Interpreting and Responding to Summative Scores for School/Corporation Administrators
Welcome & Introductions
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Interpreting and Responding to Summative Scores for the Classroom Teacher
We’d like to hear more about you!

In a moment, you will see a poll box appear on your screen.

Please tell us your name, where you are from, and the position you hold.
Presentation: Interpreting and Responding to Summative Scores for School/Corporation Administrators
Review of the webinar objectives
Webinar Objectives

- Indiana educators will understand the purposes and appropriate uses of summative data at the classroom, school, corporation, and state levels.
- Administrators will learn about the power and limitations of data, including the consequences for students, educators, and schools.
- They will learn about the structure and components of the ILEARN and I AM reports at the individual, class, school, corporation, and state levels, including disaggregated data when available. Administrators will be able to develop analyses, interpretations, and questions about the data within the reports; they will make data-driven decisions related to curriculum, instruction, and educational programming.
- They will gain strategies for communicating with teachers, parents, students, and policymakers about the results.
Webinar Topics

• Purposes and uses of summative data for a school administrator
• Common misconceptions regarding summative data
• The power and limitations of data: What do the reports tell us?
• Guidance for corporation and school leaders to organize for data-driven discussion and how to ask about the data
• Guidance on analyzing and interpreting the data
• Guidance on implementing and monitoring actions plans in response to the data
Purpose and uses of summative data
Traditionally, summative assessment refers to the assessment of learning, which is typically gathered at the end of the unit of study …. Assessment data provides a basis for evidence-based monitoring of student learning progress and may help guide students and teachers as they strive to achieve learning goals…

-Louis Nadelson, “Are They Using the Data? Teacher Perceptions of, Practices with, and Preparation to Use Assessment Data” (52 – 54)
Purposes of Summative Assessment Scores

- Assessment of student learning
- Create policy changes
- Accountability
- Measure learning progress according to standards
- Educator effectiveness
- Monitor performance and progress of students or groups
- Determine access
- Distribute resources
Uses of Summative Assessment Scores

- Inform and adjust lesson planning
- Improve student outcomes
- Evaluate and adapt curricula
- Differentiate instruction
- Provide feedback to students
- Evaluate pace of instruction
- Guide next steps in instruction
- Support school improvement plans
- Evaluate school and programs
- Identify PD needs
The research tells us that summative data:

- Is useful at many levels, from the state to the corporation, to the school.
- Can support evaluation and validation of curriculum and instructional practices.
- Fulfills federal requirements.
- Provides evidence of student learning and progress.
- In combination with other sources of data (e.g., formative) leads to informed instructional decisions to impact student learning and progress.
- Can be evaluated in the context of professional learning groups to guide practice.
The Power and Limitations of the Data
• Standards define expectations for student learning.
• Curricula and assessments are interpretations of the standards.
• Evaluation and accountability rely on the meaning of scores.
• Without clear alignment among standards, curricula, and assessment the model falls apart.

Stakes Related to Assessment Scores

High Stakes for Educators
Uses for evaluating individuals or groups and accountability:
• evaluate teachers
• evaluate schools or corporations
• evaluate programs or services

High Stakes for Individual Students
Uses for understanding what students know:
• evaluate learning for calculating grades
• determine eligibility for program entry or exit
• diagnose learning difficulties

Low Stakes for Students and Educators
Uses for informing instruction now or for next time:
• guide next steps in instruction
• evaluate instruction
• evaluate curriculum

(Forte, 2018)
Common Misconceptions about Summative Data

A summative assessment for students with significant cognitive disabilities does not provide relevant information.

I can use my ILEARN scores to determine whether or not to place students in accelerated coursework.

Reaching “proficiency” means we are done. (i.e., we no longer need to work on growth)

My summative data doesn’t match what my interim data is telling me, so summative data is irrelevant. (What standards is your interim assessment measuring? What are its parameters of measurement – proficiency or growth?)

We can turn a scale score into a letter grade to go in the gradebook.
• Assessment literacy includes three big ideas: What someone knows about assessment, what someone believes about assessment, and what someone does with assessment.

• An assessment literate individual:
  • Understands the types and purposes of assessment;
  • Believes that assessment is an essential part of teaching and learning;
  • Utilizes data to drive informed decision-making for the success of every child.
Summative Assessment Uses

What are some of the more common uses of summative assessment data in your school or corporation?
Overview of the ILEARN and I AM Reports
• Measures student growth and achievement according to Indiana Academic Standards.

• ILEARN is online, computer-adaptive, and aligned to the Indiana Academic Standards.

