



Accessing Spring 2022 Data:

Planning with Data to Close Opportunity & Learning Gaps

Sponsored by AWSP

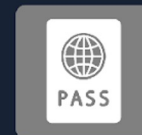
Gina Yonts and Jeanine Butler

THE DATA-LITERATE **SCHOOL LEADER**



Today's Agenda:

- Why become a Data Literate School Leader?
- ACCESSING WA Comprehensive Assessment Program (WCAP)
 - Smarter Reporting System for ELA and Math (SRS)
 - Science (WCAS)
 - WIDA/WAKids/WA-AIM
- NAVIGATING and preparing to analyze protected SRS Data
- Discuss potential next Leadership moves and ongoing support



BIG IDEAS - AWSP Leadership Framework

Criterion 3: Planning with Data

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Analyzes Data	Fails to analyze data, does so only at a cursory level, or interprets data incorrectly.	Data is analyzed but does not contribute to the understanding of overall progress toward building goals.	Analyzes multiple sources of data from multiple vantage points, often using staff to help draw conclusions which creates monitoring systems for the School Improvement Plan.	Leads staff to independently analyze their own data to inform their own improvement plans.
Uses Data to Inform	Does not share key data with students, staff, and/or stakeholders.	Informs students, staff, and/or stakeholders of school-wide data.	Creatively conveys data in ways that increase an understanding of it by students, staff, and/or stakeholders.	Leads students, staff, and/or stakeholders to convey their own data so as to inform professional practice in the school.



..... to Close Gaps: AWSP Leadership Criterion 8: Closing the Gap

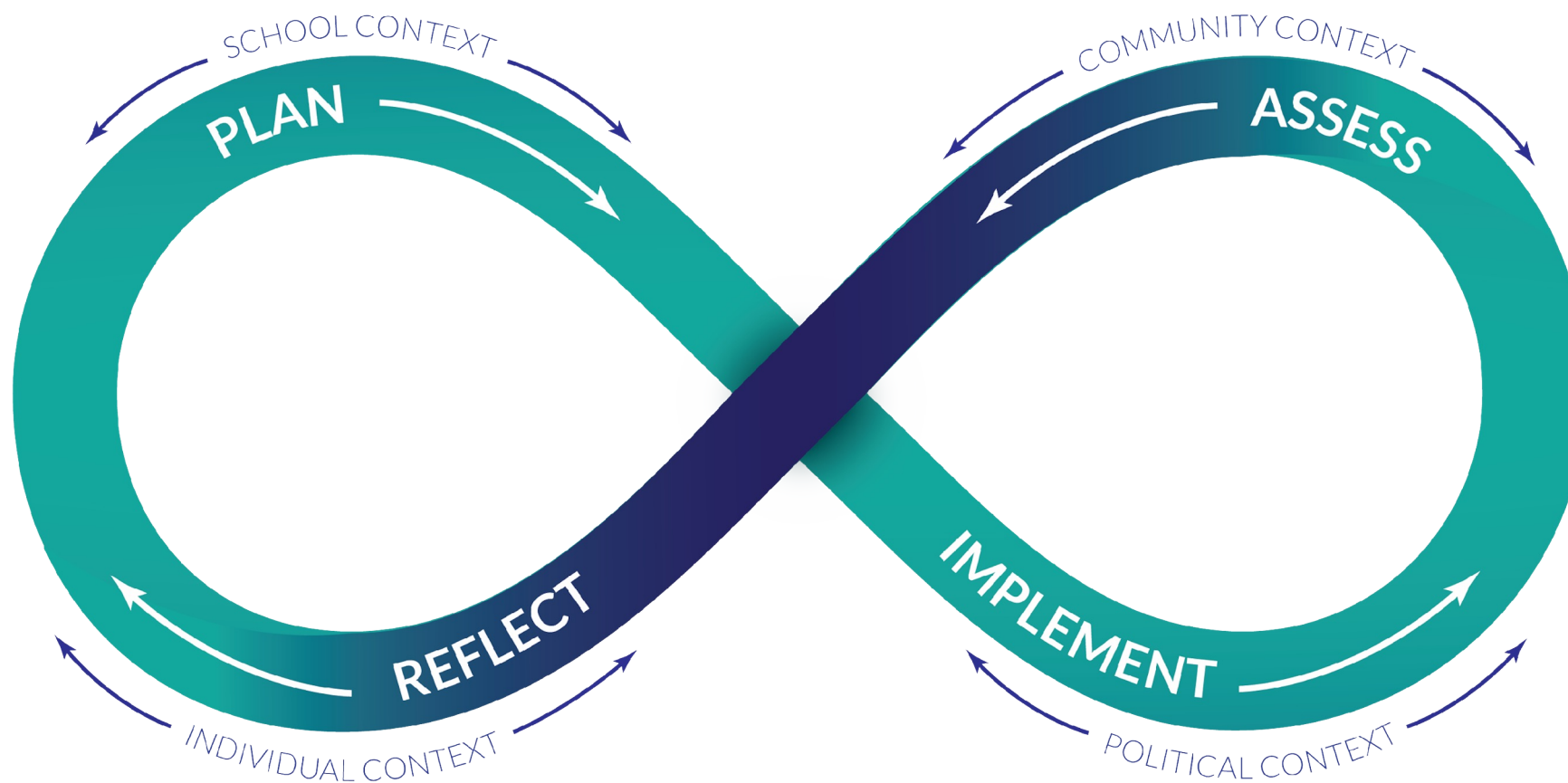
8.1

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Assess Data	Does not analyze data by group.	Analyzes limited sources of data which are disaggregated at the group level.	Analyzes multiple sources of data which are disaggregated at the group level.	Leads in a manner such that teachers regularly create and assess data which are disaggregated at the group level to inform their own practice.
Identifies Barriers	Does not identify barriers to shrinking gaps.	Identifies some barriers which prevent the shrinking of gaps.	Identifies key barriers to close gaps.	Leads in a manner such that teachers regularly identify barriers which prevent the shrinking of gaps.

