Welcome to Inova

The "Cliff Notes" Version

- *This is not about DATA—this is a complete paradigm shift*

- *This is a time-tested, proven product.*

- *Changes the end-goal to "Value Added" versus pass/fail* *Examples: A student can pass year after year and still be "losing value." Schools can be rated "Exemplary" and actually be "losing value" with many of their students.*

- *Brings the psychosocial dimension to center stage*

- *Long held data misconceptions are eliminated*

- *Systematically dispels the myths that hinder excellence*

- *Highly cost effective: As low as $1,695 per school when purchased district wide.*

Fundamentally changes your schools

- Creates a sense of control over accountability

- Refocuses instruction

- Substitutes "valued added" as the new end-goal

- Highlights & utilizes psychosocial factors

- Reconnects teachers to their passion for teaching

- Demonstrates to students their importance

- Creates a gestalt of excellence

7th Grade TAKS Needs Assessment Profile

ALERT! Student failed to pass Reading on the 04/06 TAKS and did not achieve passing on the 04/05 TAKS!
ALERT! Student failed to pass Math on the 04/06 TAKS and did not achieve passing on the 04/05 TAKS!
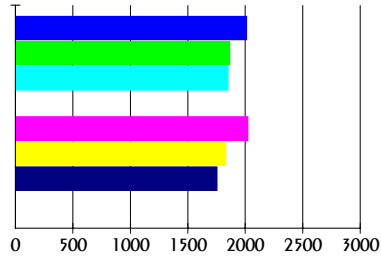
STUDENT: James   **CAMPUS 2006-2007:** Texas Middle School

Date of Administration: 04/06   **ID:** 999999999   **Date of Birth:** 08/31/1993   **Sex:** Male   **Ethnicity:** Hispanic   **LEP -** Yes

Program Participation ----   **Title 1 -** No   **Migrant -** No   **Bilingual -** No   **ESL -** Yes   **G/T -** No   **Special Ed -** No

Current and Historical Performance Indicators

Test	2003 SS	2004 SS	2005 SS	2006 SS	Anticipated 2006 Scale Score
Math		1863	1877	2023	1976
Reading		1766	1844	2036	1930

Lexile® Measure -- 775L

Typical reader measures for 7th graders are reported to fall within the range of 735L to 1065L.

TAKS Outcomes

Math'06-	**Failed**	
Math'05-	**Failed**	
Math'04-	**Failed**	
Math'03-		
Reading'06-	**Failed**	
Reading'05-	**Failed**	
Reading'04-	**Failed**	
Reading'03-		

Writing'06- **Passed** / 2125

Legend: Math'06, Math'05, Math'04, Math'03, Reading'06, Reading'05, Reading'04, Reading'03 — Scale Score (0 – 3000)

OBJECTIVE LEVEL PERFORMANCE ANALYSIS

Instructional Areas Within Strike Zone

Math
- Obj. 2   Patterns, Relationships, and Algebraic Reasoning   50.0% Correct
- Obj. 6   Mathematical Processes and Tools   55.6% Correct

Reading
- Obj. 3   Using Strategies to Analyze   70.0% Correct

Aberrant Objectives

Student's objective performance was at least 1 standard deviation below campus performance on the following objectives.

Math
- Obj. 1   Numbers, Operations, and Quantitative Reasoning   30.0% Correct
- Obj. 4   Concepts and Uses of Measurement   20.0% Correct
- Obj. 5   Probability and Statistics   28.6% Correct

Reading
- Obj. 1   Basic Understanding   58.3% Correct
- Obj. 4   Applying Critical Thinking Skills   50.0% Correct

Campus Response
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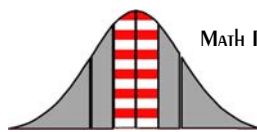
RELATIVE PERFORMANCE ANALYSIS

Mathematics

Math score is close to predicted value.

