



GEM
INNOVATION SCHOOLS

Senate Education Committee
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GEM PREP
POCATELLO



GEM PREP
NAMPA



GEM PREP
MERIDIAN

How do we measure school performance?



State Assessments

Idaho Reading Indicator

Idaho Standards Achievement Test - Math, ELA,
& Science (5th/7th)

Biology/Chemistry End of Course Assessment

WIDA Access 2.0

PSAT

SAT

Civics Exam

Gem Innovation School Assessments

iReady Reading and Math
Diagnostic Assessments

Illuminate Interim Assessments,
Quick Checks, & Performance
Tasks

NWEA MAP Reading and Math



**How do we use the
data to drive academic
decisions?**

2nd grade Winter IRI score



Winter - OPTIONAL

Subtest	Total Correct	Skill Level
Reading CBM (RCBM)	77	3
Reading CMB Total		

RCBM Determines Skill Level

RCBM 3	77 & Above
2	52 - 76
1	0 - 51

iReady Diagnostic Reading Assessment

Domain		Placement
Foundational Skills	Phonological Awareness	✓ Tested Out
	Phonics	✓ Late 2
	High-Frequency Words	✓ Tested Out
Vocabulary		✓ Late 2
Comprehension: Literature		✓ Mid 2
Comprehension: Informational Text		✓ Mid 2

Winter - OPTIONAL

Subtest	Total Correct	Skill Level
Reading CBM (RCBM)	77	3
Reading CMB Total		
RCBM Determines Skill Level		
	RCBM 3	77 & Above
	2	52 - 76
	1	0 - 51

Building Comprehension: Informational Text Skills

The CCSS expect children at this level to engage closely and actively with the details of both literary and informational text. A prerequisite to success with these standards is a strong base in comprehension skills and strategies. This subtest measures these prerequisite skills as they apply to informational text.

What Daniel Can Do

Results indicate that Daniel can likely do the skills shown below.

- CC Use text features in informational text.** Use headings, tables of contents, glossaries, or other text features to locate key facts or information in Level 1 informational text.
- CC Identify sequence of events.** Identify the sequence of events (beginning, middle, end) in Level 1 literary or informational text.
- CC Identify cause-and-effect relationships.** Identify cause-and-effect relationships in Level 1 literary or informational text.

Next Steps for Instruction

Results indicate that Daniel will benefit from instruction and practice in the skills shown below.

Continue to teach sequence of events. Emphasize using signal words to identify what happened first, second, next, and last in an informational text. Work with Daniel to brainstorm a list of signal words, such as *first*, *second*, *third*, *then*, *next*, *finally*, *after awhile*, and *eventually*. Then encourage the child to sequence the events in a retelling of an important part of a text.

Extend understanding of cause and effect.

- Define *cause* as something that happens. Define *effect* as something that makes something else happen.
- Read aloud an informational book and model the thought processes behind discovering cause-and-effect relationships.
- Say, "When I read, I think about things that happen and why those things happen."
- Model asking and answering questions such as "What happened?" and "Why did it happen?"
- Then have Daniel read an informational text in a small group, asking and answering these questions.

Tools for Instruction



Sequence of Events

(1 of 6)



Identify Cause and Effect

(2 of 6)



Compare and Contrast

(3 of 6)



Main Idea and Key Details

(4 of 6)

Idaho Standards Achievement Test

Idaho Standards Achievement Test

2891

2579

2528

2455

2095

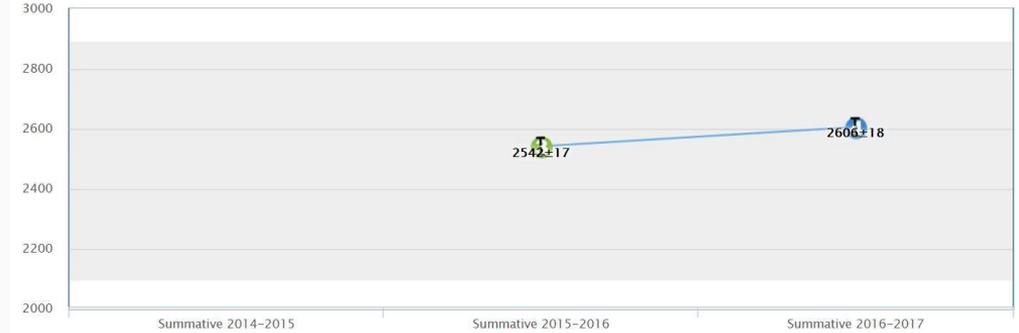
Meets State Standard
Does Not Meet State Standard

Level 4 The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

Level 3 The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.

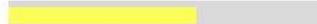
Level 2 The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Level 1 The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.



Claim	Claim Performance	Claim Description
Concepts and Procedures	<p>Below the Standard Above the Standard</p>	<p>What These Results Mean Student can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</p>
Problem Solving and Modeling & Data Analysis	<p>Below the Standard Above the Standard</p>	<p>What These Results Mean Student may be able to solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student may be able to analyze complex, real-world scenarios and may be able to construct and use mathematical models to interpret and solve problems.</p>
Communicating Reasoning	<p>Below the Standard Above the Standard</p>	<p>What These Results Mean Student may be able to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p>

Illuminate Interim Assessments

Assessment	Date Taken	Correct / Possible	Performance Band	Percent Correct	
Inspect Grade 5 Math Interim Orange 2017-2018 Online Only	Oct 11, 2017	7 / 24	Below Standard	29.17%	
Inspect Grade 5 Math Interim Pink 2017-2018 Online Only	Feb 6, 2018	15 / 25	Approaching Standard	60%	

Create quick assessments in Illuminate

Assessment	Date Taken	Correct / Possible	Performance Band	Mastery	Percent Correct	
Rodriguez Math 5 2017-2018	2017-12-01	2 / 5	Below Basic	No	40%	
Grade 5 base 10 quick assessment Rodriguez	2017-12-13	2 / 5	Below Basic	No	40%	
2017-2018 Math short quiz	2018-01-25	5 / 5	Advanced	Yes	100%	

Ms. Sky asked Sage to solve for 10^4 on the board. While solving, Sage noticed a pattern between the exponent in the expression and the number of zeros in her answer. Ms. Sky asked her to share her answer and pattern with the rest of the class.

Sage solved 10^4 to equal 10,000. Was she correct?

What is the pattern between the exponent and her answer?

Fish

Fish are interesting animals. There are many different types of fish. Fish come in many different shapes and colors. For example, a clown fish is small with orange and white stripes.

Fish live in water. Fish have gills that can take air from the water around them. This allows them to breathe underwater.

Many fish have scales on their skin. Fish also have a layer of slime to help them swim. Some fish can swim very fast. The tuna fish can swim up to 47 miles per hour!

Some fish use camouflage to protect themselves. This helps them blend in so that they are not easily seen. The slime that helps fish swim also helps protect them. The slime acts like a shield. When a fish gets a cut or scrape, the slime covers it and helps it heal.

Fish are neat creatures. Next time you are at an aquarium be sure to look at all of the different types of fish!



1 What is the purpose of gills?

- A. Gills give fish different colors.
- B. Gills make fish blend in.
- C. Gills help fish swim in water.
- D. Gills allow fish to breathe under water.

2 What is the purpose of slime on the fish?

- A. Slime helps fish swim and protects them.
- B. Slime allows fish to breathe under water.
- C. Slime helps fish blend in so they are not easily seen.
- D. Slime helps change the color of fish.

State Assessments

IRI

ISAT ELA, Math, Science

Biology/Chemistry EOC

WIDA Access 2.0

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