Wyoming Department of Education

Accessing and Using Assessment Data

WDE Standards and Assessment Teams

Casper, Wyoming
December 10, 2014

Agenda for the Morning

- Welcome/Intros/Folder Review
- Balanced Assessment Systems
- Terminology
- Statewide Assessment in Wyoming
- Statewide Assessment Resources
- Wyoming Growth Indicator

Agenda for the Afternoon

- Lunch on Your Own
- Lexiles
- Quantiles
- Mathematics and ELA Resources to Support Instruction
- Questions/Answers

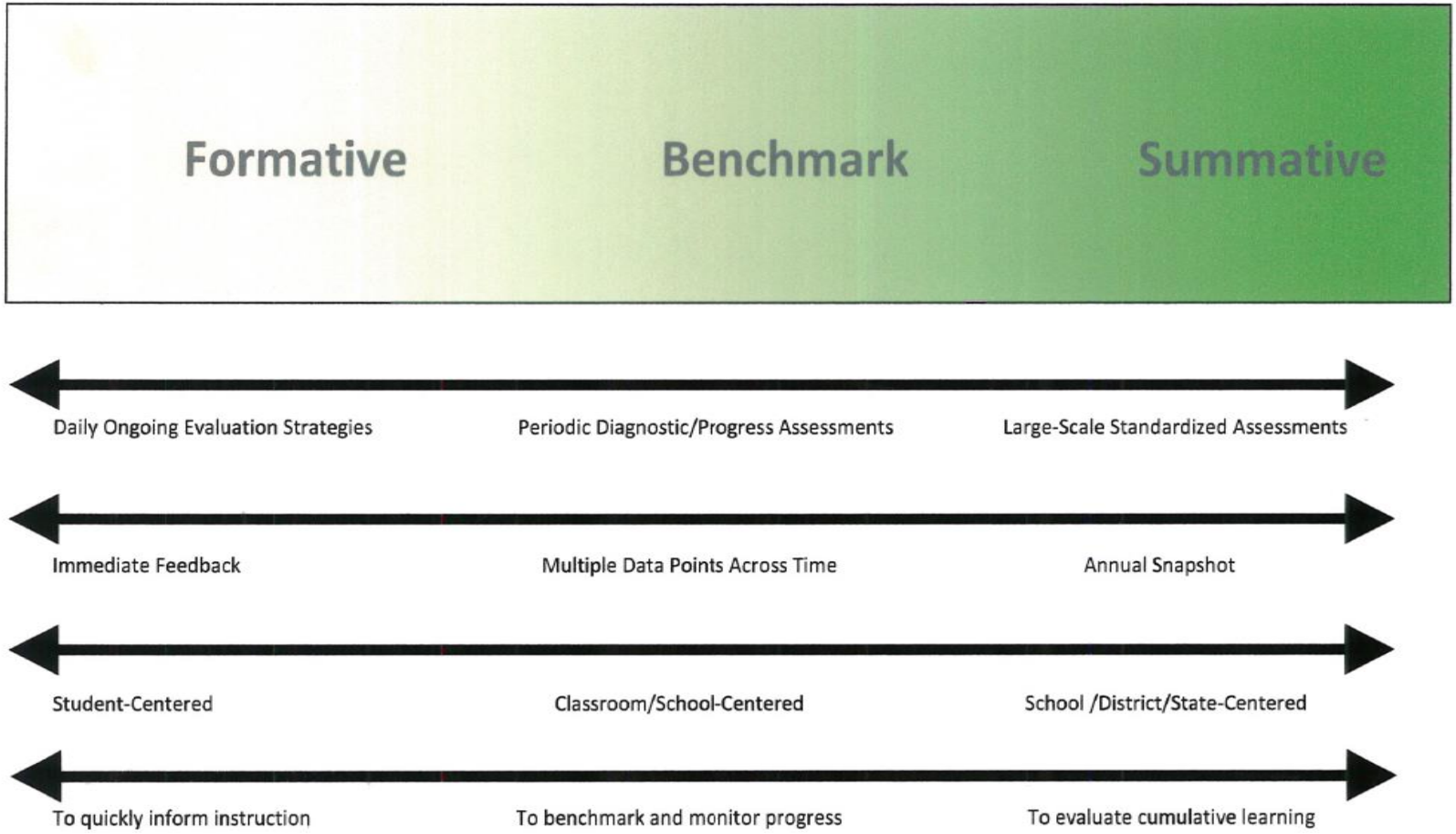
Introductions

- Standards Team
  Laurie Hernandez, Standards Supervisor & Mathematics Consultant
- Assessment Team
  Jessica Steinbrenner, Assessment Supervisor
  Deb Lindsey, Division Director

Assessment Hopes, Dreams, Fears
(Oh, my!)

- Turn & Talk
  Name first five things that come to your mind when you think of “assessment” in your classroom
- Share
- Then … list 2 things you recently learned about assessment …. AND … list 2 things you hope to learn today

Balanced Assessment Continuum



Balanced Assessment: Purpose

	To plan learning *(prior to instruction)*	**To support learning** *(during instruction)*	**To monitor learning** *(between instruction)*	**To verify learning** *(after instruction)*
Formative Data *to quickly inform instruction*	Student learning goals, or student self-assessment	Feedback that informs both student and teacher in order to make real-time adjustments to teaching and learning	Feedback that allows teacher to see what progress has been made since last check-in	Feedback that confirms what the student knows and can do
Examples:	*-Teacher/Student discussion* *-First day observations*	*- Teacher/Student portfolio* *-Class blog; student journal*	*-Open questioning* *-Running records*	*-Exit activities* *-Portfolios*
Benchmark Data *to benchmark and monitor progress*	Data that shows a teacher the instructional starting point for a chapter, unit, semester, or year	Data that shows teacher what learning objectives have been mastered; what needs to be addressed next instructionally for individual students	Data that tracks student progress over time, providing periodic and multiple data points against benchmarks throughout the year. Can be used to promote program improvement in the short-term; instructional change; monitor student progress	Data that is used, along with other data points, to establish a grade or score. Can be used to make decisions about instruction, curriculum, and to make program adjustments
Examples:	*-Screener* *-Chapter pre-tests*	*-Graded class work* *-Curriculum based measures (CBM)* *-Running records*	*-Portfolios* *-Office discipline referrals* *-Curriculum based measures (CBM)*	*-Progress report* *-Interim assessment (post-test)*
Summative Data *to evaluate cumulative learning*	Data that aids teacher in planning future instruction; reflecting on general patterns; or establishing the big picture within a class of students	Data that informs classroom decisions such as groupings, alterations to curriculum maps, etc.	Data provides a snapshot (one point in time) of what students know and can do. Can be used to promote program improvement, curricular changes, instructional PD needs at school or classroom level	Standardized data is used to make decisions, typically on annual basis, at macro levels, about subgroups, schools, districts, states
Examples:	*-Prior year's AP Exams* *-Prior end of year scores*	*-Item analysis of prior summative test* *-End of unit assessments/grades*	*-Benchmark test scores* *-End of semester grades*	*- AYP reports* *-Suspension rates*