Math Residual is 0.47

Performed like other students with similar entry scores

Initial Math Data Based Assessment ----RED

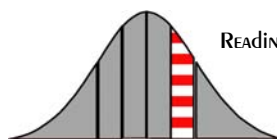**Interpretive Analysis**   (Confidence Level Relatively High)
- Concern Level Very High--student scored elsewhere at this level--possible Negative Banding
- Regression to mean not a factor--an established negative STASIS may exist
- If current performance verifies STASIS, concern should rise
- Scenario Recommendation: PSYCHO/SOCIAL & INSTRUCTIONAL/ Reconceptualize
- Refer to school response to Scenario #23

Reading

Reading score is slightly above predicted value.

Reading Residual is 0.95

Performed slightly higher than other students with similar entry scores

Initial Reading Data Based Assessment ----YELLOW

Interpretive Analysis   (Confidence Level Relatively High)
- CONCERN LEVEL HIGH - there's a slight probability student could slip backward
- NOTE: Regression to mean is a possible factor working against you
- Possible loss more likely if previous STASIS can be established
- Scenario Recommendation: INSTRUCTIONAL/ENCOURAGE (student likely inner directed)
- Refer to school response to Scenario #19

7th Grade TAKS Needs Assessment Profile
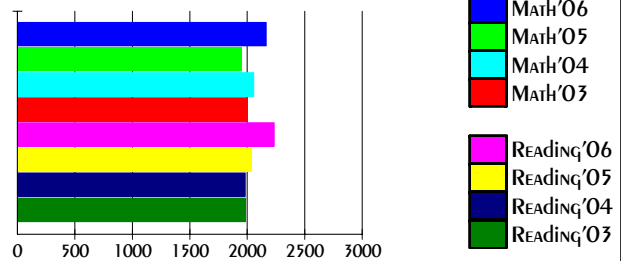
STUDENT: Amanda   **CAMPUS 2006-2007:** Texas Middle School

Date of Administration: 04/06   **ID:** 999999999   **Date of Birth:** 09/15/1992   **Sex:** Female   **Ethnicity:** Hispanic   **LEP** - Yes

Program Participation ----   **Title 1** - No   **Migrant** - No   **Bilingual** - No   **ESL** - Yes   **G/T** - No   **Special Ed** - No

Current and Historical Performance Indicators

Test	2003 SS	2004 SS	2005 SS	2006 SS	Anticipated 2006 Scale Score
Math	2013	2069	1962	2178	2065
Reading	1996	1994	2048	2247	2069

Lexile® Measure --1050L

Typical reader measures for 7th graders are reported to fall within the range of 735L to 1065L.

TAKS Outcomes

Math'06-	**Passed**
Math'05-	**Failed**
Math'04-	**Passed**
Math'03-	**Passed**
Reading'06-	**Passed**
Reading'05-	**Failed**
Reading'04-	**Failed**
Reading'03-	**Failed**

Writing'06- **Passed** / 2142

Legend: Math'06, Math'05, Math'04, Math'03, Reading'06, Reading'05, Reading'04, Reading'03 — Scale Score

OBJECTIVE LEVEL PERFORMANCE ANALYSIS

Instructional Areas Within Strike Zone

Math
- Obj. 3   Geometry and Spatial Reasoning   85.7% Correct
- Obj. 4   Concepts and Uses of Measurement   80.0% Correct
- Obj. 6   Mathematical Processes and Tools   66.7% Correct

Reading
- Obj. 3   Using Strategies to Analyze   80.0% Correct

Aberrant Objectives

Student's objective performance was at least 1 standard deviation below campus performance on the following objectives.

Math
   No Objectives in this Category.

Reading
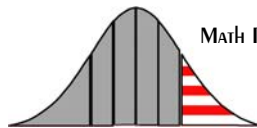   No Objectives in this Category.

Campus Response

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RELATIVE PERFORMANCE ANALYSIS

Mathematics

Math score is above predicted value.