8.2

Creates Plans	Fails to create plans to shrink opportunity and achievement gaps.	Creates plans to shrink opportunity and achievement gaps that are ineffective or difficult to implement.	Creates plans with staff to shrink opportunity and achievement gaps that are effective and manageable.	Leads in a manner that staff possess the skills to develop the plans and have a personal sense of ownership of the plans.
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THE DATA-LITERATE SCHOOL LEADER



1. PLAN			
What Problem of Practice (POP) is the school leader, leadership team, and/or school tackling? 		What is the Theory of Action (TOA) for the leadership team to address the POP in the school? 	
<ul style="list-style-type: none"> What is your data saying about your school and student achievement? What access, opportunity, hope and/or expectation gaps exist in your school? How do you know? What needs to be changed or improved in your school to increase the success of each and every student? What historically inequitable systems still exist that need to be addressed? Is it a Culture, Systems and/or Learning issue? 		<ul style="list-style-type: none"> Leading starts with you. Begin by saying, "If I do this ____, then this will happen." Then get your team engaged by saying, "If we do this ____, then this will happen ____." How will student voice be authentically engaged in this Cycle of Inquiry (COI)? Where do you want to see your school in five years? 	

2. IMPLEMENT			
Leadership Intelligences: Becoming		Leadership Domains: Doing	
1. How will you be a reflective Learning Leader through this Cycle of Inquiry (COI)? 2. What Leadership Intelligences will impact your ability to lead this work? 3. What contexts should you be aware of and consider? (From Individual to Political) 4. How will your leadership intelligence impact your overall contextual effectiveness in this COI?		1. How will you make your own learning visible in this process? 2. What leadership moves will you make to build and maintain your school's culture? 3. What current systems will help or hinder your COI? 4. How will you push on the learning of all stakeholders and the organization throughout this process?	
Personal: To use personality and personal information to enhance one's thoughts, plans, and life experiences.	Competencies: <input type="checkbox"/> Wellness <input type="checkbox"/> Growth Mindset <input type="checkbox"/> Self-Management <input type="checkbox"/> Innovation	Culture: Lead by creating a positive hope-filled climate and culture.	<input type="checkbox"/> Relationships <input type="checkbox"/> Student Centeredness <input type="checkbox"/> Traditions/Celebrations <input type="checkbox"/> Global Mindedness <input type="checkbox"/> Wellness <input type="checkbox"/> Equity <input type="checkbox"/> Ethics
Social: A set of interpersonal competencies that inspire others to be effective.	Competencies: <input type="checkbox"/> Service <input type="checkbox"/> Community Building <input type="checkbox"/> Capacity Building <input type="checkbox"/> Influence	Systems: Lead by replacing historically inequitable systems with gap closing student-centered systems.	<input type="checkbox"/> Vision/Mission <input type="checkbox"/> Communications <input type="checkbox"/> Collaborative Leadership <input type="checkbox"/> Strategic Management <input type="checkbox"/> Safety <input type="checkbox"/> Operations <input type="checkbox"/> Data Literacy
Systems: Individual understanding of the inter-workings and leadership of complex systems within an organization.	Competencies: <input type="checkbox"/> Mission/Vision <input type="checkbox"/> Operations/Management <input type="checkbox"/> Teaching/Learning <input type="checkbox"/> Cultural Responsiveness	Learning: Lead by constantly reflecting on your own learning while supporting the learning of students and adults.	<input type="checkbox"/> Reflection/Growth <input type="checkbox"/> Result-Oriented <input type="checkbox"/> Curriculum <input type="checkbox"/> Human Capital <input type="checkbox"/> Instruction <input type="checkbox"/> Assessment <input type="checkbox"/> Innovation <input type="checkbox"/> Management

3. ASSESS	
Evidence of Impact: What is the evidence of impact? How did identifying a Problem of Practice and developing a Theory of Action impact stakeholder learning, school improvement, and/or close identified gaps? You did all this work, but so what? What's the evidence of your impact ?	AWSP Leadership Framework: How are your leadership moves evident within and across the AWSP Leadership Framework? Which criteria will be critical to implementing your TOA? Can you cite examples of how the impact of your leadership is visible within and across the AWSP Leadership Framework?
Qualitative Data: 	<input type="checkbox"/> 1. Creating a Culture: <input type="checkbox"/> 2. Ensuring School Safety: <input type="checkbox"/> 3. Planning with Data: <input type="checkbox"/> 4. Aligning Curriculum: <input type="checkbox"/> 5. Improving Instruction: <input type="checkbox"/> 6. Managing Resources: <input type="checkbox"/> 7. Engaging Families & Communities: <input type="checkbox"/> 8. Closing the Gap:
Quantitative Data: 	

4. REFLECT
What did you learn about yourself throughout this process? What lessons did your team learn throughout this ongoing process? What is your leadership strength area: Culture, Systems and/or Learning ? How did you lean on the strengths of others to move your school forward? What attributes did you identify as areas where you need to continue to focus as the lead reflective Learning Leader? How did your team navigate conflict, stress and challenges as you collectively pushed forward? Can you describe a situation where you were cognizant of your own Becoming while Doing ? How does the collective impact of your work connect to reaching your five year building goals? Conversations/Notes/Comments/Questions:

Revised spring 2020

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If I do _____,
Then _____ will happen.



If WE do _____,
Then _____ will happen.



