Analysis of State Assessment Results

Presentation

Introduction

- This presentation focuses on analyzing the AzMerit results for grade 3 students at Leading Edge Academy Gilbert Elementary School.
- Leading Edge Academy Gilbert Elementary School is a charter school in Arizona that enrolls students from Kindergarten through grade 6.
- Just like any other district school, the academy is required by the Arizona Department of Education to administer AZMerit tests to its students.
- The AZMerit tests are state assessments approved by the Arizona Department of Education.

State Assessment

- The Arizona Department of Education requires the district and charter schools to administer two types of AZMerit tests that include English Language Arts and Math.
- Essentially, the state assessment results are grouped according to different performance levels that include performance level 1, level 2, level 3 and level 4.
- The students that earn performance level 3 and above in the AZMerit tests are considered to have passed the state assessment.

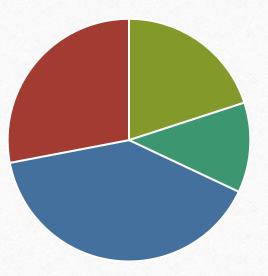
AZMerit Results for Grade 3 Students

■ The results are for the fiscal year, 2018.

Grade 3 AZMerit Test: English Language Art					
Number Tested	Passing Percentage	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
25 Students	68%	20%	12%	40%	28%

Graphical Representation of the AZMerit Results

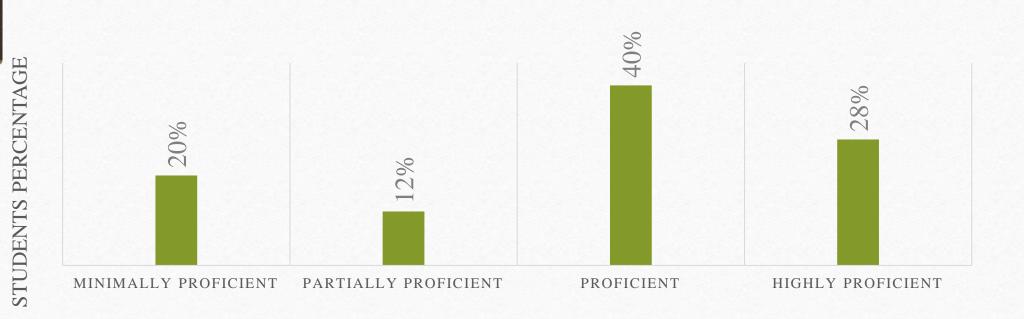




■ minimally proficient ■ Partially proficient ■ Proficient ■ Highly proficient

Graphical Representation of the AZMerit Results

AZMERIT RESULTS: ENGLISH LANGUAGE ARTS



Strengths of Grade 3 Students

- Apparently, one of the strength of grade 3 students is that the majority of them are proficient in English as revealed by the AZMerit results. In particular, 68% passed the test on English Language Arts.
- Secondly, the majority of grade 3 students are fluent readers. Thus, they are able to place punctuations appropriately when reading.

Limitations in Grade 3

- One of the limitations in grade 3 is that 32 percent of the students failed English Language Arts, indicating that some students are not proficient in English.
- Secondly, there are more students in the minimally proficient category than in the partially proficient category. Therefore, there is a likelihood that some students in the partially proficient group might join the lower category in the subsequent state assessments.

Recommendations

- Firstly, the school needs to reduce the number of students in the lowest proficiency category. 20 percent of the students in this category is a great number that requires an urgent response from the school.
- The school needs to place the students in the lowest proficiency group and partially proficiency category in two different intervention groups.
- Each intervention group should be assigned an interventionist.

Recommendations

- In particular, the school needs to create two RTI groups, the intensive RTI group and the strategic RTI group.
- 20 percent of the students that have the lowest proficiency need to be placed in the intensive RTI group.
- 12 percent of the students in the partial proficiency category deserve to be placed in the strategic RTI group.
- Consequently, the school needs to use the progress monitoring tools such as the running records, fluency reads and DIBELS (Collins, 2004).

Recommendations

- Lastly, the school needs to organize reading groups in grade 3 where each group incorporates the students with low proficiency and those with high proficiency.
- The great number of students with the required proficiency shall assist the other students with reading problems to improve in reading.
- Groups help students to improve on phonics, vocabularies and language fluency (Collins, 2004).

References

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