</td>
<td>2,420</td>
<td>2,496</td>
<td>2,829</td>
</tr>
<tr>
<td>8th</td>
<td>2,123</td>
<td>2,186</td>
<td>2,230</td>
<td>2,313</td>
<td>2,380</td>
<td>2,428</td>
<td>2,516</td>
<td>2,817</td>
</tr>
</tbody>
</table>

Study Shows Istation Assessment Effective Predictor of STAAR Scores

Predictability Study Finds Strong Correlation Between ISIP Reading, Texas Reading Assessment

Istation
Starting Year 2

1. PBIS Year 3
2. Jensen Year 2
3. Implement school-wide vocabulary instruction
4. Implement consistent process for data analysis and instructional planning
5. Implement Istation with fidelity
6. Increase student attendance rate
Starting Year 2

good

Strengthen Fidelity of Implementation

GREAT
Strengthen Fidelity of Implementation

Strategy #1
Professional development for ALL staff
Strengthen Fidelity of Implementation

Strategy #1
Professional development for ALL staff

- **Formative Assessments**
  - Computer-adaptive assessments include game-like activities

- **Adaptive Curriculum**
  - Students get the instruction they need when they need it

- **Personalized Data Profiles**
  - Immediate online reports present accurate results and relevant statistics

- **Teacher Resources**
  - Flexible resources support diverse instructional approaches

- **School-to-Home Connection**
  - Home access extends learning beyond the classroom

- **Professional Development**
  - Experienced educators and technical experts deliver results

- **Proven Results**
  - Research shows that Istation helps students grow
**Starting Year 2**

17% campus-wide growth among students assessed as Tier 1

<table>
<thead>
<tr>
<th>September Year 1</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>61%</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>1st</td>
<td>74%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>2nd</td>
<td>60%</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>3rd</td>
<td>59%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>4th</td>
<td>44%</td>
<td>29%</td>
<td>27%</td>
</tr>
<tr>
<td>5th</td>
<td>31%</td>
<td>33%</td>
<td>37%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>September Year 2</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>78%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>1st</td>
<td>66%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>2nd</td>
<td>85%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>3rd</td>
<td>78%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>4th</td>
<td>62%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>5th</td>
<td>87%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Tier 1 Growth Year over Year**

<table>
<thead>
<tr>
<th>Grade Transition</th>
<th>Growth</th>
<th>Tier 1 Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th -&gt; 5th Grade</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>2nd -&gt; 3rd Grade</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>1st -&gt; 2nd Grade</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>K -&gt; 1st Grade</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>3rd -&gt; 4th Grade</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

*Based on Istation's Indicators of Progress (ISIP™) assessment*
Strategy #2

Monitor ALL student progress
Strategy #2
Monitor ALL student progress
Strategy #3

“Super Reader Incentive”
Strategy #3
“Super Reader Incentive”

Skill Growth
ISIP™ Advanced Reading results for 5th Grade - 4M
at Thomas Jefferson Elementary - 2015/2016 School Year

5th Grade - Overall Reading

<table>
<thead>
<tr>
<th>Assessment Month</th>
<th>Ability Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>September - October</td>
<td>1750</td>
</tr>
<tr>
<td>November</td>
<td>1800</td>
</tr>
<tr>
<td>December</td>
<td>1850</td>
</tr>
<tr>
<td>January</td>
<td>1900</td>
</tr>
<tr>
<td>February</td>
<td>1950</td>
</tr>
<tr>
<td>March</td>
<td>2000</td>
</tr>
<tr>
<td>April</td>
<td>2050</td>
</tr>
<tr>
<td>May</td>
<td>2100</td>
</tr>
</tbody>
</table>

Monthly Scores by Student - 5th Grade - Overall Reading

<table>
<thead>
<tr>
<th>Students</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability Index</td>
<td>Tier</td>
<td>%-tile Rank</td>
<td>Ability Index</td>
<td>Tier</td>
</tr>
<tr>
<td>Alec</td>
<td>2280</td>
<td>1</td>
<td>96th</td>
<td>2342</td>
</tr>
<tr>
<td>Alejandro</td>
<td>1778</td>
<td>3</td>
<td>18th</td>
<td>1733</td>
</tr>
</tbody>
</table>
Strengthen Fidelity of Implementation

Strategy #4

Face to face interventions

Overview of current groups for this class:
Student count does not include acknowledged alerts where intervention has been delivered:
- ISIP Early Reading: Comprehension (3 Students)
- Cycle 9: Read with Meaning (2 Students)
- ISIP Early Reading: Text Fluency (3 Students)

Critical Intervention
1 student has been identified at or below the 10th percentile and in need of critical intervention.
Strengthen Fidelity of Implementation

Strategy #4
Face to face interventions
Strategy #5

Document interventions
Strategy #5
Document interventions

Strengthen Fidelity of Implementation

Overview of current groups for this class:
Student count does not include acknowledged alerts where intervention has been delivered:
ISIP Early Reading: Comprehension (3 Students)
Cycle 9: Read with Meaning (2 Students)
ISIP Early Reading: Text Fluency (3 Students)

Critical Intervention
1 student has been identified at or below the 10th percentile and in need of critical intervention.