Math Residual is 1.11

Performed much higher than other students with similar entry scores

Initial Math Data Based Assessment ----**BLUE**

Interpretive Analysis   (Confidence Level Relatively High)
- CONCERN LEVEL LOW - however there's a probability student could slip backward
- NOTE: Regression to mean is now likely working against you
- Possible loss more likely if previous STASIS can be established
- Scenario Recommendation: INSTRUCTIONAL FOCUS (student likely inner directed)
- Refer to school response to Scenario #10

Reading

Reading score is above predicted value.

Reading Residual is 1.59

Performed much higher than other students with similar entry scores

Initial Reading Data Based Assessment ----**GREEN**

Interpretive Analysis   (Confidence Level Relatively High)
- CONCERN LEVEL LOW - however there's a probability student could slip backward
- NOTE: Regression to mean is now likely working against you
- Possible loss more likely if previous STASIS can be established
- Scenario Recommendation: INSTRUCTIONAL FOCUS (student likely inner directed)
- Refer to school response to Scenario #5

7th Grade TAKS Needs Assessment Profile

STUDENT: Laura   **CAMPUS 2006-2007:** Texas Middle School

Date of Administration: 04/06   **ID:** 999999999   **Date of Birth:** 04/15/1993   **Sex:** Female   **Ethnicity:** White not Hispanic   **LEP** - No

Program Participation ----   **Title 1** - No   **Migrant** - No   **Bilingual** - No   **ESL** - No   **G/T** - No   **Special Ed** - No

Current and Historical Performance Indicators

Test	2003 SS	2004 SS	2005 SS	2006 SS	Anticipated 2006 Scale Score
Math	2400	2336	2677	2243	2386
Reading	2267	2153	2653	2134	2309
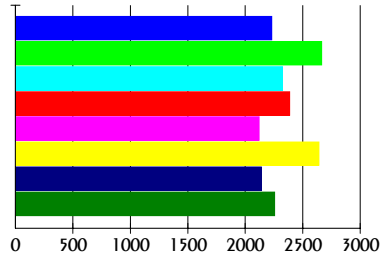
Lexile® Measure -- 900L
Typical reader measures for 7th graders are reported to fall within the range of 735L to 1065L.

TAKS Outcomes

Math'06-	**Passed**
Math'05-	**Passed**
Math'04-	**Passed**
Math'03-	**Passed**
Reading'06-	**Passed**
Reading'05-	**Passed**
Reading'04-	**Passed**
Reading'03-	**Passed**

Writing'06- **Passed** / 2266

Math'06   Math'05   Math'04   Math'03   Reading'06   Reading'05   Reading'04   Reading'03

Scale Score

OBJECTIVE LEVEL PERFORMANCE ANALYSIS

Instructional Areas Within Strike Zone

Math
- Obj. 1   Numbers, Operations, and Quantitative Reasoning   80.0% Correct
- Obj. 2   Patterns, Relationships, and Algebraic Reasoning   80.0% Correct
- Obj. 5   Probability and Statistics   85.7% Correct

Reading
- Obj. 4   Applying Critical Thinking Skills   81.3% Correct

Aberrant Objectives

Student's objective performance was at least 1 standard deviation below campus performance on the following objectives.

Math
- No Objectives in this Category.

Reading
- Obj. 1   Basic Understanding   75.0% Correct
- Obj. 3   Using Strategies to Analyze   60.0% Correct

Campus Response

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RELATIVE PERFORMANCE ANALYSIS

Mathematics

Math score is below predicted value.
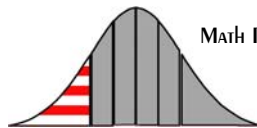
Math Residual is -1.41

Interpretive Analysis   (Confidence Level Relatively High)

- CONCERN LEVEL LOW - student is scoring much lower than projections predicted
- Moderate gain probability, regression to mean in your favor
- Gain more likely if previous STASIS can be established
- Scenario Recommendation: PSYCHO/SOCIAL
- Refer to school response to Scenario #1

Performed much lower than other students with similar entry scores

Initial Math Data Based Assessment ----GREEN

Reading

Reading score is below predicted value.