Comparing Formative & Summative

Type of assessment	What is the Purpose?	Who will use the information?	How will it be used?	Is the use formative or summative?
State Test	Measure level of achievement on state content standards	State	Determine AYP	Summative
		District, Teacher Teams	Determine program effectiveness	Summative
	Identify percentage of students meeting performance standards on state content standards	State	Comparison of schools/districts	Formative
		District, Teacher Teams	Develop programs/interventions for groups or individuals	Formative

Comparing Formative & Summative

District bench-mark, interim, or common assessment	Measure level of achievement on state content standards	District, Teacher Teams	Determine program effectiveness	Summative
		District, Teacher Teams	Identify program needs	Formative
	Identify students needing additional help	District, Teacher Teams, Teachers	Plan interventions for groups or individuals	Formative

Comparing Formative & Summative

Classroom assessment	Measure level of achievement on learning targets taught	Teachers	Determine report card grade	Summative
	Diagnose student strengths and areas needing additional instruction	Teacher Teams, Teachers	Revise teaching plans for next year/semester	Formative
			Plan further instruction/differentiate instruction for these students	Formative
		Teachers, Students	Provide feedback to students	Formative
	Understand strengths and areas needing improvement	Students	Self-assess, set goals for further study/work	Formative

Don't be a DRIP!
(data rich, information poor)

- Teachers spend the entire year collecting all sorts of immediate and valuable information that informs & influences *how* we teach as well as *what* and *where* we review, re-adjust, and re-teach
- Continuous classroom assessment
  - Pre-assessment (find out)
  - Formative & interim assessment (keep track and check up)
  - Summative assessment (make sure)
- Info is more useful than grades!

Formative Assessment Strategies/Tools for the Classroom

- Mike's favorites
  - Exit tickets
  - 3-2-1 cards
  - Graffiti wall
  - Traffic light
  - Journal entries
  - Data notebooks
  - White boards
  - Continuous classroom assessment
- Other ideas
  - http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf
  - https://sites.google.com/a/eusd.org/kjosephson/home/formative-assessment

Resources: Terminology

- Assessment
- Accountability

Resources: Assessment Newsletter

WDE Assessment Updates

December 5, 2014

Volume 2, Issue 36

-Deb Lindsey-
777-8753

-Jessica Steinbrenner-
777-8568

-Michelle Carroll-
777-3618

-Will Donkersgoed-
777-5133

-Emily Brantz-
777-2906

Inside this Issue:

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New Report Available in Fusion 3

ACT Test Accommodation Q&A Session 4

PAWS/SAWS Test Order Management System Webinar 4

Important Upcoming Dates 4

ACT Test Accessibility and Accommodations System

The ACT negotiations and contract has been finalized. It is now okay to send materials to ACT, including submitting supporting information for the accommodations requests. Thank you for your patience!

School Improvement Leadership Conference: Register NOW!

School leadership expert Dr. Sue Szachowicz is coming to Wyoming! Sign up now for the WDE's School Improvement Leadership Conference, *Leading for Change*, an event that will arm you with the knowledge and tools you need to improve your school. Attached is a flyer you can share with colleagues.

Event link:
http://edu.wyoming.gov/event/school-improvement-leadership-conference

Note: The date for this training, as previously reported, has changed. We are hoping to schedule it for mid-February dependent upon speaker availability. Further information will be posted in this newsletter after final arrangements are confirmed.

Assessment Professional Development, December 10, Registration Now Closed!

Registration for the WDE Standards and Assessment teams full day of professional development for elementary and middle grades early and pre-service educators has now been *closed*.

We look forward to seeing everyone who has registered. Please remember the day will begin promptly at 8:00 and conclude by 4:30

WHAT: Assessment Professional Development
WHO: Early and pre-service educators and those who are new to Wyoming
WHEN: December 10, 2014
TIME: 8:00 – 4:30
WHERE: Central Services Building, 970 N. Glenn Road, Casper, WY 82601

PAWS/SAWS Building Coordinator Training - Save the Date!

Educational Testing Service (ETS) and the Wyoming Department of Education will be hosting four Building Coordinator Training sessions at two locations to review the responsibilities of the Building Test Coordinator for the 2015 PAWS/SAWS administrations.

Tuesday, January 27th—AFTON
Location: 150 S. Washington St.
Afton, WY 83110

Thursday, January 29th—CASPER
Location: 125 College Drive
Casper, WY 82601

Inside the newsletter

Resources: Portals

- Wyoming Department of Education Website
  - For Educators
    - State Assessment Topics
      - Online Test Management Systems

- TOMS
- Wy-ALT
- ACT Suite

Resources: Wyoming Measures Up

- NEW website intended to help communicate information about standards, assessment, and accountability to the broader community
- Launched in the Fall of 2014 to assist with communicating the changes in PAWS
- http://wyomingmeasuresup.com/
- Toolkit has single-page FAQs, customizable ppt presentations, videos

WYOMING MEASURES UP
simply. understand. education.

FAQ State Assessment

What statewide tests are students asked to take?

PAWS: Students in grades 3 through 8 take the statewide Proficiency Assessments for Wyoming Students (PAWS) in reading and math. Students in grades 4 and 8 also take the science portion of the PAWS test.

SAWS: Students in grades 3, 5, and 7 take the Student Assessment of Writing Skills (SAWS), which is used to measure a student's writing skills.

ACT Suite: Students in grades 9, 10, and 11 take EXPLORE, PLAN, and ACT, respectively. These standardized tests are indicators of college readiness and student achievement. Students in grade 11 also participate in the ACT Writing test.

Defining the Terminology

Assessment

Assessments or tests indicate how well students are learning certain subjects. The state uses certain tests to indicate the strengths and weaknesses of schools.

Cut Scores

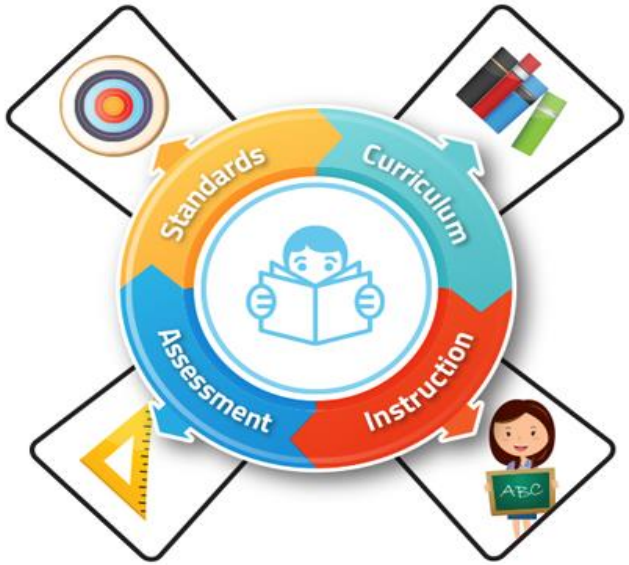
Cut scores define the score ranges associated with each of the four

wyomingmeasuresup.com/students/

WYOMING MEASURES UP
simply. understand. education.

toolkit | glossary of terms | WDE website | State Board of Education

Changes in Measurement of Student Learning



Standards aim to provide all Wyoming students an equal, quality education. They try to define what Wyoming students should know and be able to do.

Curriculum is set by districts, schools and teachers to help students achieve. Curriculum is a plan for instruction and guides the purchasing of materials and the process for evaluation to see if the standards are met.

Assessments or tests indicate how well students are learning certain subjects. The state uses certain tests to indicate the strengths and weaknesses of schools.

