Data Analysis & Planning Process – Admin Level

Have the majority of students assessed?

How would the Executive Summary be invalid if the majority have not assessed?

Which grade level has the highest percentage of Tier 2 & 3 students?

As an administrator, what support are you providing that grade level?

Click on the grade level bar graph with the highest percentage of Tier 2 & 3 students.

What subtest is the greatest area of need?

Looking at the ISIP Summary by Tier, what does the chart tell you about growth within different tiers of instruction?

Is there a grade level that has greater gains than others? Less than others?

Is each Tier making growth? What are the next steps if growth is stagnant or declining?

Next Steps:
Data Analysis & Planning Process – Classroom Level

The Classroom Page is accessed from the home page at www.istation.com. Have all students tested?

If so, continue on with validation process. If not, plan for student/s to take test.

How would report data be invalid if all the students have not tested?

The ISIP Summary is accessed from the link on the Classroom Page.

Scan the ISIP Summary data table.

Do student results reflect their ability both overall and in subtest areas?

Click on ISIP Summary Overall Reading bar graph to access Skill Growth Report.

Scan the Skill Growth data table.

Are students’ data points growing over time?

If so, move on to analyze their data.

If not, further investigation is needed via the Session Summary & Activity Detail.

The Session Summary & Activity Detail is accessed by clicking on the student’s name in the data table.

Next, click on the blue [+] sign by the assessment month being investigated.

How is this information useful in validating data?
What are the strengths & areas of need of the class/core instruction (see bar graph)?

What are the strengths & areas of need of each student (see data table)?

What instructional adjustments need to be made for the upcoming month for the class & individual students? Does On-Line Instruction need adjusting for some?

Is the class making adequate growth over time (see blue trend line)?

Is each student making adequate growth over time (see data table)?

If so, what next?

If not, what adjustments need to be made?

**The Priority Report** is accessed from the link on the Classroom Page.

How can this report help form small groups for targeted instruction?

How can this report help teachers locate teacher-led resources which align with student needs?

Are some students appearing in multiple sub-test groups or skill groups on this report?

If so, how can the teacher apply knowledge of the Hierarchy of Reading Skills in planning for those high-need students and other students as well?

**Hierarchy of Reading Skills**

- Begin with the most foundational skill need.
- Work to fill in gaps to create building blocks to enable students to move to more difficult skills.
The Classroom Summary is accessed from the link on the Classroom Page.

How can this report help in forming small groups or one-to-one for targeted instruction?

How can the data on this report help the teacher locate teacher resources and books which match students’ abilities?

The Student Summary Handout is accessed from the link on the Student Page. The Student Page is accessed by clicking on the student’s name on the Classroom Page.

How can this report be used to reflect on the impact of instruction and provide feedback to student, parents and all stakeholders?

Build the Rate of Improvement from the Report Page, or edit a report.

Choose a class. What type of growth are Tiers 1, 2 & 3 making?

Click into the class & look at a specific student. What type of growth is the student making?

How is the Rate of Improvement calculated?

What are three Istation tools that can help you set goals?