Data Sources

Public Domain Sources

- OSPI Report Card
- WA School Improvement Framework Data (WSIF)
- Student Growth Percentile (SGP)

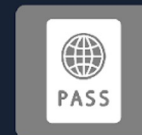
Protected Data Sources

- **Prior to Fall 2021:** Online Reporting System (ORS): **Now deleted**
- **NEW!** Smarter Reporting System (SRS) **starting December 2021**
- ELA & Math Target Reports
- Individual Student Reports
- District level (i.e. MAPs, iReady, etc.)



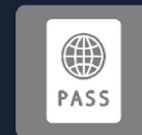
Problem
of Practice

Theory
of
Action



Essential Questions for Data Literate School Leaders

- What historically inequitable systems exist that need to be addressed?
- Is the issue at hand a Culture, Systems or Learning issue?
- What needs to be changed or improved in your school to increase the success of each and every learner?
- Who are your_____ Learners and how might their needs be met?



Accessing WA Comprehensive Assessment Program (WCAP)

Your School's Protected Data in SRS

HELP SHEET:
Accessing and Analyzing SRS SBA Summative Student Results

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wa.portal.cambiumast.com

[Home](#)[Assessments ▾](#)[Resources](#)[Register for Email Updates](#)

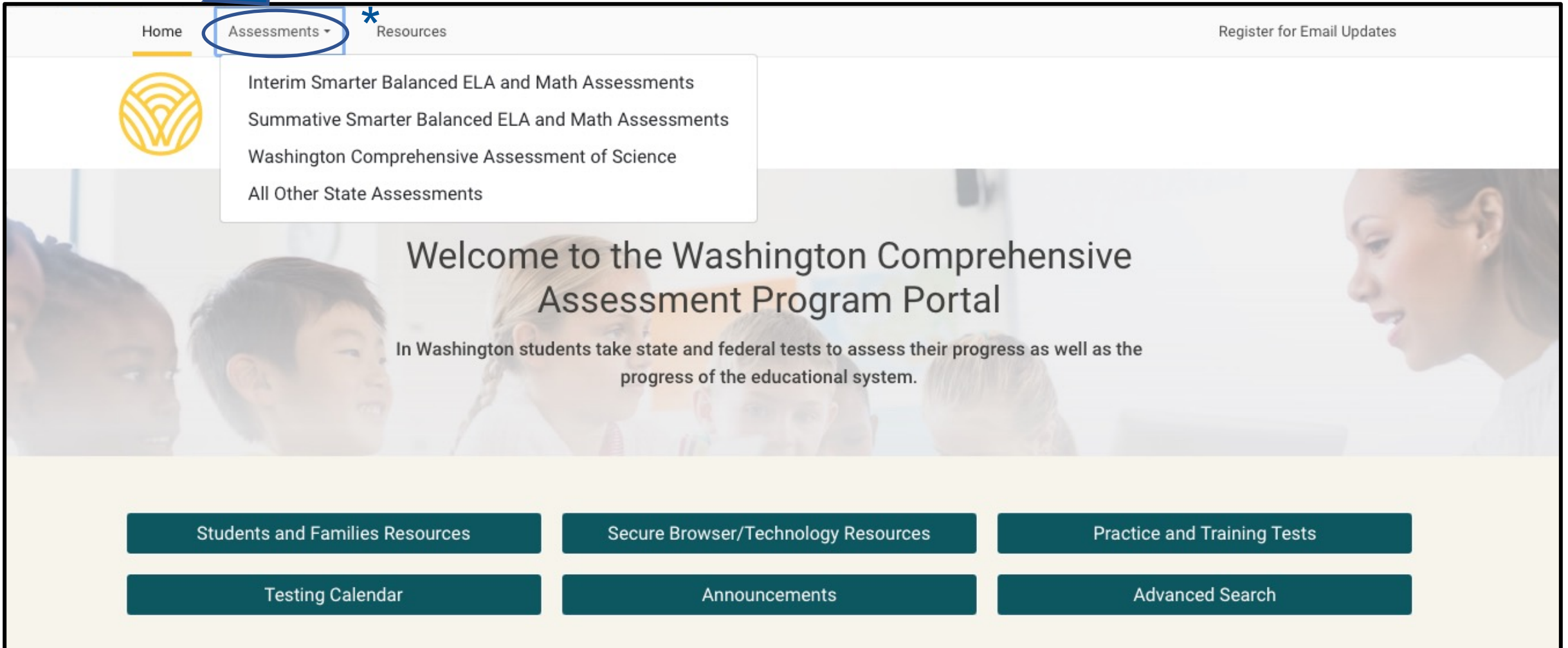
Washington Office of Superintendent of
PUBLIC INSTRUCTION

Welcome to the Washington Comprehensive Assessment Program Portal

In Washington students take state and federal tests to assess their progress as well as the progress of the educational system.

[Students and Families Resources](#)[Secure Browser/Technology Resources](#)[Practice and Training Tests](#)[Testing Calendar](#)[Announcements](#)[Advanced Search](#)

* Clicking on the “Assessments” dropdown menu will direct you to Assessment Information NOT data.



Home Assessments * Resources Register for Email Updates

Interim Smarter Balanced ELA and Math Assessments
Summative Smarter Balanced ELA and Math Assessments
Washington Comprehensive Assessment of Science
All Other State Assessments

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Students and Families Resources Secure Browser/Technology Resources Practice and Training Tests

Testing Calendar Announcements Advanced Search

Scroll down to see options and click assessment results of your choice:

- Interim ELA/Math
- Summative ELA/Math
- Science
- WIDA/WAKids/WA-AIM

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Students and Families Resources Secure Browser/Technology Resources Practice and Training Tests

Testing Calendar Announcements Advanced Search

Interim Smarter Balanced ELA and Math Assessments

Interim tests allow teachers to provide students the opportunity to interact with test item types prior to summative testing.

Summative Smarter Balanced ELA and Math Assessments

Summative tests are given at the end of the school year.