Instruction is the education performed by the teacher, the process of imparting knowledge. Teachers provide input on curriculum and teach students using materials, methods, and formal and informal testing–all while adapting to the students.

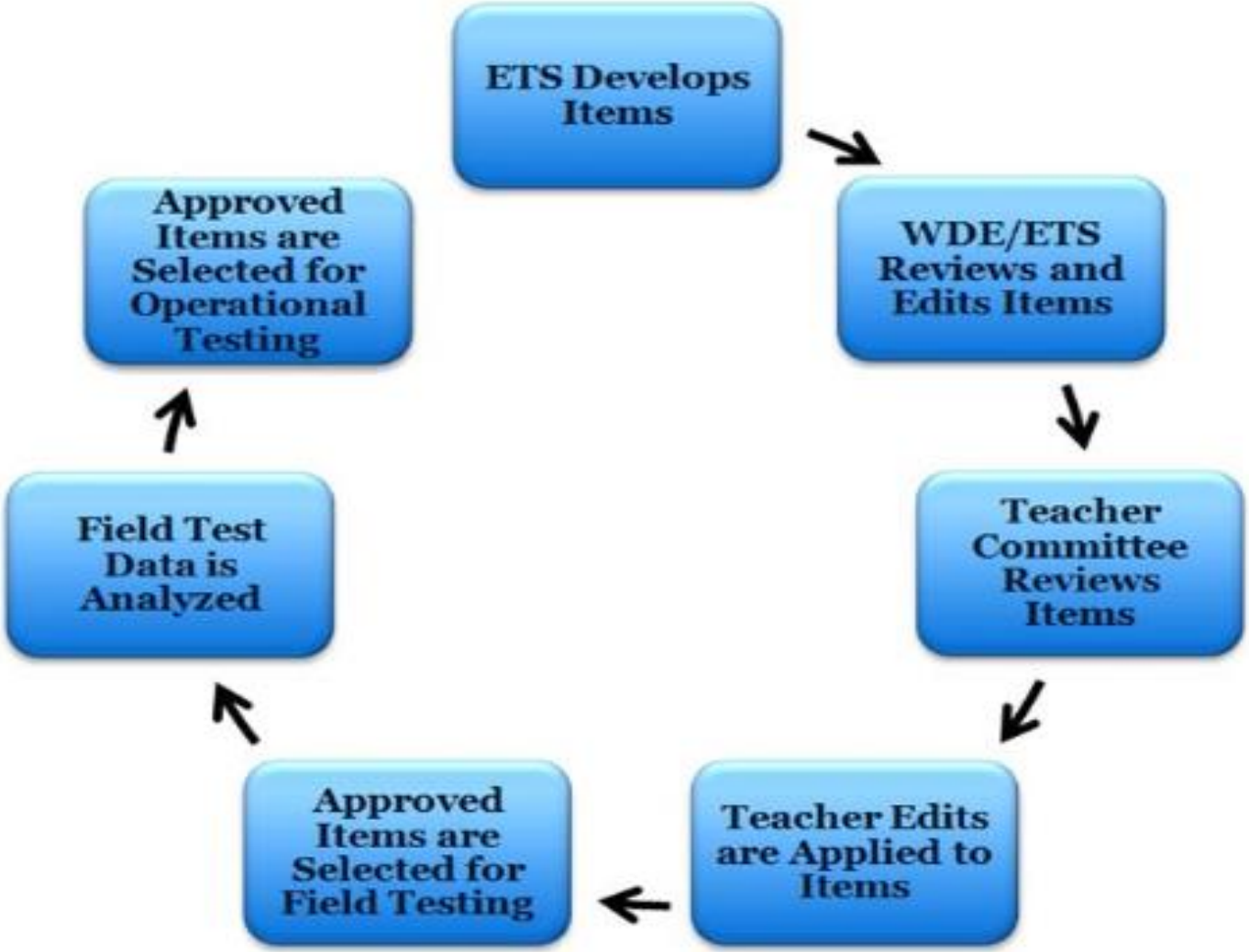
Changes in Measurement of Student Learning
What Tests do Students Take?
Measuring School Performance
Who Makes Decisions about Wyoming Education?

Defining the Terminology

Standards
Standards aim to provide all Wyoming students an equal, quality education. They try to define what Wyoming students should know and be able to do.

Proficiency Assessments for Wyoming Students (PAWS)
PAWS is the state test used in grades 3-8 to measure student performance for both the state and national accountability systems. Subjects on the PAWS include reading, math, and science (science is tested in grades 4 and 8 only).

Lifecycle of an Item



Wyoming Assessment System

Grade	NAEP Jan 26 – Mar 6	PAWS Mar 2 - 27	WY-ALT Feb 23 - Mar 27	SAWS Apr 13 - May 1	ACCESS & ALT for ELLS Jan 19 - Feb 23	EXPLORE Apr 20 - May 12	PLAN Apr 20 - May 12	ACT Plus Writing Apr 28 (May 12)	WorkKeys Apr 29 (May 13) Optional	COMPASS Oct 6 - 24 April 20 - May 12
K					x					
1					x					
2					x					
3		x	x	x	x					
4	x	x	x		x					
5		x	x	x	x					
6		x	x		x					
7		x	x	x	x					
8	x	x	x		x					
9			x		x	x				
10			x		x		x			
11			x		x			x	x	
12					x				x	x

Assessment System: Future

- Current contract with Educational Testing Service takes Wyoming through test admin in the spring of 2016, and
- Proposed legislation calls for an assessment task force that would evaluate options for statewide assessment, bringing recommendations to the Select Committee in the Fall of 2015, too late for implementation in spring of 2016

Assessment System: Future

- Options for statewide assessment include: build or buy
  - Build: continue custom statewide assessment, PAWS or a replacement
  - Buy: purchase an off-the-shelf test (e.g. Aspire) or a hybrid (e.g. SBAC)

Assessment System: Future

Design	Cost	Timing	Control	Efficiency
WY Custom	Highest	At least 2 yrs	Highest	Least
"Shelf"	Lowest	Less than a year assuming tech & accessibility readiness	Least—none	Moderate, but lack of control hinders efficiency
Consortium	Middle	Less than a year, assuming tech & accessibility readiness	Some	High in terms of expertise; low in terms of multi-state agreements

Accessing Reports in Fusion

- Fusion employs role-based security
- Contains confidential and public reports
- School leaders have confidential access and can show these reports in school improvement teams/planning
- Key reports in Assessment & Accountability folders
  - Domain reports
  - Growth reports
  - SPRs

Accessing Public Reports in Fusion

- Accessing **public** reports
  - Website https://fusion.edu.wyoming.gov/MySites/Home/default.aspx
  - Click on Data Reporting tab
  - Click on Assessment
  - Click on PAWS, PAWS-ALT, SAWS, SAWS-ALT and ACT Results Aggregated – School Level
  - Select filters (grade, district, school, subject), then hit View Report
  - Can export to csv, xls, Word, or pdf
  - Click on Three Year Proficiency Rate Trends by Student Group (this report is by district by grade & student group only)