• Serves as a summative accountability assessment for Indiana students and assesses:
  o English/Language Arts (Grades 3-8)
  o Mathematics (Grades 3-8)
  o Science (Grades 4 and 6)
  o Social Studies (Grade 5)
  o Biology (High School)
  o U.S. Government – Optional (High School)

• Provides valuable data that schools and teachers can use to inform teaching practice.
The ILEARN Individual Student Report (ISR) provides useful information about students’ growth and proficiency, including:

- Basic Information and Overall Performance
- Student's Scale Score and Performance Level
- Average Scale Score and Comparison Groups
- Reporting Category
- Content Specific Information
The items on the new I AM assess cognitively complex content and measure student growth and achievement according to Indiana’s Alternate Academic Standards or Content Connectors.

I AM is an online, stage-adaptive, assessment administered in segments and aligned to the Indiana Academic Standards.

I AM serves as a summative accountability assessment for Indiana students with significant cognitive disabilities and measures proficiency and growth in multiple content areas.

I AM provides valuable data that schools and teachers can use to inform teaching practice.
The I AM Individual Student Report (ISR) provides useful information about students’ growth and proficiency, including:

- Basic Information and Overall Performance
- Student's Scale Score and Performance Level
- Average Scale Score and Comparison Groups
- Reporting Category
- Content Specific Information
Classroom Reports
Scale scores are developed from raw scores. The average scale score obtained by the students at a school are shown.

The total percent proficient (at or above) is indicated. The percentages and the numbers of students above, at, approaching, and below proficiency are shown.
Proficiency Levels and Comparisons

• The proficiency level into which the student is placed is determined by the scale score.
• By showing where a student’s score compares to the Indiana student population, attaining a Proficient score provides educators responsible for making sense of and acting on state assessment results with further information regarding the student’s progress towards readiness for post-secondary education or competitive integrated employment.
• It also allows for report users to compare their corporation’s performance against the state’s overall performance.
School and Corporation Reports
Comparisons of Test Scores for Groups: Examples

- **Year-to-year or cohort comparisons**
  - We can compare last year’s 5th graders to this year’s 5th graders.
  - This type of comparison is often used to help answer questions such as, “is this school or program doing a better job of serving students in science this year than it did last year?”

- **Student group comparisons**
  - We can compare students who are classified as English learners and students who are not classified as English learners.
  - This type of comparison is often used to answer questions such as, “How well are schools serving students in their most challenged student subgroups?” (Forte, 2018)
Comparisons of Test Scores for Groups: Examples

• **Site comparisons**
  - We can compare students in “Orange High School” to students in “Pear High School.”
  - This type of comparison is often used to help answer questions such as, “Which school is doing the best job teaching science?”

• **Time, growth, or progress comparisons**
  - We can compare last year’s 4th graders to this year’s fifth graders, with the assumption they are for the most part the same students.
  - This type of comparison is often used to answer questions such as, “Are these students progressing in their mathematics knowledge and skills over time?”

(Forte, 2018)
<table>
<thead>
<tr>
<th>Comparison</th>
<th>Test Comparability</th>
<th>Student Comparability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year-to-year/cohort</td>
<td>Equivalent test forms</td>
<td>Equivalent representation of the student population in each year</td>
</tr>
<tr>
<td>Subgroups</td>
<td>Equivalent test forms</td>
<td>All students have equivalent opportunities to demonstrate what they know and can do</td>
</tr>
<tr>
<td>Sites</td>
<td>Equivalent test forms</td>
<td>Equivalent representation of the student population at each site</td>
</tr>
<tr>
<td>Time/progress or growth</td>
<td>Tests measure related knowledge and skills and score scales that are vertically articulated or equated</td>
<td>The same students in each year</td>
</tr>
</tbody>
</table>
A student’s scale score can be compared with the average scale score of Indiana’s student population.
Using Scale Scores: Comparing

Scale scores also allow for report users to compare their school or their corporation’s performance against the state’s overall performance.
In a few words, describe how you might guide teachers to use scale scores with ILEARN or other summative assessment reports.
Analytical and Evaluative Approaches for Reviewing ILEARN and I AM data
Core Components of Data Use

Data Quality

- How do student outcomes differ by demographics, programs, and schools?

Data Capacity

- To what extent have specific programs, interventions, and services improved outcomes?
- What is the longitudinal progress of a specific cohort of students?
- What are the characteristics of students who achieve proficiency and of those who do not?
- Where are we making the most progress in closing achievement gaps?

Data Culture

- How do absence and mobility affect assessment results?
- How do student grades correlate with state assessment results and other measures? (Ronka et al., 2009)

(Indiana Department of Education)
How do I use data effectively?