Washington Comprehensive Assessment of Science

The WCAS measures the level of proficiency that Washington students have achieved based on the Washington State 2013 K-12 Science Learning Standards, which are the Next Generation Science Standards.

All Other State Assessments

All Other State Assessments.

WA-AIM WIDA WAKIDS

For purposes of today's session, scroll down and click on the **Summative Smarter Balanced ELA and Math Assessments**:


Welcome to the Washington Comprehensive Assessment Program Portal

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Students and Families Resources Secure Browser/Technology Resources Practice and Training Tests


Testing Calendar Announcements Advanced Search

ASSESSMENT

smarter BALANCED  **Interim Smarter Balanced ELA and Math Assessments**


Interim tests allow teachers to provide students the opportunity to interact with test item types prior to summative testing.

ASSESSMENT

smarter BALANCED  **Summative Smarter Balanced ELA and Math Assessments**



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ASSESSMENT

  **All Other State Assessments**


All Other State Assessments.

W a K I D S

The Summative
ELA and Math
landing page
looks like this:

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Summative Smarter Balanced ELA and Math Assessments
Summative assessments are given at the end of the school year and consist of two parts: a computer adaptive test and a performance task.



[Home](#) > [Assessments](#) > [Summative Smarter Balanced ELA and Math Assessments](#)

Tasks Associated with Summative Testing

TASK: Smarter Balanced Accommodated Materials
The paper-pencil training test and materials to use during the paper-pencil summative test.

TASK: Administering Online Summative Tests
Materials to use before and during the online test.

TASK: Preparing for the Summative Administration
Forms, manuals, and trainings for the summative tests.

TASK: Smarter Balanced Accessibility Supports
Guides and supports for equitable access to tests.

TASK: Smarter Balanced Summative Resources
Access all summative resources.

TASK: Scores and Reporting
Resources that support the interpretation of ELA, math, and science test scores.

TASK: Summative Test Design and Blueprints
Summative test design, blueprints, and item specifications.

TASK: Webinars and Trainings
Registration links, monthly updates, and annual trainings.

All Systems Used In Summative Testing

Preparing for Testing

Practice and Training Tests
Take a practice test or training test using Chromebook/Chrome

TA Practice Interface
Launch practice tests or training tests for students

Test Administrator Certification
Become certified to use the TA Interface (if district requires)

Test Information Distribution Engine (TIDE)
Manage users, student info, materials, rosters, and date

Administering Tests

TA Interface
Launch SB or WCAS tests for students

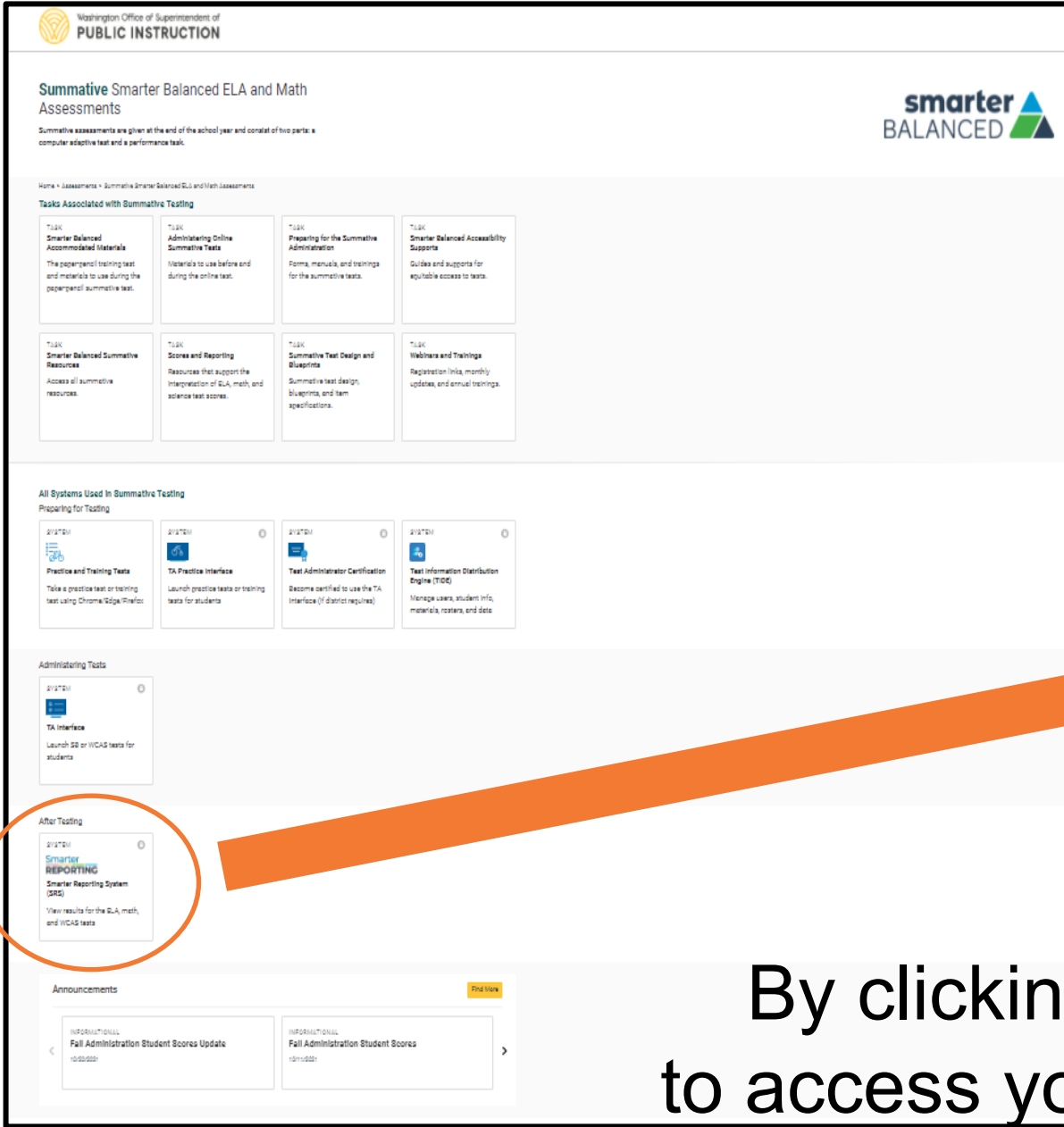
After Testing

Smarter REPORTING
Smarter Reporting System (SRS)
View results for the ELA, math, and WCAS tests