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

<table>
<thead>
<tr>
<th>Students in this Group</th>
<th>Tier</th>
<th>Priority Status</th>
<th>Overall Tier</th>
<th>Date Listed</th>
<th>Usage Since this Alert (in hours)</th>
<th>Current Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noah</td>
<td>3</td>
<td>✗</td>
<td>3</td>
<td>Thu May 7</td>
<td>00:07</td>
<td>6</td>
</tr>
<tr>
<td>Kamara</td>
<td>2</td>
<td>!(orange)</td>
<td>2</td>
<td>Thu May 7</td>
<td>00:10</td>
<td>9</td>
</tr>
</tbody>
</table>
| Intervention Note (optional):
  100-char

Nicholas
2
X
3
Thu May 7
00:00
9

Cycle 9: Read with Meaning
Recommended Teacher Directed Lesson:
Cycle 9, Lesson 28: Reading for Meaning

Save
Save checked boxes and optional intervention notes
Evaluation of Success

19% campus-wide growth among students assessed as Tier 1

<table>
<thead>
<tr>
<th>Istation Tiers</th>
<th>March Year 1</th>
<th>March Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>61%</td>
<td>80%</td>
</tr>
<tr>
<td>Tier 2</td>
<td>17%</td>
<td>12%</td>
</tr>
<tr>
<td>Tier 3</td>
<td>21%</td>
<td>8%</td>
</tr>
</tbody>
</table>

*Based on campus-wide average of Istation’s Indicators of Progress (ISIP™) assessments*
## Evaluation of Success

### Accountability Rating

**Met Standard**

<table>
<thead>
<tr>
<th>Met Standards on</th>
<th>Did Not Meet Standards on</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Student Achievement</td>
<td>- NONE</td>
</tr>
<tr>
<td>- Student Progress</td>
<td></td>
</tr>
<tr>
<td>- Closing Performance Gaps</td>
<td></td>
</tr>
<tr>
<td>- Postsecondary Readiness</td>
<td></td>
</tr>
</tbody>
</table>

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indices: Index 1 or Index 2 and Index 3 and Index 4.

### Distinction Designation

- **Academic Achievement in ELA/Reading**: DISTINCTION EARNED
- **Academic Achievement in Mathematics**: DISTINCTION EARNED
- **Academic Achievement in Science**: DISTINCTION EARNED
- **Academic Achievement in Social Studies**: NOT ELIGIBLE
- **Top 25 Percent Student Progress**: DISTINCTION EARNED
- **Top 25 Percent Closing Performance Gaps**: DISTINCTION EARNED
- **Postsecondary Readiness**: DISTINCTION EARNED

### Performance Index Report

- Index 1: Student Achievement (Target Score: 82)
- Index 2: Student Progress (Target Score: 52)
- Index 3: Closing Performance Gaps (Target Score: 47)
- Index 4: Postsecondary Readiness (Target Score: 52)

### Performance Index Summary

<table>
<thead>
<tr>
<th>Index</th>
<th>Points Earned</th>
<th>Maximum Points</th>
<th>Index Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>388</td>
<td>462</td>
<td>84</td>
</tr>
<tr>
<td>2</td>
<td>206</td>
<td>400</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
<td>374</td>
<td>800</td>
<td>47</td>
</tr>
<tr>
<td>4</td>
<td>82.0</td>
<td>800</td>
<td>47</td>
</tr>
</tbody>
</table>

### Campus Demographics

- **Campus Type**: Elementary
- **Campus Size**: 350 Students
- **Grade Span**: PK - 05
- **Percent Economically Disadvantaged**: 43.3
- **Percent English Language Learners**: 0.6
- **Mobility Rate**: 7.8

### System Safeguards

- **Number and Percentage of Indicators Met**
  - Performance Rates: 10 out of 10 = 100%
  - Participation Rates: 8 out of 8 = 100%
  - Graduation Rates: N/A

- **Total**: 18 out of 18 = 100%
**Evaluation of Success**

**Strengthen Fidelity of Implementation**

- **Accountability Rating**
  - Met Standard
  - Did Not Meet Standards on:
    - Student Achievement
    - Student Progress
    - Closing Performance Gaps
    - Postsecondary Readiness