There is so much data.

How do I use data to improve student outcomes?

We will need professional development to better understand the purposes and uses of data.

My data analysis skills are lacking.

How do I use the data to inform the effectiveness of my instructional practices?

What are the different sources of data I need to understand and use?
The CARS Approach

COLLECT ➔ ASSESS ➔ REFLECT ➔ STRATEGIZE
Collect

**Students**
- What do the numbers say?
- Decide how the data will need to be aggregated and disaggregated

**Curriculum and Instruction**
- How many and in what percentage do those standards appear in the report?
- How much of the year/semester was spent addressing these particular standards/topics?
- What documented instructional strategies are used?
Assess

**Students**
- Areas of growth?
- Gaps to be considered?
- Comparison to classroom data?
- Identification of contributing factors?

**Curriculum and Instruction**
- What stands out?
- Any ineffective concepts?
- Effectiveness of interventions?
Reflect

Students

• What student supports can be provided?
• What demographic, social, emotional, and/or cognitive considerations need to be made?
• How will I analyze strengths and obstacles?

Curriculum and Instruction

• What other information needs to be gathered?
• What changes in instruction and/or curriculum have occurred since the previous assessment results?
Strategize

**Students**

Action Plan

- Who will monitor the students’ performances?
- When and how often will monitoring occur?

**Curriculum and Instruction**

Action Plan

- Researched-based instructional strategies?
- Student learning connection with specific strategies?
- Information or training needed?
# CARS Action Plan

**School:** ________________________________  **Department:** ________________________________

**Teacher:** ________________________________  **Class/Section:** ________________________________

**Assessment:** ____________________________________________

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## Reflection Sheet

### COLLECT
- What data/results need to be improved?

### ASSESS
- What conclusions can be drawn from this data?
- What contributing factors can you identify as a reason for the results in data?

### REFLECT
- What instructional strategies were used? Why were these strategies selected?
- What changes/adjustments do you think might be effective?

### STRATEGIZE
- What actions need to be taken to address learning needs?
- What instructional strategies need to be changed/revised?

---

Based on the entry above, complete the information below.

**SMART Goal:** ____________________________________________________________

**Overall Timeline:** ________________________________________________________
### Action Plan Strategic Steps

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
<th>Person/People Responsible</th>
<th>Resources Needed</th>
<th>Assessment Type and Date</th>
<th>Data Collected (Results)</th>
<th>Reflection on results</th>
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<tbody>
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</tbody>
</table>
How can you encourage and foster the use of the CARS approach with the teachers you work with?
A Cyclical Approach to Evaluating Summative Data

1. Frame the Questions
2. Organize the Dialogue
3. Collect the Data
4. Analyze the Data
5. Interpret the Data
6. Select Actions
7. Monitor Results

Summative Data

Improved Student Outcomes
• How did students perform on their summative assessments and are there differences in how student subgroups perform?
• Do we see the same patterns of performance in interim and formative assessments or student work?
• How is instruction being provided for those standards/skills where students are struggling?
• What supports and resources are needed to improve instruction?
Organize for Dialogue: Culture, Structures, and Objectives

• How do I create a culture among educators to encourage and foster data conversations focused on inquiry?
• Have I established a process, time, and place to analyze data?
• What areas (instructional, curricular) need improvement?
• What are the sources of data related to the questions we need to answer?
• What sources of aggregated data can be used to evaluate school improvement objectives?
• What sources of aggregated data would be helpful and are found in the ORS?

https://www.doe.in.gov/accountability/find-school-and-corporation-data-reports
• Examine the data and record thoughts and reactions to the data.
• Study the data and record observations individually.
• Generate multiple explanations for the observations.
• Identify additional data that may be needed to confirm or contradict the explanations.
• Propose solutions and responses.
Interpret the Data: What do the data tell us?

- What learning needs are evident?
- Which standards require focused and direct instruction? For which students?
- Which standards have been mastered and which need additional or improved instruction?
- Do other data points and sources help me validate my observations and inferences?
Interpret the Data: Discuss the data

Data Discussions

- Shared responsibilities
- Healthy disagreements
- Solution oriented
- Trust

Know what to accomplish

Frame the Questions
Organize for Dialogue
Collect the Data
Select Actions
Interpret the Data
Analyze the Data
Monitor Results

Summative Data

(Datnow & Park, 2015)
Select Actions

- Define a series of action steps and set a date by which they will be completed.
  - **Who** will take actions?
  - **When** will the actions take place?
  - **What** resources are needed?
  - **What** barriers could arise?
  - **How** will you communicate about the action plan?
Monitor Actions