Accessing Public Reports in Fusion

ACT, PAWS, PAWS-ALT, SAWS, and SAWS-ALT Results - School Level - Aggregated

School Year	District Name	School Name	Grade	Subject	Number of Students Tested	Participation Rate	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Basic and Below
2013-14	Albany #1	Velma Linford Elementary	03	Math	40 - 49	100.0%	14.89%	51.06%	31.91%	2.13%	65.96%
2013-14	Albany #1	Velma Linford Elementary	04	Math	60 - 69	100.0%	6.67%	45.00%	41.67%	6.67%	51.67%
2013-14	Albany #1	Velma Linford Elementary	05	Math	30 - 39	100.0%	0.00%	28.21%	41.03%	30.77%	28.21%
2013-14	Albany #1	Velma Linford Elementary	06	Math	40 - 49	100.0%	12.77%	27.66%	46.81%	12.77%	40.43%

Accessing Public Reports in Fusion

	Math					
	2011-12		2012-13		2013-14	
Grade	District %	State %	District %	State %	District %	State %
03	92.48%	90.39%	89.46%	87.26%	53.77%	50.73%
04	87.36%	82.18%	88.67%	81.15%	61.76%	47.02%
05	85.87%	81.90%	87.92%	79.51%	72.69%	54.25%
06	89.33%	82.42%	84.64%	81.76%	56.88%	48.94%
07	81.66%	76.04%	82.68%	75.86%	59.34%	43.36%
08	75.56%	72.62%	70.40%	67.62%	55.94%	49.69%
11	71.20%	66.19%	72.44%	67.60%	54.34%	39.21%

Fusion Confidential Reports

- Fusion employs role-based security
- Contains confidential and public reports
- School leaders have confidential access and can show these reports in school improvement teams/planning—Remember FERPA and “Legitimate Educational Interest”
- Key reports in Assessment & Accountability folders
  - Domain reports
  - Growth reports (student growth percentile distribution)
  - SPRs

Fusion Confidential Reports

- Log in (upper right of screen)
- Click on Assessment Confidential
- Log in again
- Click on ACT, PAWS, PAWS-ALT, SAWS, SAWS-ALT Confidential Results Disaggregated
- Student Level Assessment Results – best for uploading to a SIS; released first so districts can review

Fusion Confidential Reports

ACT, PAWS, PAWS-ALT, SAWS, and SAWS-ALT Confidential Results Disaggregated - School Level

CONFIDENTIAL - EMBARGOED UNTIL PUBLIC RELEASE

9-22-2014

School Year	District Name	School Name	Grade	Subject	Subgroup	Number of Exempt Students	Number of Students Not Tested	Number of Students Tested	Students Below Basic Level	Students at Basic Level	Students at Proficient Level	Students at Advanced Level	Participation Rate	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Basic and Below	Percent Proficient and Advanced
2013-14	Albany #1	Velma Linford Elementary	03	Math	All Students														
2013-14	Albany #1	Velma Linford Elementary	03	Math	Hispanic														
2013-14	Albany #1	Velma Linford Elementary	03	Math	American Indian/Alaska Native														
2013-14	Albany #1	Velma Linford Elementary	03	Math	Asian														
2013-14	Albany #1	Velma Linford Elementary	03	Math	Black														
2013-14	Albany #1	Velma Linford Elementary	03	Math	Native Hawaiian/Pacific Islander														
2013-14	Albany #1	Velma Linford Elementary	03	Math	White														
2013-14	Albany #1	Velma Linford Elementary	03	Math	Two or More Races														
2013-14	Albany #1	Velma Linford Elementary	03	Math	Female														
2013-14	Albany #1	Velma Linford Elementary	03	Math	Male														
2013-14	Albany #1	Velma Linford Elementary	03	Math	English Language Learner														
2013-14	Albany #1	Velma Linford Elementary	03	Math	Non-English Language Learner														
2013-14	Albany #1	Velma Linford Elementary	03	Math	Free/Reduced Lunch														
2013-14	Albany #1	Velma Linford Elementary	03	Math	Non-Free/Reduced Lunch														
2013-14	Albany #1	Velma Linford Elementary	03	Math	Individual Education Plan (IEP)														

Data are here. I'm not showing the numbers since doing so might reveal the performance of specific students because of the low numbers of different student groups. Columns include participation information, percent of students in each performance level, and the total percent Proficient+ by student group.

Fusion Confidential Reports

- Click on Assessment Confidential
- Click on Domain Report
- Select Subgroup and Grade
- Remember that these reports only provide info for all students tested with PAWS, not the ALT
- This report tells you
  - What's tested at each grade
  - In which areas (domains) are we more successful than others?
  - How does our performance by domain compare to our district and the state overall?

Growth Measures and WAEA

- Elementary and Middle
  - Achievement
  - Growth
  - Equity
- High School
  - Achievement
  - Equity
  - College Readiness

Wyoming School Rating System

What is Growth?

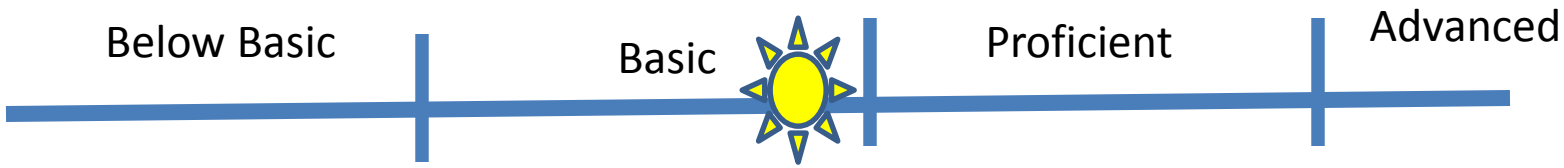
- PAWS shows how each student is achieving relative to state standards
  - Is John proficient in 6th grade mathematics? What percent of his peers are proficient?

- Growth measures change in an individual student's performance over time, using scale scores from one year to the next
  - How much did John improve in mathematics from 5th grade to 6th grade relative to his academic peers?

Why Measure Growth?

- Measures progress for students at all performance levels
  - A student can achieve at a low level but still improve relative to his academic peers
  - Another could achieve well but not improve much from year to year
  - Considered to be more fair in school accountability systems
- Provides evidence of improvement even among those with low achievement
- Gives high achieving students and schools something to strive for beyond proficiency

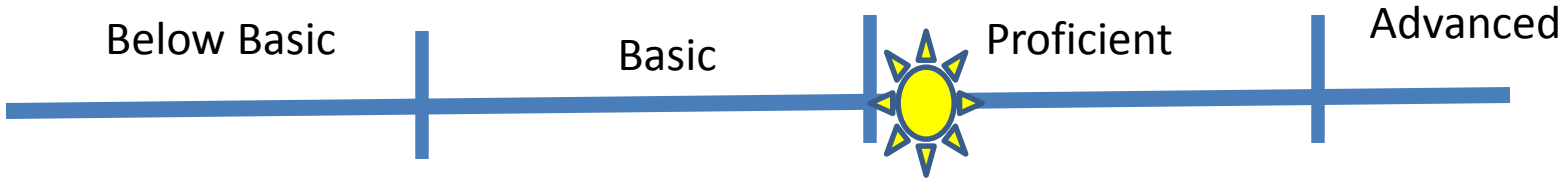
Growth Across Years



Grade 5 Performance Levels: PAWS Reading

Grade 4 Performance Levels: PAWS Reading

Growth Across Years



Grade 5 Performance Levels: PAWS Reading

Grade 4 Performance Levels: PAWS Reading

Growth Models Have Shown…

- Growth not correlated with proficient status
- Growth gaps can narrow among student groups
- Many low-achieving students not growing fast enough to catch up
- Many proficient students not keeping up
- High-achieving schools can show low growth and low-achieving schools can show high growth