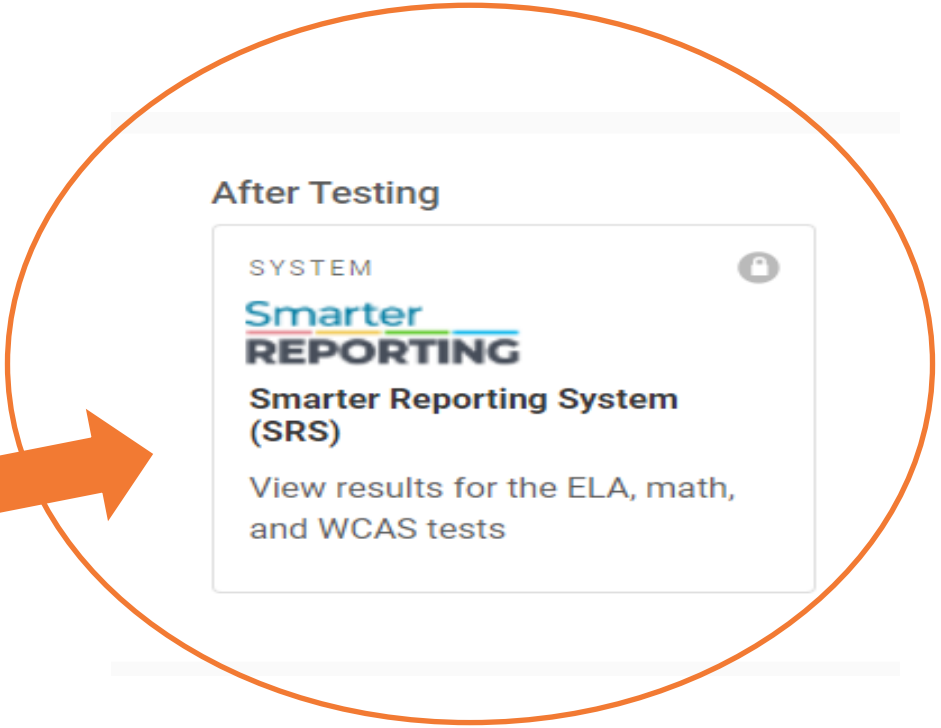
Informational
Fall Administration Student Scores Update
10/25/2021

Informational
Fall Administration Student Scores
10/15/2021

[Find Now](#)



Summative Smarter Balanced



By clicking on this tile, you will be able to access your **SUMMATIVE** student results

SRS System Login



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Login

Please Log In

Enter your username and password to log into CAI online systems. Once you log in, you will automatically be directed to your selected system.

Need More Help?

If you **forgot your password** or **need a new password**, please use the **Forgot Your Password** link to reset it.

For assistance, contact the Washington Help Desk at 1-844-560-7366 | wahelpdesk@cambiumassessment.com



[Forgot Your Password?](#)

Secure Login

First Time Login This School Year?

The password you used during the previous school year has expired.


[Request a new one for this school year.](#)

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SUMMATIVE Smarter Reporting System (SRS)


Landing Page


 **Washington**
Smarter Reporting System


User GuideInterpretive GuideMy ReportsJEANINE BUTLER ▾

Administrator Tools

 Custom Aggregate Report
Create a customized report of student performance.

 District / School Exports
Export data for analysis in another application.

 Student Groups
Create and manage student groups for teachers.

 Instructional Resources
Upload links to instructional resources in the system.

Welcome!

[The User Guide](#) describes features of the Smarter Balanced Reporting System and instructions for using each feature.

User Guide

[The Interpretive Guide](#) is designed to help educators, parents, and other stakeholders interpret interim assessments reports for the Smarter Balanced Reporting System.

Interpretive Guide

Note

Access Assessment Results

Search by Student

Enter the Statewide Student Identifier (SSID)

Search

Search by School

Enter name

Grade

Select ▾

Search

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SUMMATIVE Smarter Reporting System (SRS)