- **Performance Index Report**
  - Index 1: Student Achievement
  - Index 2: Student Progress
  - Index 3: Closing Performance Gaps
  - Index 4: Postsecondary Readiness
  - Index 5: STAAR Score
  - Index 6: Graduation Rate Score
  - Index 7: Postsecondary Component Score

- **Performance Index Summary**
  - Points Earned: 200
  - Maximum Points: 500
  - Index Score: 40

- **State System Safeguards**
  - Number and Percentage of Indicators Met
    - Performance Rates: 7 out of 7 = 100%
    - Participation Rates: 3 out of 3 = 100%
    - Graduation Rates: N/A

- **Distinction Designation**
  - Academic Achievement in Reading/ELA
    - No Distinction Earned
  - Academic Achievement in Mathematics
    - Not Eligible
  - Academic Achievement in Science
    - No Distinction Earned
  - Postsecondary Readiness
    - Not Eligible

- **GREAT**

- **Istation**

---

For further information about this report, please see the Performance Reporting Division website at [http://teas.state.tx.us/perfreport/coacx/2015/index.html](http://teas.state.tx.us/perfreport/coacx/2015/index.html)
Panther Pride from Bells, TX!
Blended Learning
For Reading, Math, and Spanish

Award-winning intervention and instruction
serving over 4 million students
Among the 50 largest school districts

- Albuquerque Public Schools (NM)
- Austin Independent School District (TX)
  - Brevard Public Schools (FL)
  - Clark County School District (NV)
  - Cobb County School District (GA)
- Cypress-Fairbanks Independent School District (TX)
- Dallas Independent School District (TX)
- Dekalb County Schools (GA)
- Denver Public Schools (CO)
- Duval County Public School (FL)
- Fort Worth Independent School District (TX)
- Fresno Unified School District (CA)
- Houston Independent School District (CA)
- Los Angeles Unified School District (CA)
- Metropolitan Nashville Public Schools (TN)
- Miami-Dade County Public Schools (FL)
- Orange County Public Schools (CA)
- Pinellas County Schools (FL)
- Polk County Public Schools (FL)
- Prince George’s County Public Schools (MD)
- Prince William County Public Schools (VA)
- School District of Hillsborough County (FL)
- School District of Palm Beach County (FL)
- Wake County Public School System (NC)
Istation’s Super 7 Essentials

Blended Learning for Reading, Math, and Spanish

Formative Assessments
Computer-adaptive assessments include game-like activities

Adaptive Curriculum
Students get the instruction they need when they need it

Personalized Data Profiles
Immediate online reports present accurate results and relevant statistics

Teacher Resources
Flexible resources support diverse instructional approaches

School-to-Home Connection
Home access extends learning beyond the classroom

Professional Development
Experienced educators and technical experts deliver results

Proven Results
Research shows that Istation helps students grow
Proven Results

Istation’s Educational Technology is Proven to Boost Student Achievement
Proven Results

*Istation’s Educational Technology is Proven to Boost Student Achievement*

**District-wide Case Results**
Major Metropolitan Public School District

+ **90,000 Total Students**
  - 57% Hispanic
  - 22% Caucasian
  - 14% African American
  - 3% Asian
  - 39% English Language Learners
  - 140 Languages spoken
Proven Results

*Istation’s Educational Technology is Proven to Boost Student Achievement*

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Major Metropolitan Public School District

+ 90,000 Total Students
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- 22% Caucasian
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- 3% Asian
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- 140 Languages spoken

Over 25,000 kindergarten through 5th grade students used Istation Reading across 66 district campuses.

District-wide percentage growth rate of students assessed* as reading at grade level

- B.O.Y. - M.O.Y. +35%
- M.O.Y. - E.O.Y. +11%

*Students assessed using Istation’s Indicators of Progress (ISIP™)*
Proven Results

Istation’s Educational Technology is Proven to Boost Student Achievement

District-wide Case Results
Major Metropolitan Public School District

+ 90,000 Total Students
  57% Hispanic
  22% Caucasian
  14% African American
  3% Asian
  39% English Language Learners
  140 Languages spoken

District-wide percentage growth rate of students assessed* as reading at grade level (B.O.Y. – E.O.Y.)

+35%

+46%

+11%

Over 25,000 kindergarten through 5th grade students used Istation Reading across 66 district campuses.

*Students assessed using Istation’s Indicators of Progress (ISIP™)
Close the Gap

Through Implementation Fidelity

DeAn Jeffrey, M.Ed.
Ginger Brawley, M.Ed.
Professional Development Specialists
Close the Gap

Through Implementation Fidelity

Questions

DeAn Jeffrey, M.Ed.
Presenter

Ginger Brawley,
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www.istation.com