Growth Terms

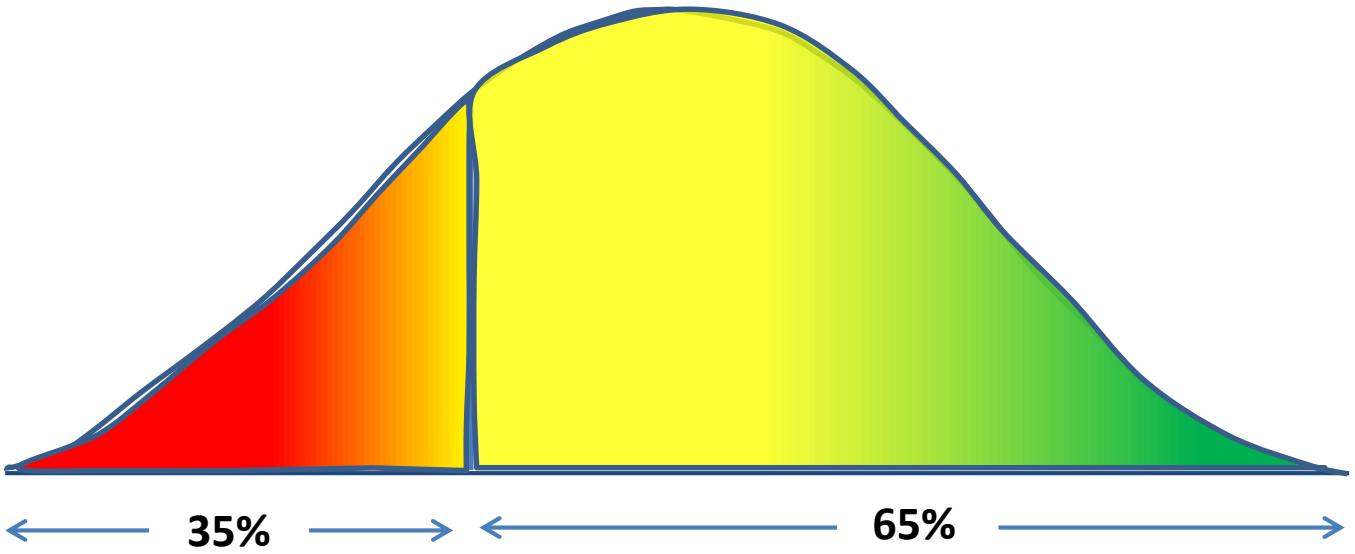
Student Growth Percentiles (SGP) – a normative measure that compares students with other like-performing students across the state. A SGP produces a relative percentile score (such as 70th percentile) that tells the student that s/he scored equal to or better than 70% of students who had scores like him in the previous year in the state. Median Growth Percentiles (MGPs) are used to summarize SGPs across classes, grades, and schools

Growth Terms

Adequate Student Growth Percentiles (AGP) – a criterion-referenced measure relative to proficiency that measures how far away from proficiency a student is and answers: "how much growth does a student have to make to reach proficiency in three years or by the end of 8th grade?" A student can make 70th percentile growth and still not meet AGP goals. <u>AGPs are NOT reported in 2014 because of the change in cut scores but will return with the 2015 SPRs</u>. When SGP => AGP, then the student is on track.

What do we mean by normative growth?

Percentiles



35th

Anthony

Year Prior
(3rd Grade)
425

Below Basic

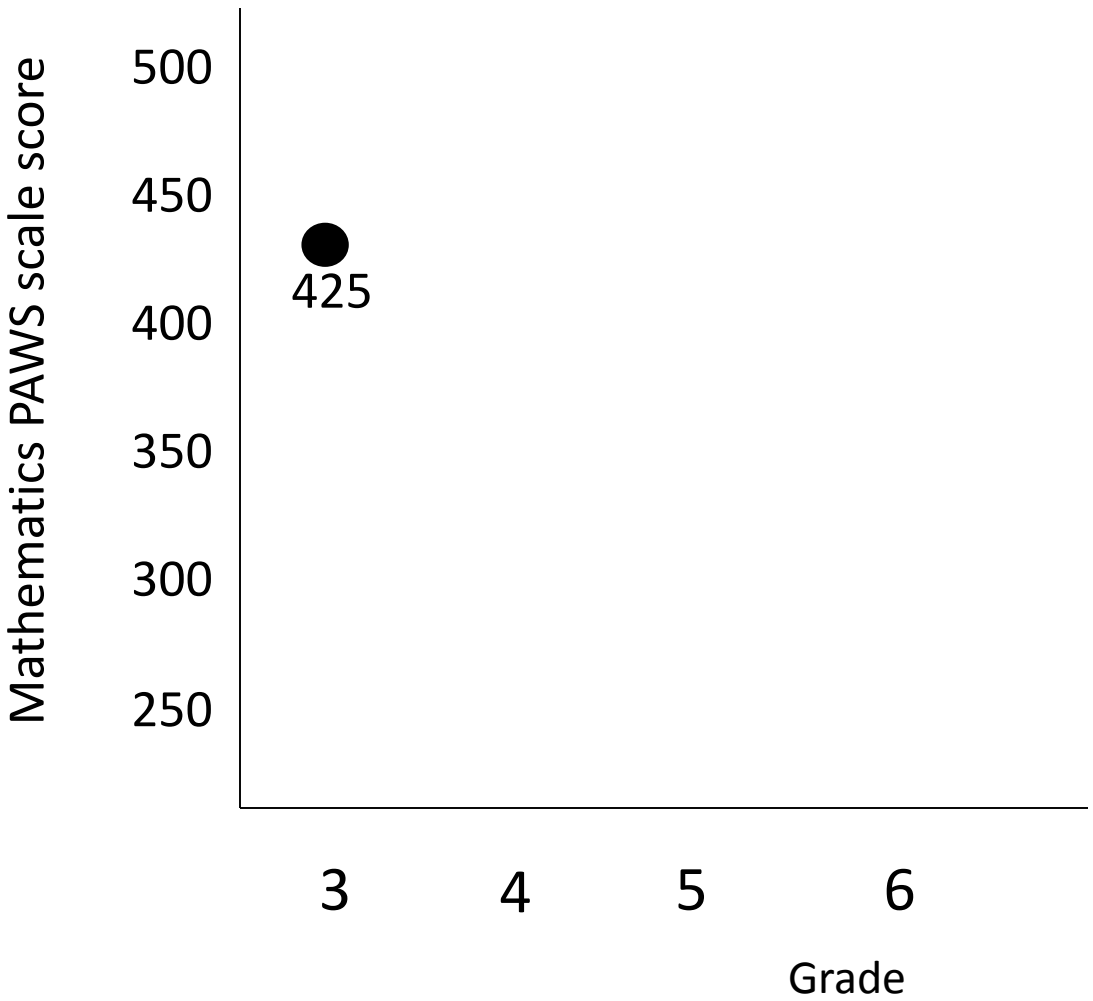
(Level 1)