Select School

Smarter Balanced Washington Smarter Reporting System

User Guide Interpretive Guide My Reports JEANINE BUTLER

Administrator Tools

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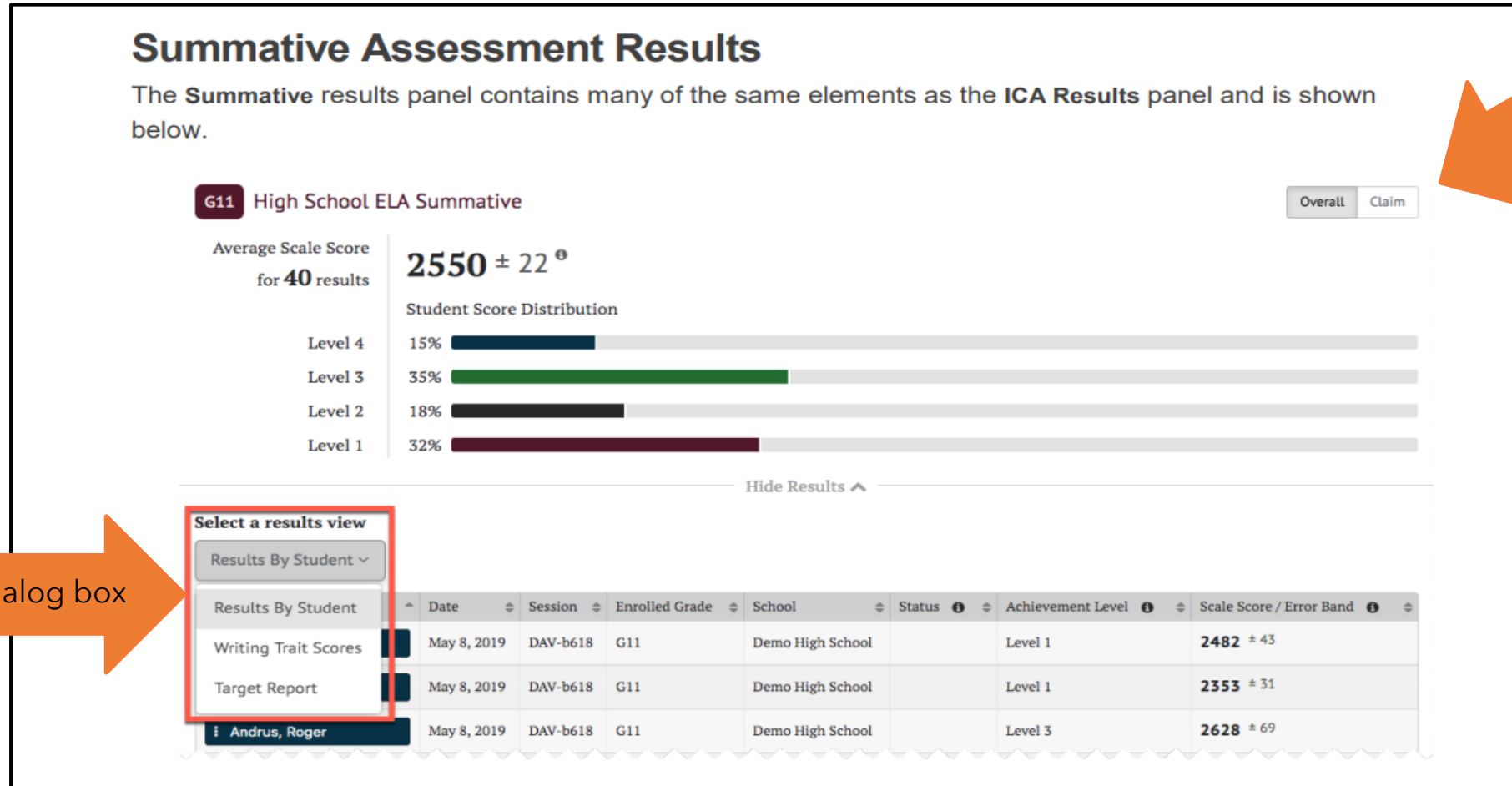
Note
Item level data and session IDs are not available for tests administered prior to the 2017-18 school year.

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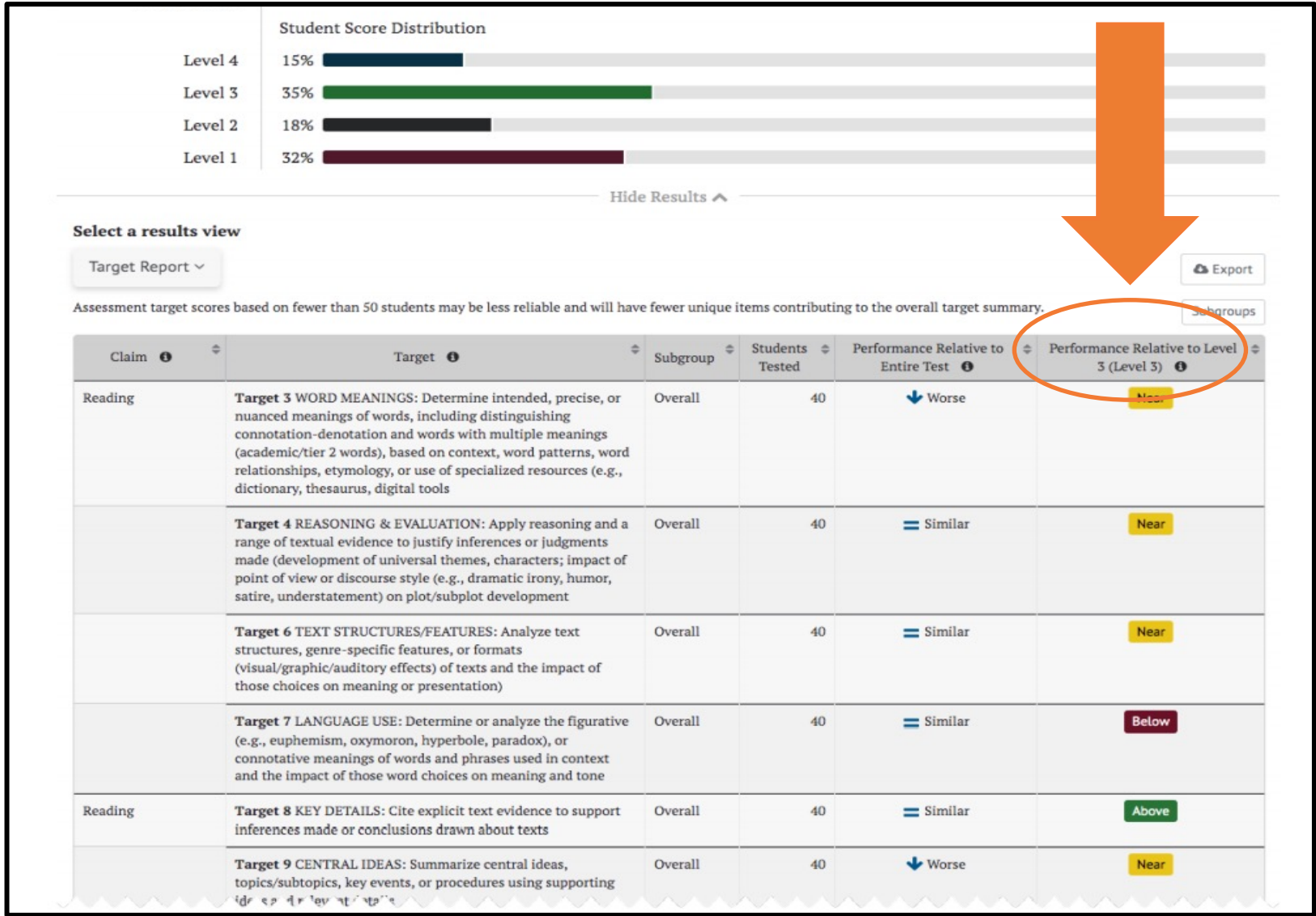
SUMMATIVE Smarter Reporting System