Reading Residual is -1.57

Interpretive Analysis   (Confidence Level Relatively High)

- CONCERN LEVEL LOW-student is scoring much lower than projections predicted
- Moderate gain probability, regression to mean in your favor
- Gain more likely if previous STASIS can be established
- Scenario Recommendation: PSYCHO/SOCIAL
- Refer to school response to Scenario #6

Performed much lower than other students with similar entry scores

Initial Reading Data Based Assessment ----BLUE

Texas ISD

7th Grade TAKS Needs Assessment Profile

NOTE! Student failed to pass Reading on the 04/06 TAKS administration.

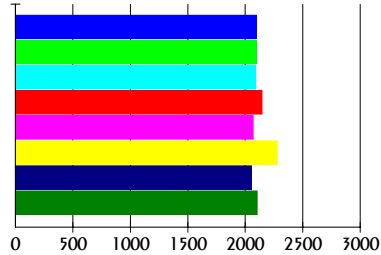**STUDENT: Michael** | **CAMPUS 2006-2007:** Texas Middle School

Date of Administration: 04/06 **ID:** 999999999 **Date of Birth:** 02/18/1993 **Sex:** Male **Ethnicity:** White not Hispanic **LEP** - No

Program Participation ---- **Title 1** - No   **Migrant** - No   **Bilingual** - No   **ESL** - No   **G/T** - No   **Special Ed** - No

Current and Historical Performance Indicators

TAKS Outcomes

Test	2003 SS	2004 SS	2005 SS	2006 SS	Anticipated 2006 Scale Score
Math	2158	2100	2110	2109	2125
Reading	2116	2067	2290	2082	2168

Math'06 - **Passed**
Math'05 - **Passed**
Math'04 - **Passed**
Math'03 - **Passed**
Reading'06 - **Failed**
Reading'05 - **Passed**
Reading'04 - **Passed**
Reading'03 - **Passed**

Legend: Math'06, Math'05, Math'04, Math'03, Reading'06, Reading'05, Reading'04, Reading'03

Scale Score (0 – 3000)

Lexile® Measure -- 835L
Typical reader measures for 7th graders are reported to fall within the range of 735L to 1065L.

Writing'06 - **No Data** / 0

OBJECTIVE LEVEL PERFORMANCE ANALYSIS

Instructional Areas Within Strike Zone

Math
  Obj. 3 Geometry and Spatial Reasoning — 71.4% Correct
  Obj. 4 Concepts and Uses of Measurement — 60.0% Correct
Reading
  Obj. 2 Applying Knowledge of Literary Elements — 80.0% Correct

Aberrant Objectives

Student's objective performance was at least 1 standard deviation below campus performance on the following objectives.

Math
  Obj. 1 Numbers, Operations, and Quantitative Reasoning — 50.0% Correct
Reading
  Obj. 3 Using Strategies to Analyze — 60.0% Correct

Campus Response
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RELATIVE PERFORMANCE ANALYSIS

Mathematics

Math score is close to predicted value.
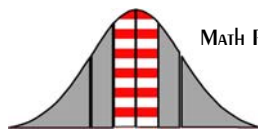
Math Residual is -0.15

Performed like other students with similar entry scores

Initial Math Data Based Assessment ----**GRAY**

Interpretive Analysis (Confidence Level Relatively High)

- CONCERN LEVEL MODERATE-scored consistently at this level-possible Neutral Banding
- Regression to mean not a factor--current performance is likely STASIS
- Check current performance to verify STASIS
- Scenario Recommendation: Psycho/Social & Instructional/ Consider Reconceptualizing
- Refer to school response to Scenario #13

Reading

Reading score is slightly below predicted value.