- How will we know if the implemented strategies are effective?
- How will we evaluate changes to professional practice?
- What indicators will demonstrate progress toward our focused actions?
- What outcomes will indicate that we have achieved our focused actions?
With which step(s) of the data evaluation cycle do you have experience?
Statewide Reports
Purposes and Uses of Summative Assessment Data

ILEARN

I AM

Proficiency

Catching up…
Keeping up…
Moving up…

A-F Accountability System

Student Performance

Grade 12 Multiple Measures

Individual Student Growth

Multiple Measures

https://www.doe.in.gov/accountability/find-school-and-corporation-data-reports
Data Levels: School and Corporation
Statewide Summary: A-F Results
2018 State School Grade Summary Example

Number of schools in the state achieving each grade A – F.

Percentages show how many schools achieved each grade A to F.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2017-18 School Count</th>
<th>2017-18 Percent</th>
<th>2016-17 School Count</th>
<th>2016-17 Percent</th>
<th>2015-16 School Count</th>
<th>2015-16 Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>605</td>
<td>28.7%</td>
<td>624</td>
<td>29.1%</td>
<td>509</td>
<td>23.6%</td>
</tr>
<tr>
<td>B</td>
<td>741</td>
<td>35.2%</td>
<td>697</td>
<td>32.4%</td>
<td>830</td>
<td>38.4%</td>
</tr>
<tr>
<td>C</td>
<td>424</td>
<td>20.1%</td>
<td>462</td>
<td>21.5%</td>
<td>475</td>
<td>22.0%</td>
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<tr>
<td>D</td>
<td>198</td>
<td>9.4%</td>
<td>200</td>
<td>9.3%</td>
<td>185</td>
<td>8.6%</td>
</tr>
<tr>
<td>F</td>
<td>93</td>
<td>4.4%</td>
<td>133</td>
<td>6.2%</td>
<td>118</td>
<td>5.5%</td>
</tr>
<tr>
<td>No Grade</td>
<td>45</td>
<td>2.1%</td>
<td>32</td>
<td>1.5%</td>
<td>44</td>
<td>2.0%</td>
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https://www.doe.in.gov/sites/default/files/accountability/f-faq-20170914.pdf
Statewide Summary: A-F Results: Yearly Movement

<table>
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<tr>
<th>2016-17 Grade</th>
<th>2017-18 Grade</th>
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<tbody>
<tr>
<td></td>
<td>A</td>
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<tr>
<td>A</td>
<td>425</td>
</tr>
<tr>
<td>B</td>
<td>146</td>
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<td>C</td>
<td>32</td>
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<td>D</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
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</table>
Statewide Summary: A-F Grade Summary Results by Domain

<table>
<thead>
<tr>
<th>Grade</th>
<th>2017-18</th>
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<th></th>
<th>2015-16</th>
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<tr>
<td></td>
<td>School Count</td>
<td>Percent</td>
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<td>Percent</td>
<td>School Count</td>
<td>Percent</td>
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<td>A</td>
<td>29</td>
<td>1.7%</td>
<td>38</td>
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<tr>
<td>B</td>
<td>199</td>
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<td>203</td>
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<tr>
<td>F</td>
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<td>39.4%</td>
<td>698</td>
<td>39.5%</td>
<td>633</td>
<td>35.4%</td>
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Statewide Summary: A-F Corporation Grade Results

State A-F Results

- 2018 State School Grade Summary
- 2018 State School Grade Results
- 2018 State Corporation Grade Summary
- 2018 State Corporation Grade Results
- 2017 A-F Corporation Grade Results

<table>
<thead>
<tr>
<th>Corp</th>
<th>Corp Name</th>
<th>2017-2018 Grade</th>
<th>2016-2017 Grade</th>
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<tbody>
<tr>
<td>X</td>
<td>Community Schools</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Y</td>
<td>School Corp</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Z</td>
<td>County Schools</td>
<td>B</td>
<td>B</td>
</tr>
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</table>

https://www.doe.in.gov/accountability/find-school-and-corporation-data-reports
## State A-F Results

- 2018 State School Grade Summary
- 2018 State School Grade Results
- 2018 State Corporation Grade Summary

