

ARCHDIOCESE OF CHICAGO



Create the Student Performance Diagnostic

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Improvement and Accreditation

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Prayer by Saint Mother Teresa of Calcutta

(Sign of the cross)

You and I have been created for greater things. We have not been created to just pass through this life without aim. And that greater aim is to love and be loved.

Give yourself fully to God, who will use you to accomplish great things on the condition that you believe much more in his love than in your weakness.

Never think that a small action done to your neighbors is not worth much. It is not how much we do that is pleasing to God, but how much love we put into the doing.

Amen. (Sign of the cross)



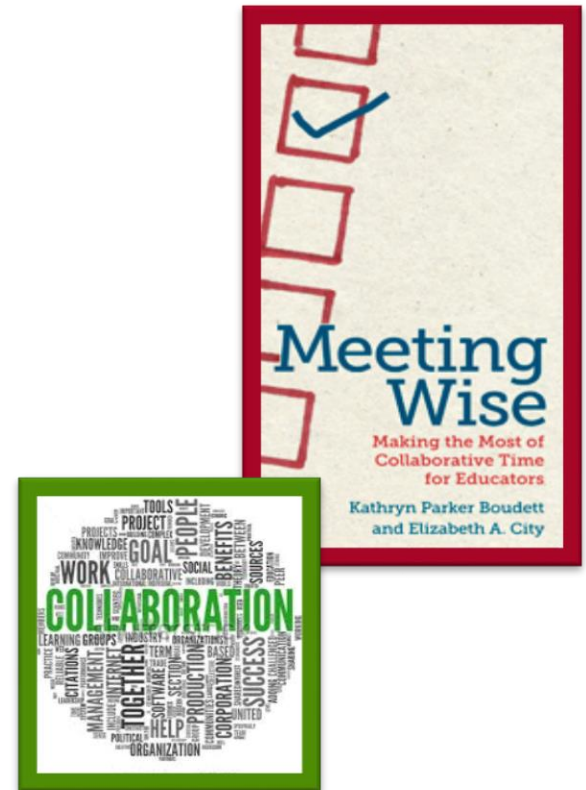
To create this diagnostic:

1. Download the [data document template](#)
2. Download the [sample data document](#)
3. Login credentials to the [ACT Aspire portal](#)
4. Login credentials to AdvancED [ASSIST](#)
5. Download the [Evaluative Criteria](#)
6. Download the [Diagnostic Questions](#)
7. Download the [ASSIST Technical Guide Administering Diagnostics](#)



Webinar Norms

1. Take an inquiry stance
2. Ground statements in evidence
3. Assume positive intentions
4. Start and end on time
5. Stick to protocol
6. Be here now



Workshop Objectives

Objective 1 Understand how to create the Data Document

Objective 2 Discuss the Evaluative Criteria Questions

Objective 3 Discuss the Diagnostic Questions

Objective 4 Discuss how to engage the faculty in creating the Student Performance Diagnostic

Objective 5 Transfer the Student Performance Diagnostic into AdvancED ASSIST



Purpose of the Student Performance Diagnostic

- **Why** are we creating the Student Performance Diagnostic?
 - In order to prepare students for their next level of work
 - Educators must understand how whole-groups and sub-groups of students are performing: notable achievements and areas in need of improvement



Purpose of the Student Performance Diagnostic

- **How** do we create the Student Performance Diagnostic?
 - Create a data document using student performance data
 - Share the data document with teachers
 - Teachers collaboratively analyze the data document by answering diagnostic questions



Purpose of the Student Performance Diagnostic

- **What** do we do to create the Student Performance Diagnostic?
 1. Use student performance results (ACT Aspire) to create the Data Document
 2. Answer the Evaluative Criteria
 3. Answer the Diagnostic Questions



Review the sample Data Document

- I. Assessment Quality
- II. Test Administration
- III. Quality of Learning
- IV. Equity of Learning



