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Introduction to the Reporting and Analysis Suite (RAS)

Participant Notebook

Colorado Department of Education

ELAT Project

Name _____

School _____

Date _____

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Reporting and Analysis Suite:
Suggested Uses

Fidelity Reports

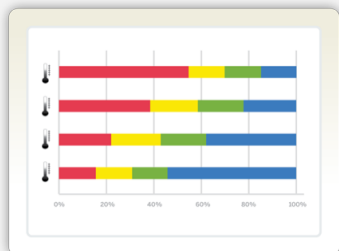| Benchmark Completion	Review the completion status of the current benchmark assessments and/or compare it to the completion rates from earlier periods.
	• **Thursday of Week 1** Run and save the report. Once saved, data will display in "My Saved Reports" and continue to refresh as teachers assess and sync. Use the information to celebrate assessments completed during the first week of the window and to identify grade-level teams and/or teachers who need support. • **Wednesday of Week 2** Go to "My Saved Reports" to access the report. Check assessment status and follow up as needed to ensure Benchmark assessments are completed on time. • **Friday of Week 2** Go to "My Saved Reports" to access report in order to ensure all Benchmark assessments are completed.
Progress Monitoring Fidelity	View the rate at which educators administer progress monitoring to students.
	• **The value of progress monitoring** is in providing feedback on the effectiveness of instruction, determining students' progress towards goals, and supporting timely decision-making about changes to instruction. • **Building leaders support teachers in using the data collected**. If three consecutive progress monitoring scores fall below the aim line, the team should modify instruction for the student. • **Suggested frequency:** Run and save the report after the Benchmark window closes. Access the saved report on Mondays weekly or bi-weekly throughout the term.

Score Reports

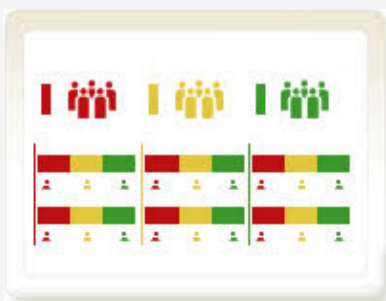Run Score Reports upon the completion of each Benchmark window.

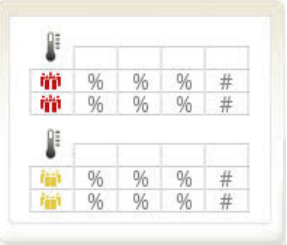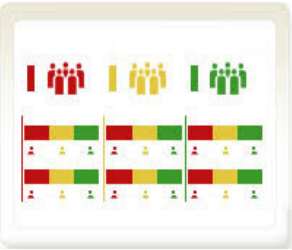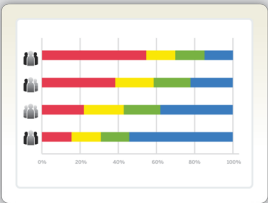| **Comparing Measures**	*Create an assessment scorecard for one or more student populations.*
	• Measures are directly related to early literacy skills (as opposed to the Composite Score which is an overall indicator of risk). The data allows leaders to target strengths and areas of concern by each literacy skill (e.g., low PSF scores indicate a need for stronger instruction in Phonemic Awareness). • Support teachers in using data to identify patterns of need and to organize resources for differentiated small-group instruction. • Compare results across times of year to inform data conversations, plan for professional development, determine where to allocate resources, and to set goals for the school, individual grade levels, for teachers, and for students.
Correlation	*Trace student performance in particular measures over time, or compare performance in two different measures.*
	• Use data in conversation with staff to identify instructional strategies that resulted in student success. Identify students who did not make adequate growth and plan for instructional changes. • Evaluate effectiveness of tiers of instruction. Does universal instruction support keeping 95%+ students at the Benchmark level throughout the year? Does intervention support moving 80%+ of students out of risk levels? • Determine need for allocation of resources–e.g., time, funds, personnel, resources, etc.
Comparing Populations	*Compare student performance in one measure across different institutional breakdowns or by student demographics for one or more periods.*
	• Identify how populations have changed across Benchmark periods on the Composite Score. This score is highly predictive of future reading success and indicates the level of support students require. • Compare results across times of year and across years to inform data conversations, plan for professional development, determine where to allocate resources, and to set goals.

Instructional Leaders Action Plan

Name: _____ Date: _____

Report	Essential Questions	Observations		Next Steps
Benchmark Completion	• Have all of my students completed Benchmark assessment? • Which institutions and teachers are following Benchmark fidelity guidelines? • Where should benchmarking enforcement efforts be focused? • _____		▶	
Comparing Measures	• What are instructional areas of strength or weakness? • How have my students progressed in different areas over time? • Where should instructional resources be focused? • _____		▶	
Progress Monitoring Fidelity	• Have all of my students who require Progress Monitoring been assessed? • Which institutions are following Progress Monitoring fidelity guidellines? • Which schools or teachers may require additional resources to assess Progress Monitoring at the recommended rate? • _____		▶	

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Instructional Leaders Action Plan

Report	Essential Questions	Observations		Next Steps
Correlation/Effectiveness	• How effective have teachers been at moving students between performance levels? • How might resources be shifted (time, people, supplies, or money)? • Which teachers could learn from one another? • _____		▶	
Comparing Populations	• Which students require additional support? • How have different populations changed over time? • What are trends across grade levels? • How can I determine which teachers require extra support? • _____		▶	

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