Last Year
(4th Grade)
455

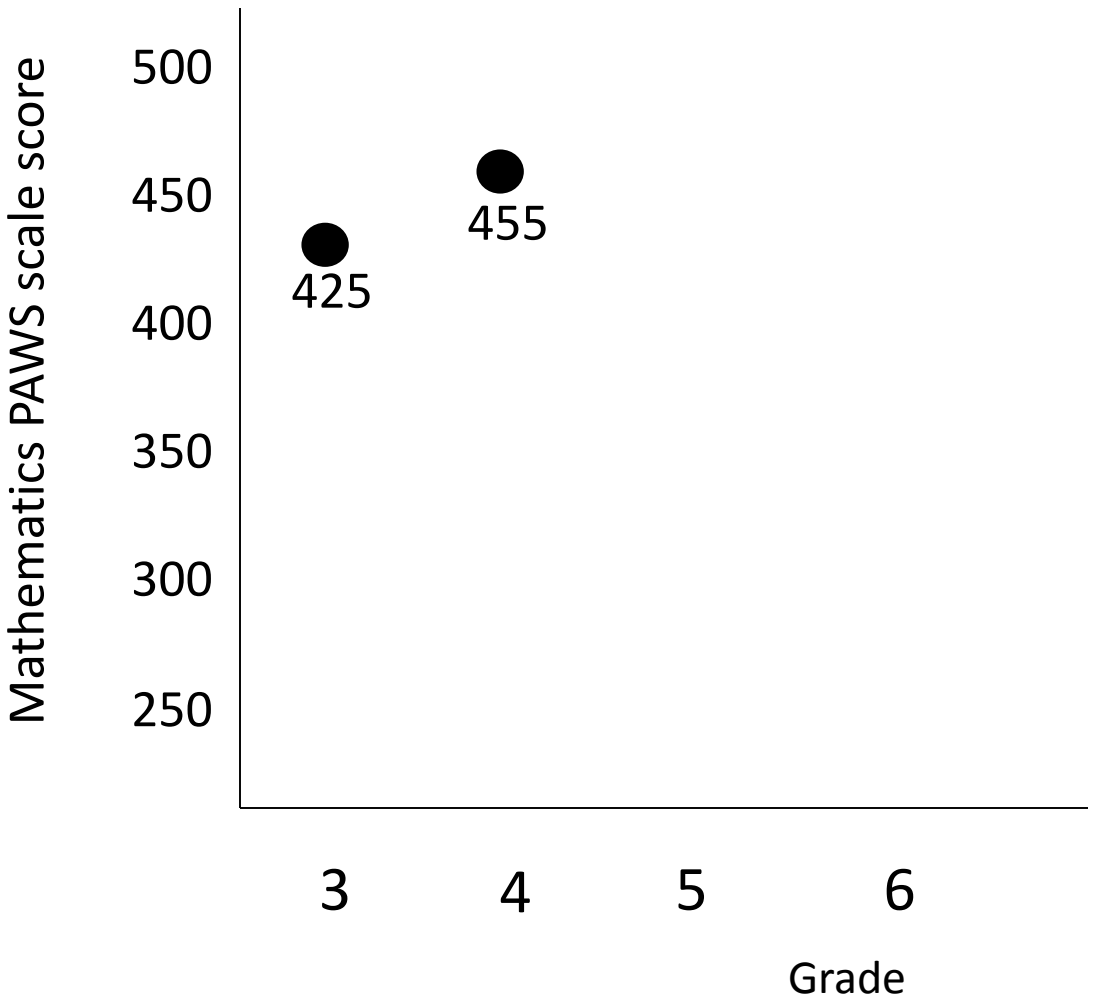
Basic

(Level 2)

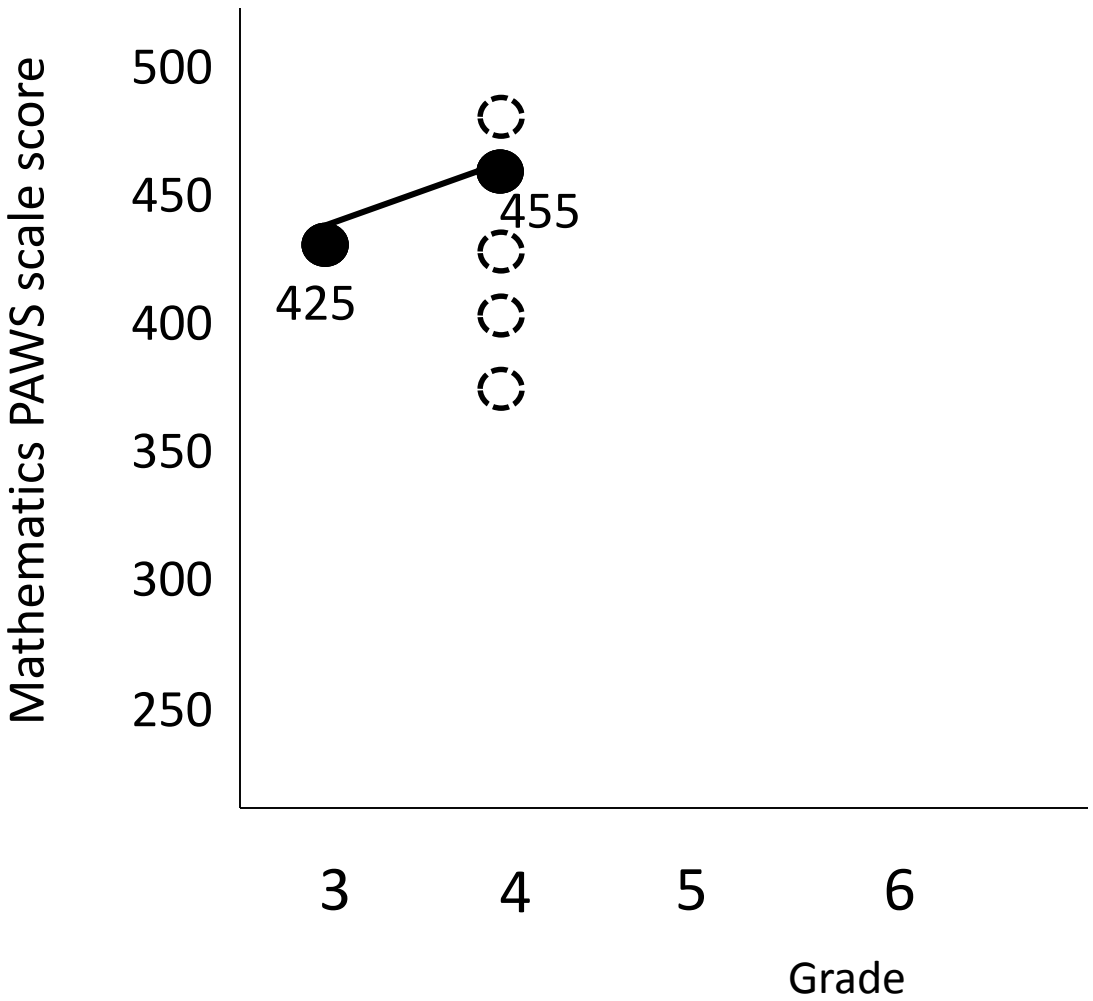
A student's PAWS scores can be plotted from one year to the next.