### Statewide Summary: A-F Results State Corporation Grade Summary

<table>
<thead>
<tr>
<th>Corp</th>
<th>Corp Name</th>
<th>Performance Points (3-8)</th>
<th>Performance Weight (3-8)</th>
<th>Growth Points (4-8)</th>
<th>Growth Weight (4-8)</th>
<th>Performance Points (10)</th>
<th>Performance Weight (10)</th>
<th>Growth Points (10-12)</th>
<th>Growth Weight (10-12)</th>
<th>Mult. Measures Points (12)</th>
<th>Mult. Measures Weight (12)</th>
<th>Overall Points</th>
<th>Overall Grade</th>
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<tr>
<td>X</td>
<td>Community Schools of...</td>
<td>66.1</td>
<td>0.29</td>
<td>104.1</td>
<td>0.29</td>
<td>93.5</td>
<td>0.084</td>
<td>71.1</td>
<td>0.084</td>
<td>101.5</td>
<td>0.252</td>
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<td>102.1</td>
<td>0.195</td>
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<td>100.5</td>
<td>0.227</td>
<td>93.3</td>
<td>A</td>
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https://www.doe.in.gov/accountability/find-school-and-corporation-data-reports
What are some ways that data presented across these individual, school, and corporation reports could be useful?
Structures and Strategies for the Practical Use of ILEARN and I AM data
Data-driven Culture

- Qualitative inquiry
- Objective conversations
- Stakeholder support

Positive learning behaviors
Knowledgeable professionals
Celebrating success

Data Inquiry
Data-Driven Culture and Inquiry

• Research supports a data-driven inquiry approach that cycles through steps that range from collecting data, analyzing and interpreting the data, then making a decision.

• There are sub-steps within the cycle that are helpful and one key is to continue the cycle vs. a one-time meeting.
Instructional Coaching

- Guided by data
- Goal-setting
- Implementing new practices

- Modeling and peer observations
- Vertical and horizontal articulation
- Collaboration and engagement

Collaborative Teams
• Coaching guided by data, rather than unaligned opinions, allows for consistency across all levels of the school (Knight et al., 2012)
• Modeling is an integral piece of instructional coaching and can lead to a better understanding of a concept (Barr, Simmons, & Zarrow, 2003)
• Instructional coaches can provide ongoing support to study and use the data effectively. They do have an influence teachers’ beliefs about data use.
• Collaborative teams may be data teams, content area teams, grade level teams, or any other group that comes together to collectively review data and instructional practices.
Key Takeaways

What are your key takeaways from today’s presentation?

As a result of today’s webinar, what action steps do you plan to take?
Key Takeaways

• Evaluate the “data” culture of the Corporation/School.
• Establish boundaries for discussions to help everyone feel safe to have input.
• Use a meeting protocol to keep the meeting focused on data and using it to make instructional decisions.
• Use data to develop and implement an action plan that includes instructional decisions.
• Continue the data inquiry cycle from year to year.
Question and Answer Session
Webinar Wrap-Up
Resources and References
See supplemental documents.
Webinar resources will post to the IDOE webpage upon conclusion of the webinar series on August 28. Please contact the Office of Student Assessment (INassessments@doe.in.gov) if you have questions.

For more information on the I AM assessment, please visit IDOE's I AM assessment page:

https://www.doe.in.gov/assessment/iam

For access to additional materials related to ILEARN and I AM, please visit the Indiana Assessment Portal "Educator Resources" page: https://ilearn.portal.airast.org/resources/educator-resources/

For access to the online training module for the Online Reporting System, please visit:

https://s3.amazonaws.com/air-org/indiana/Media/Online+Reporting+System+FINAL_Audio_Compressed_SUBT_compress.mp4
Upcoming Webinars

Interpreting and Responding to Summative Scores for the Classroom Teacher
- May 23, 2019 1:00 pm – 2:30 pm
- June 5, 2019 10:00 am – 11:30 am
- July 10, 2019 2:00 pm – 3:30 pm
- July 30, 2019 1:00 pm – 2:30 pm
- August 19, 2019 3:00 pm – 4:30 pm

Interpreting and Responding to Summative Scores for Teachers of Students with Significant Needs
- June 11, 2019 11:00 am – 12:30 pm
- June 18, 2019 10:30 am – 12:00 pm
- July 11, 2019 10:30 am – 12:00 pm
- August 5, 2019 3:00 pm – 4:30 pm
- August 22, 2019 2:30 pm – 4:00 pm

Interpreting and Responding to Summative Scores for School/Corporation Administrators
- June 7, 2019 2:00 pm – 3:30 pm
- June 26, 2019 9:30 am – 11:00 am
- July 22, 2019 10:00 am – 11:30 am
- August 13, 2019 3:00 pm – 4:30 pm
- August 28, 2019 9:00 am – 10:30 am
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Thank You!

Please take a minute to complete our participant satisfaction feedback survey!