NEW SRS dialog box

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SUMMATIVE Smarter Reporting System

Target Report

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Target Reports

Each Smarter Balanced Claim for ELA/literacy and mathematics includes a set of assessment targets that provide more detail about the range of content and Depth of Knowledge levels. For the summative assessment, target-level scores are calculated for each ELA/literacy claim. For mathematics, target-level scores are calculated for Claim 1 only. The reporting system displays aggregate target-level reports for each summative assessment. Target scores are reported as Performance Relative to the Entire Test and Performance Relative to Level 3 (Met the standard).

Performance Relative to the Entire Test

Performance Relative to the Entire Test is reported in one of three reporting categories: Better, Similar or Worse. This report indicates whether students' performance on a target was better than, the same, or worse than the students' performance on the entire test. A "Worse" indicator does not necessarily mean poor performance on a target, but rather that students' performance in this area was weaker than their overall performance.

Performance Relative to Level 3

Performance Relative to Level 3 (Met the standard) is reported in one of three reporting categories: Above, Near, or Below. This report indicates whether students' performance on a target was above, near, or below the performance standard (Level 3: Met the standard). A "Below" indicator suggests that students have not yet mastered the content assessed in a target; however, the students' overall performance on the test may be near or above standard.

SUMMATIVE Smarter Reporting System

Target Reports



items in the summative assessment are secure. Also, this panel will contain **Target Report**, but only if the state has configured the assessment to make target reports available.

Summative Writing Trait Scores

The Writing Trait Scores view for Summative results is similar to ICA and IAB ELA Performance Tasks, except that it only displays the Points Distribution table. It does not contain a Results By Item Section. Also, this table does not include a Transformed Points row.

Select a results view

Writing Trait Scores ▾

Category	Average / Max	0	1	2	3	4
Evidence / Elaboration	1.5 / 4	33%	17%	17%	33%	0%
Organization / Purpose	1.7 / 4	33%	17%	17%	17%	17%
Conventions	0 / 2	100%	0%	0%		

SUMMATIVE Smarter Reporting System

Summative Writing Traits Scores



OSPI Resources: SRS Frequently Asked Questions



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Assessment Development

Greetings Educators:

Summative test results for the Smarter Balanced (SB) ELA and math tests and the Washington Comprehensive Assessment of Science (WCAS) will be displayed for the first time this spring and summer in the Smarter Reporting System (SRS), a new score reporting system.

Below, we have included basic information and links to help you learn about this new system. If you have questions after exploring the resources listed, please reach out to ASI@k12.wa.us.

SRS FAQ

Where do I access SRS? Go to the [testing portal webpage](#) and select an assessment. On the next screen, select the task card titled *Scores and Reporting*. On the next screen select the *Smarter Reporting System (SRS)* system card. The login screen will appear.

How do I login? Use the same email and password combination used to log into the TA Interface when giving tests to students.

When will spring 2022 scores be available in SRS? ELA and math results should be available mid-April for students who complete tests in March and early-April. After that point, ELA and math results will be available within 10 days of a student completing both the CAT and PT for the content area. WCAS results are scheduled to be available in mid-August.

Why are scores for math and ELA not available in March? Why the delay?

Validation checks ensure that scores are accurate and correctly displayed in SRS. To conduct these checks, we wait until enough students have completed testing in each grade level before releasing the scores in early- to mid-April.

Why are scores for the WCAS not available until August? WCAS is scored differently than math and ELA tests, causing WCAS scores to be available later. While hand-scoring of student responses for math and ELA happens during the test window, WCAS hand-scoring happens after the test window closes in June. In addition, the math and ELA scoring method allows final student scores to be calculated while other students are still testing, while the WCAS scoring method requires that all tests be completed and hand-scored before final student scores can be calculated.

OSPI Resources: SRS Additional Resources



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Assessment Development

Additional Resources

The *Scores and Reporting* task page has the following resources listed below the SRS system card:

[Smarter Reporting System Introductory Guide](#): An introduction to the SRS, written specifically for Washington educators. Pages 11, 12 and 14 through 17 are most useful for teachers.

[Smarter Reporting System Training Module](#): Slide deck of an SRS training presentation given by OSPI in January 2021. Read the script from the presentation in the notes section. Slides 4 through 16 are most useful for teachers.

[Smarter Reporting System Audio Training](#): YouTube video of 2021 training presentation, including a live demonstration in the WA Sandbox (starting at the 38 minute mark).

[Smarter Reporting System Q&A](#): Answers to the questions asked during the 2021 training presentation.

[Smarter Reporting System WA Sandbox site](#): A publicly available site containing demonstration data. You can explore the SRS, click on buttons to see what they do, and get a feel for the layout of the system.

If you have questions after exploring the resources listed, please reach out to ASI@k12.wa.us.