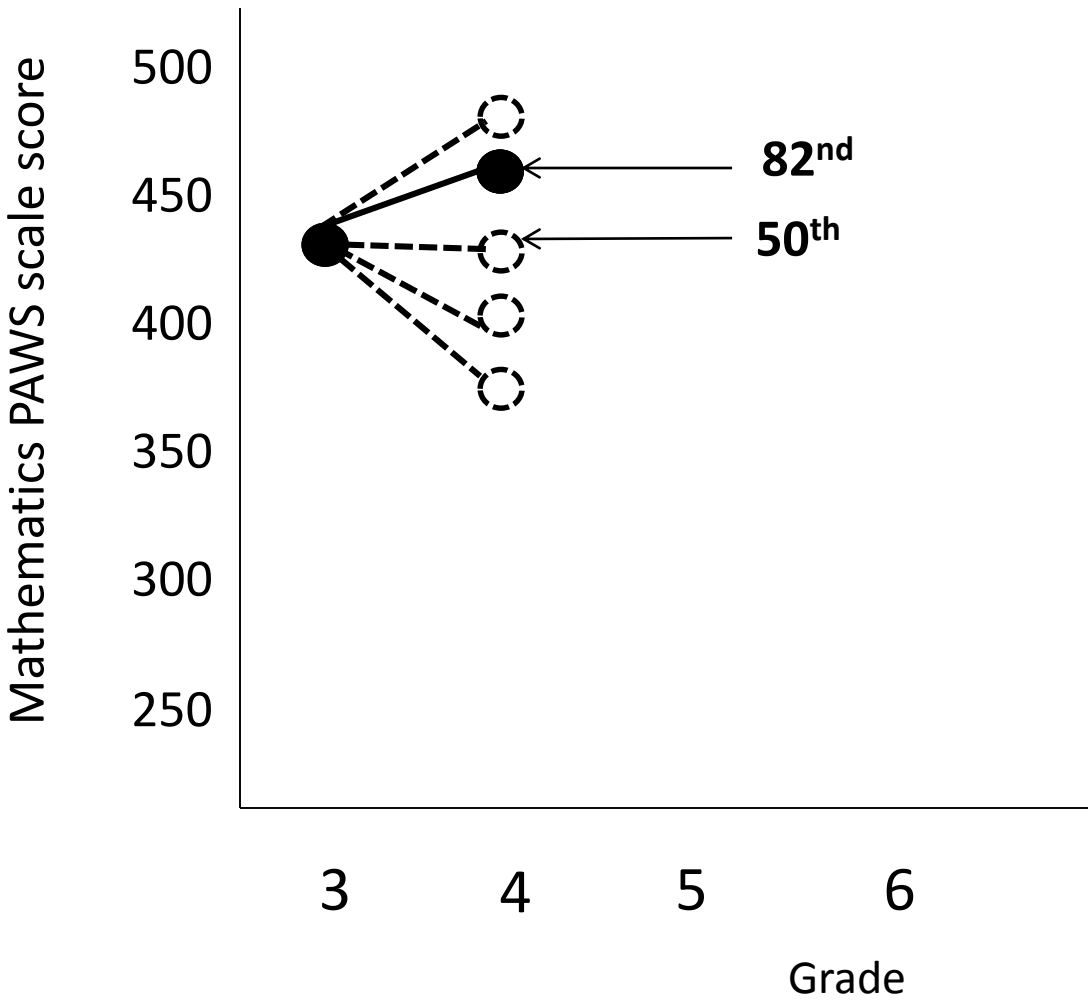
A student's PAWS scores can be plotted from one year to the next.



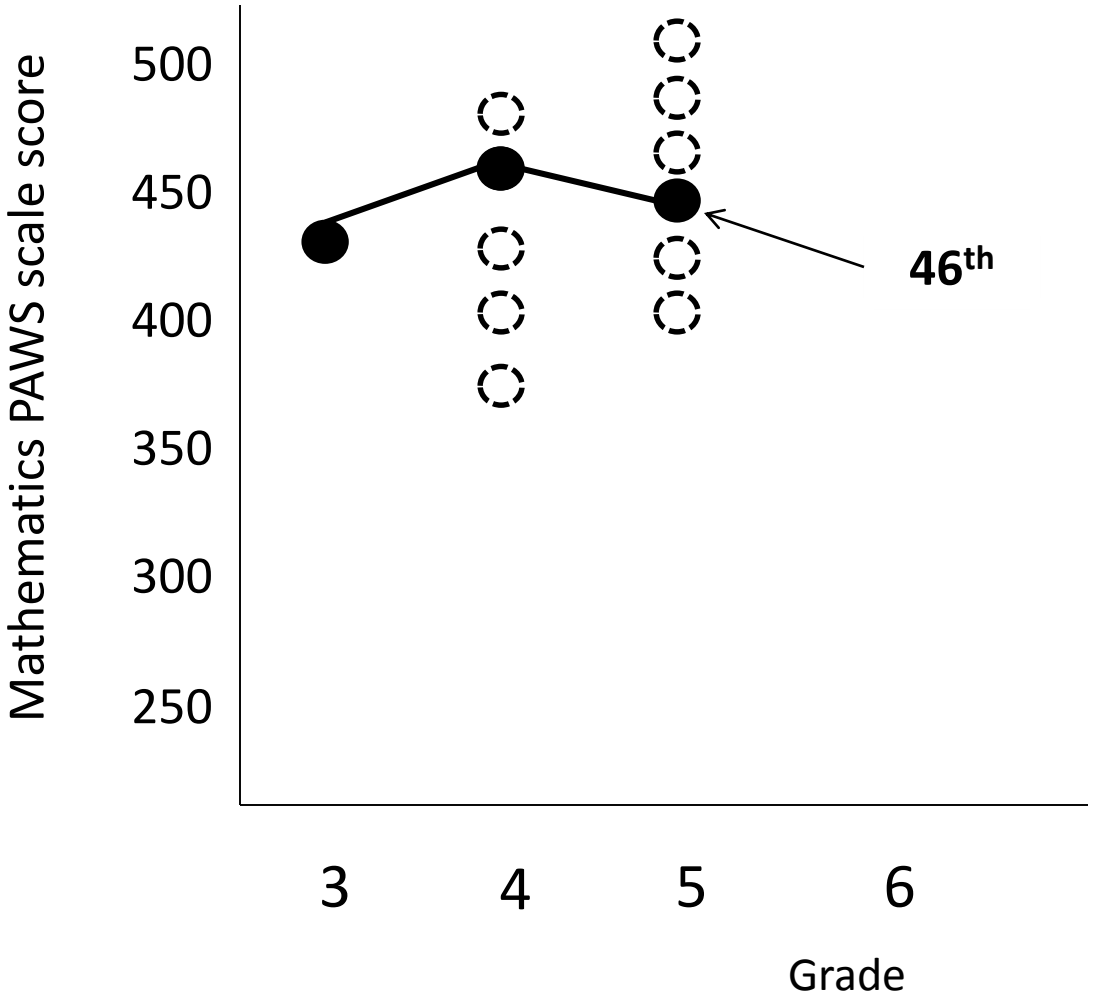
The fourth grade scores of students with the same third grade score can differ and form a distribution.



Comparing the example student's score to students with similar score histories yields a percentile.



The fifth grade growth percentile is calculated relative to students with similar score histories at both grades three and four.