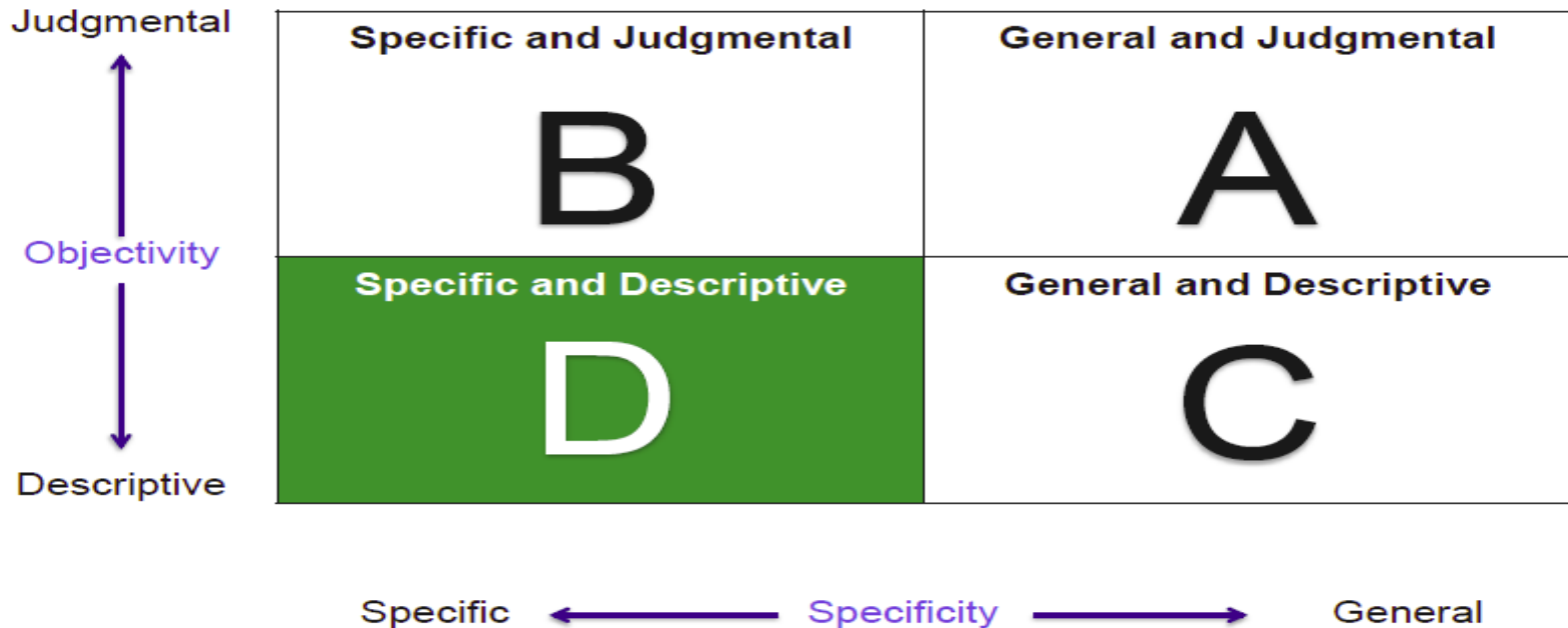
Populate Your School's Data Document: Quality of Learning

1. Use the 2016-17 CSIP: Part 2a- Reading Results **(technical work)**
 - a. Novice Excel Users: Copy/Paste Reading Results table from CSIP to Data Document
 - b. Experienced Excel Users: Create a visual display of the data, then copy/paste visual display to Data Document



Objectivity/Specificity Matrix

Objectivity/Specificity Matrix



Adapted from *Learning Walkthrough Guide*, MA Dept. of Elementary & Secondary Education. See *Data Wise* p. 130 for more details.



Objectivity/Specificity Matrix, Data Analysis Example

Judgmental



Objectivity



Descriptive

Specific and Judgmental Students performed poorly in fractions.	General and Judgmental Students did poorly in math.
Specific and Descriptive Students answered 19% of questions correctly on number and operations with fractions.	General and Descriptive Students answered 44% of math problems correctly .