OSPI Resources: More Training Videos

KEY

TA: Test Administrator

DC: District Coordinator

SC: School Coordinator

DA: District Administrator

WCAP: Smarter Reporting System Resources – More Training Videos

OSPI staff member Kara Todd has recorded more videos to introduce users to the Smarter Reporting System (SRS). The three new videos show users how to access individual student results, as well as group and school level results:

[TA View Summative Results](#) explains how users with the TA role find student summative test results in the SRS. The intended audience is: teachers and other users with the TA role.

[DC SC View Summative Results](#) explains how users with the DC, DA, or SC roles find student and school level test results in the SRS. The intended audience is: District and school test coordinators, as well as principals, counselors, and other district level leaders with the DC or DA role.

[TA View Interim Results](#) explains how users with the TA role find interim test results in the SRS. The intended audience is: teachers who have given ICAs, IABs or FIABs to students.

The previously shared video, [Student Groups](#), explains how to set up a student group file for the SRS. The intended audience is: District and school test coordinators.

Links to these training videos are also provided on the WCAP Portal on the *Scores and Reporting* tasks pages for the Smarter Balanced interim and summative tests and the WCAS.

If you have questions after exploring these resources, please reach out to ASI@k12.wa.us.



<https://wa.portal.cambiumast.com/interim-scores-and-reporting.html>

Scores and Reporting

Resources that support the interpretation of ELA, math, and science test scores.

Home > Interim Smarter Balanced ELA and Math Assessments > Scores and Reporting

Systems

SYSTEM	
 Teacher Hand Scoring System (THSS) Score select ELA and math interim questions	 Smarter Reporting System (SRS) View results for the ELA, math, and WCAS tests



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Student Groups must be Uploaded to Access Data

- View by individual student
- View by "assigned groups"
- View by customized "my groups"

Access Assessment Results

Search by Student

Enter the Statewide Student Identifier (SSID)

Search

Assigned Groups 7

My Groups 1

Search by Group

View IAB Dashboard

Group Name	School	Subjects
Demo Elementary Grade 3 ELA	Demo Elementary	ELA
Demo Elementary Grade 3 Math	Demo Elementary	Math

<https://youtu.be/-FYIgEhP6AM>



We started the hour with the Big Idea of Planning with Data to Close the Gap, but what next?

ELEMENT	PROFICIENT	DISTINGUISHED
Analyzes Data	Analyzes multiple sources of data from multiple vantage points, often using staff to help draw conclusions which creates monitoring systems for the School Improvement Plan.	Leads staff to independently analyze their own data to inform their own improvement plans.
Uses Data to Inform	Creatively conveys data in ways that increase an understanding of it by students, staff, and/or stakeholders.	Leads students, staff, and/or stakeholders to convey their own data so as to inform professional practice in the school.

Criterion 3

ELEMENT	PROFICIENT	DISTINGUISHED
Assess Data	Analyzes multiple sources of data which are disaggregated at the group level.	Leads in a manner such that teachers regularly create and assess data which are disaggregated at the group level to inform their own practice.
Identifies Barriers	Identifies key barriers to close gaps.	Leads in a manner such that teachers regularly identify barriers which prevent the shrinking of gaps.

Criterion 8

AWSP Leadership Criterion 8: Closing the Gap

8.3

ELEMENT	PROFICIENT	DISTINGUISHED
Implements	Implements plans with fidelity to shrink opportunity and achievement gaps.	Leads in a manner that staff independently implement plans with fidelity to shrink opportunity and achievement gaps.
Monitors and Adjusts	Implements a system for monitoring and adjusting plans to shrink opportunity and achievement gaps.	Leads in a manner that staff independently monitor and adjust plans with fidelity to shrink opportunity and achievement gaps.
8.4 Growth in Student Learning	Achievement data from multiple sources or data points show measurable evidence of student growth toward narrowing gaps of targeted student groups.	Achievement data from multiple sources or data points show consistent evidence of student growth toward narrowing gaps of targeted student groups.



4.1

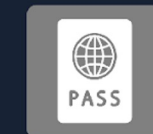
4.1

AWSP
Leadership
Criterion 4:

4.2

Aligning
Curriculum
to
*effective
instructional
practices*

ELEMENT	PROFICIENT	DISTINGUISHED
Knows Instruction	Has strong knowledge of instructional practices to address state standards and district learning goals.	Provides leadership and support such that staff have strong knowledge of instructional practices to address state standards and district learning goals.
Aligns Instruction	Systematically facilitates alignment of best instructional practices for underperforming and above-proficient students across grade levels or content areas.	Provides leadership and support such that staff assist each other in the alignment of best instructional practice for underperforming and above-proficient students.



AWSP Leadership Criterion 4:

Aligning Curriculum to *assessment practices*

4.3

ELEMENT	PROFICIENT	DISTINGUISHED
Knows Assessment	Has strong knowledge of a balanced (diagnostic, formative, and summative) assessment system to drive instruction and make adjustments to the curriculum.	Provides leadership and support such that staff have strong knowledge of a balanced (diagnostic, formative, and summative) assessment system to drive instruction and make adjustments to the curriculum.
Aligns Assessment	Systemically leads staff in aligning balanced (diagnostic, formative, and summative) assessment practices to support underperforming to above-proficient students across grade levels or content areas.	Provides leadership and support such that staff take ownership for alignment of balanced (diagnostic, formative, and summative) assessment practices to support underperforming to above-proficient students across grade levels or content areas.



The Data Literate School Leader

Leading the Learning
Journey Toward
Success for Each and
Every Student

On-Demand series
for school leaders
and their teams.

Contact Jeanine
Butler for more
information!





Dr. Jeanine Butler,
jeanineb4learning@gmail.com



Gina Yonts,
gina@awsp.org





Thank You!