Reading Residual is -0.77

Performed slightly lower than other students with similar entry scores

Initial Reading Data Based Assessment ----**GRAY**
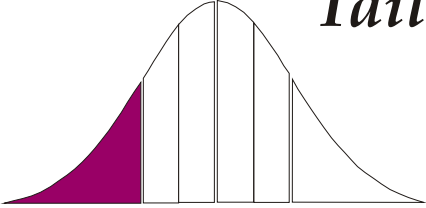
Interpretive Analysis (Confidence Level Relatively High)

- CONCERN LEVEL MODERATE - student is scoring lower than projections predicted
- Moderate gain probability, regression to mean in your favor
- Gain more likely if previous STASIS can be established
- Scenario Recommendation: PSYCHO/SOCIAL & INSTRUCTIONAL
- Refer to school response to Scenario #12

Texas ISD

Who will PASS?

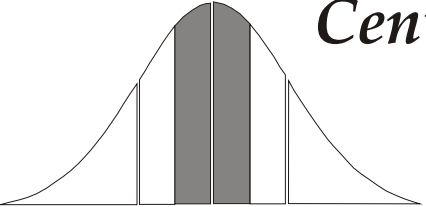## All Three Students Narrowly Passed the 6th Grade Standard in 2006

Tail Left

Last Year's Predicted Score

was **2300** *(Should have gotten)*

			2006	Entered with	Guess his exit score
3rd	4th	5th	6th	7th	7th
2221	2252	2297	2100	2100	_____

6th Grade score becomes
the entry 7th Grade score

Centered
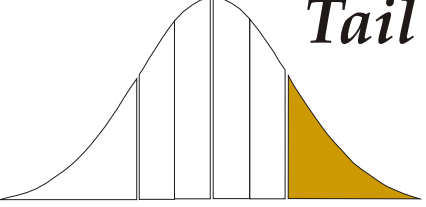
Last Year's Predicted Score

was **2056** *(Should have gotten)*

			2006	Entered with	Guess his exit score
3rd*	4th*	5th*	6th*	7th	7th
2121	2077	2119	2100	2100	_____

6th Grade score becomes
the entry 7th Grade score

* Passed that year

Tail Right

Last Year's Predicted Score

was **1925** *(Should have gotten)*

			2006	Entered with	Guess his exit score
3rd	4th	5th	6th	7th	7th
1931	1997	1827	2100	2100	_____

6th Grade score becomes
the entry 7th Grade score

Scenarios
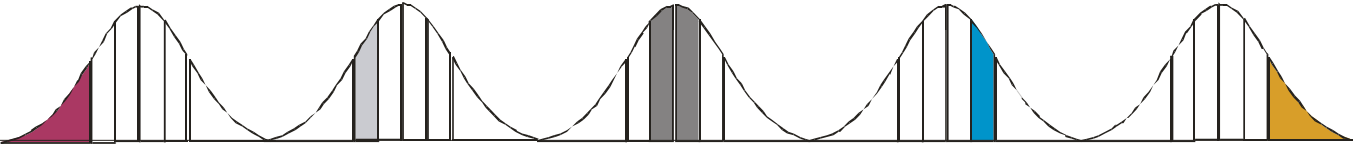
Green	Psycho/Social	Psycho/Social	**+**	Instructional	Instructional
Blue	Psycho/Social	Psycho/Social	**+**	Instructional	Instructional
Gray	Psycho/Social & Instructional	Psycho/Social & Instructional	**(-)**	Instructional	Instructional
Yellow	Psycho/Social & Instructional	Psycho/Social & Instructional	**(-)**	Instructional (Encouragement)	Instructional (Encouragement)
Red	Psycho/Social & Instructional	Psycho/Social & Instructional	**Very Negative**	Instructional (Encouragement)	Instructional (Encouragement)

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UNDERPERFORMING   BANDING   OUTPERFORMING
GROUPS   CHECK FOR
INNER
DIRECTED

What will your schools get in the INOVA Process?