Specific



Specificity



General



Populate Your School's Data Document: Quality of Learning

Write specific and descriptive statements about what the reading data shows (adaptive work)

Populate Your School's Data Document: Quality of Learning

1. Use the 2016-17 CSIP: Part 2b- Math Results **(technical work)**
 - a. Novice Excel Users:
 - i. Copy grades 3-5 into a new tab or spreadsheet, and delete the columns with no data
 - ii. Copy/Paste table from CSIP to Data Document
 - b. Experienced Excel Users:
 - i. Copy grades 3-5 into a new tab or spreadsheet, and delete the columns with no data
 - ii. Create a visual display of the data, then copy/paste visual display to Data Document
2. **Write specific and descriptive statements about what the data shows (adaptive work)**



Populate Your School's Data Document: Quality of Learning

1. Use the 2016-17 CSIP: Part 2b- Math Results **(technical work)**
 - a. Novice Excel Users:
 - i. Copy grades 6-8 into a new tab or spreadsheet, and delete the columns with no data
 - ii. Copy/Paste table from CSIP to Data Document
 - b. Experienced Excel Users:
 - i. Copy grades 6-8 into a new tab or spreadsheet, and delete the columns with no data
 - ii. Create a visual display of the data, then copy/paste visual display to Data Document
2. **Write specific and descriptive statements about what the data shows (adaptive work)**



Populate Your School's Data Document: Equity of Learning

1. Sub-groups: gender or race/ethnicity if enough student diversity in the group
2. Log into the ACT Aspire portal
3. In Summative Tests, download the Subject Proficiency by Demographic from the "School" tab

Novice Excel/Word Users:

- i. Screen clip into Word or
- ii. Enter data into Excel to create a table and Copy/Paste table to Data Document

Experienced Excel Users:

- i. Enter data into Excel to create a table
- ii. Create a visual display and Copy/Paste visual display to Data Document



Populate Your School's Data Document: Equity of Learning

Write specific and descriptive statements about what the reading data shows (adaptive work)



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Evaluative Criteria

Evaluative Criteria:

1. Assessment Quality (technical)
2. Test Administration (technical)
3. Quality of Learning (adaptive- invest time discussing)
4. Equity of Learning (adaptive- invest time discussing)



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Diagnostic Questions

Diagnostic Questions:

- I. Areas of Notable Achievements
- II. Areas in Need of Improvement

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Engage the Faculty in the Analysis and Interpretation

Faculty meeting #1- Analyze the Data Document

Faculty meeting #2- Answer the Diagnostic Questions

Continuous Improvement Leadership Team answers the Evaluative Criteria



Faculty meeting #1- Analyze the Data Document

- Pre-work: AdvancED Teacher-Chair populates the Data Document
- 50-minute meeting
- Teachers sit in grade-level teams
- Meeting Objectives:
 - Objective 1- Analyze the data tables for Quality of Learning and Equity of Learning
 - Objective 2- Write specific and descriptive statements about what the data shows



Faculty meeting #2- Answer the Diagnostic Questions

- Pre-work: AdvancED Teacher-Chair updates the Data Document by adding the specific/descriptive statements for reading and math for Quality and Equity of Learning
- 50-minute meeting
- Teachers sit in grade-level teams
- Meeting Objectives:
 - Objective 1- Review the updated Data Document
 - Objective 2- Understand the Diagnostic Questions
 - Objective 3- Answer the Diagnostic Questions



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AdvancED Teacher-Chair Performs these Steps

1. Log into AdvancED ASSISST
2. Click on the 'Diagnostics & Surveys' tab
3. Click on the 'Start Diagnostic' button
4. Choose the template 'Student Performance Diagnostic' and enter '2016-2017' in the 'Description' field

Let's Review our Next Steps

- 1. AdvancED Teacher-Chair (and colleagues) create the Data Document.**
- 2. The Continuous Improvement Leadership Team analyzes the data document.**
- 3. In faculty meeting grade-level meetings, share the data document and diagnostic questions with teachers. Have teachers provide answers to the diagnostic questions and evaluative criteria.**
- 4. Create the Student Performance Diagnostic in ASSIST by November 11, 2016.**



Plus/Delta Protocol

+ Plus: what worked well about this webinar

△ Delta: what to change for the next webinar



Thank you for what you do on behalf of Catholic schools!