Other students whose scores diverged from the example student are no longer considered to have a similar score history.

Student Growth Percentiles

Student	3rd grade	4th grade	5th grade	SGP associated with 5th grade score
Suzie	270	300	365	70

What is Suzie's performance level?

Can't tell without the scale score ranges associated with each performance level!

What can you tell from Suzie's growth percentile of 70?

At fifth grade, Suzie outperformed 70 percent of students with similar score histories.

Can you calculate Suzie's growth percentile just by knowing her previous years' scores?

No, because we do not have the distribution of scores from students with similar score histories.

Student Growth Percentiles

Student	3rd grade	4th grade	5th grade	SGP associated with 5th grade score
Suzie	270	300	365	70
Victor	310	340	365	30
Keisha	410	435	460	60
Dante	400	-	460	-
Jamar	-	470	500	50
Mya	260	290	335	65
Zachary	420	450	440	8

Explain to their 5th grade teacher how Suzie and Victor achieved the same 5th grade scaled score but different growth percentiles.

Suzie and Victor's growth percentiles are based on two different distributions of scores that reflect their different score histories.

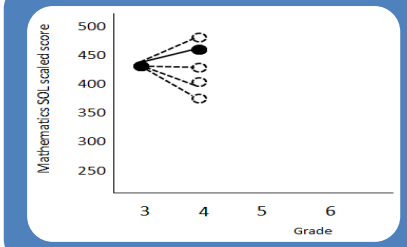
Does Victor's growth percentile of 30 have any relation to Suzie's growth percentile of 70?

No, the two numbers are not directly comparable to one another.

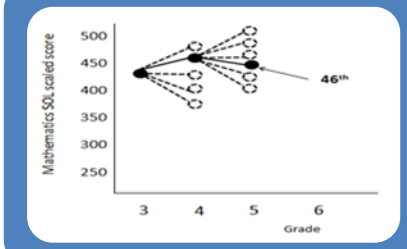
SGP Features

SGP: 1-99

Student growth percentiles range from 1 to 99



A student growth percentile compares the student's current PAWS score with students throughout the state



Each year, a student's growth percentile is calculated in reference to other students with the same test taking sequence and score history

SURF

9

Median Student Growth Percentiles

Reading Students at ABC Elementary

Student	SGP
Sheryl	3
Hector	22
Robert	36
Miranda	38
Trey	44
Anna	45
Eric	71
Anthony	80
Tiffany	93

Fusion Confidential Reports
Student Growth Percentile Distribution

School Year: 2013-14
For Subjects: Reading
For Subgroup: All Students
Full Academic Year Is: All Students

Range: 1-99
Low: 1-35
Typical: 36-64
High: 65+

Growth Categories Score Ranges					
Low Growth (SGP<= 35)		Typical Growth (SGP >35 and SGP <= 65)		High Growth (SGP >65)	

School ID	School Name	Subject Code	# of SGPs	# of Students with an SGP	Percent of SGPs Within Each Growth Range		
1101003	XYZ Elementary	Reading	133	133	48.1	23.3	28.6

School Year: 2013-14
For Subjects: Reading
For Subgroup: Hispanic
Full Academic Year Is: All Students

State Benchmarks:
35, 30, 35

Growth Categories Score Ranges					
Low Growth (SGP<= 35)		Typical Growth (SGP >35 and SGP <= 65)		High Growth (SGP >65)	

School ID	School Name	Subject Code	# of SGPs	# of Students with an SGP	Percent of SGPs Within Each Growth Range		
1101003	XYZ Elementary	Reading	33	33	27.3	39.4	33.3

Fusion Confidential Reports
Student Growth Percentile Distribution

- Filter by school, subject, student group and drill to grade within school;
- Answer questions like these:
  - How well did your district/school grow relative to the state overall?
  - Was there a difference in math growth vs reading growth?
  - Which student groups or grades showed the strongest growth? Weakest?
  - How do these student groups compare to those across the state?

Fusion Public Reports
Growth and Achievement

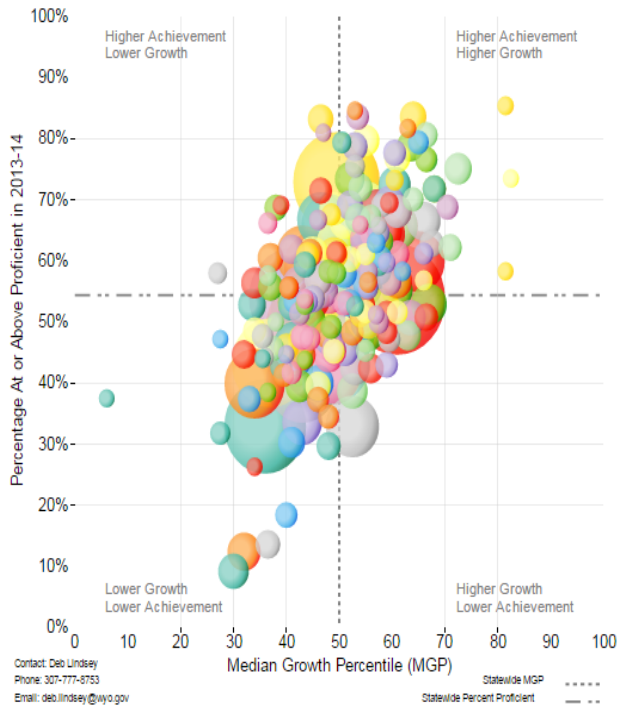
State of Wyoming - Calen | Inbox (53) - deb.lindsey@ | Growth Visualization Repo | Charts Public Viewer | Charts Public Viewer

https://portals.edu.wyoming.gov/Reports/Public/growth-and-achievement

WDE Report Viewer | View Report | Share

Scope: State | Organization: | Group By: School | Subject: Reading & Math | School Year: 2013-14 | Subgroup: All Students | Mobility Status: All Students

2013-14 State Growth & Achievement Report



Groups with fewer than 10 students or with fewer than 10 students in their related complements do not appear in the list. Achievement levels at or near 0% or 100% have been capped at 5% and 95%, respectively.

- (0101000)Beitel Elementary
- (0101000)Indian Paintbrush Elementary
- (0101000)Laramie Junior High School
- (0101000)Laramie Montessori Charter School
- (0101000)Rock River Elementary
- (0101000)Rock River Junior High School
- (0101000)Slade Elementary
- (0101000)Snowy Range Academy
- (0101000)Spring Creek Elementary
- (0101000)UW Laboratory School
- (0101000)Velma Linford Elementary
- (0201000)Burlington Elementary
- (0201000)Burlington Middle School
- (0201000)Rocky Mountain Elementary
- (0201000)Rocky Mountain Middle School
- (0202000)Lovell Elementary
- (0202000)Lovell Middle School
- (0203000)Greybull Elementary

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Fusion Public Reports
Growth and Achievement

- Filter by school, subject, student group and drill to grade within school
- Answer questions like these:
  - How does my school compare to other schools in my district or in the state in terms of overall proficiency and growth?
  - Which subjects and grades in my school are relative strengths compared to the state and other schools in my district (or state)? Which student groups demonstrate stronger achievement and growth in my school/district?
  - How well are students growing in the consolidated subgroup? In other student groups?
  - Are there other schools of similar size and proficiency rates that have demonstrated higher growth?