Formerly known of as ***Campus TAKS,*** our product was recently renamed the ***INOVA Process*** to better reflect its character. The ***INOVA Process*** is designed to increase your school's TAKS scores, improve your ability to match appropriate interventions with students' needs and enhance your long-term instructional effectiveness. Ultimately, it's designed to build your staff's confidence in their ability to positively respond to *any* test system placed in their path. Built on a foundation of fifteen years of site based experience in responding to accountability systems in two states (Texas and California), the ***INOVA Process*** has proved itself to be one of the most successful systems for raising accountability ratings. The ***Process*** starts by presenting you with a completed comprehensive disaggregation of your TAKS test results not only for this past year but also longitudinally. The disaggregation includes critical proprietary information analysis that yields *"perspectives"* into your data that are ***not available through any other source***. These powerful analytical tools are delivered to your school complete and ready to use. The breadth of this product ranges from individual student profiles by subject area to grouped analyses by campus and district. Embedded in this system is also a unique analysis coined *"tail-left"* that precisely targets scenarios of rapid potential gains among your student population. The ***Process*** also leads to what we term *"scenario analysis"* which facilitates your staff's ability to match student needs to interventions and then evaluate the effectiveness of those interventions. The materials are tied to a detailed step-by-step approach that turns them from mere data into a powerful motivational device for creating positive changes in your school's response plan to the current or any future test measures your school will face. Here are just a few examples of what you'll be able to do immediately upon receipt of your ***INOVA Process*** materials:

- *Individual Student Profiles are generated on each student for which the district has a valid test record. These profiles allow staff to 1) Target specific students by the level of intervention required to not only meet but exceed the school's TAKS and AYP goals, 2) Target specific objectives requiring intervention by specific individual needs, and 3) Identify "patterns" of test performance , by student, later to be tied to "scenario" analysis (discerning sets of students that fall into the same basic performance trends)*
- *"Strike Zone" analysis by student. Each student record is analyzed to determine the specific objectives which would yield the highest potential gain for that particular student. These are the areas where the student could progress the fastest—not only improving test performance but more importantly improving the student's belief in his abilities (self esteem and psychological persistence)*
- *"Aberrant analysis" is conducted by student. This is designed to identify students whose performance is not inline with the schools'. This is accomplished by first analyzing how each individual school did on ALL the tested objectives and then based on that level of school performance identifying which students scored aberrant to the school. The value of this analysis is that it can readily identify students who did not master an objective even though the majority of the students in the school did. This "flags" students whose instruction must be modified in the future---Even though the school taught the concept effectively (i.e., the majority of the students in the school got it right) this student did far below his peers.*

- *A new section called **"Interpretive Analysis"** does exactly that---it interprets the residuals (the basis of Tail-left), sets concern levels, and signals general scenario response strategies.*

- ***You will be able to readily identify students with the highest potential for immediate increases in scores** and those requiring more long-term interventions (also those poised for commended performance). This takes two forms: 1) one is in **a proprietary analysis termed "tail left" that identifies students that underperformed** or outperformed (conducted by student and illustrated on the profiles) and 2) aggregate listings of **students that fall into one of twenty-five performance "scenarios".** The staff is taught the importance of scenario analysis and how its results can guide future instruction.*

- *As mentioned above, profiles are tied to your school's "Scenario Responses" (the Process helps you begin developing approaches to these). More importantly **your school learns which 6 of the 25 possible scenarios are pivotal to beating the TAKS and which 3 additional scenarios are the keys to beating the AYP**. By targeting these 9 pivotal "scenarios", your school enhances its mathematical probability of beating both TAKS and the AYP.*

- *Your INOVA Process "kit" also includes: 1) a set of critical listings (students by scenario, **Super-green list---students that could hit Commended Performance**, Color code lists, Potential Gain Report---which students exactly can bring the school the most rapid improvement in performance and where the school stands on tail-left/tail-right distribution), 2) transparencies of how many greens, blues, grays, yellows and reds they have (to help in their discussions with staff) and 3) student labels to build mentoring packets.*

- ***Through the "productivity analysis" component your staff will learn to identify strengths and weaknesses in their school's instructional interventions** – enabling them to begin building a plan of systemic change in their instructional response system. Staff is briefly trained on using the enclosed CD (containing an EXCEL file of the profile data) to do "productivity analysis". More extensive training in this area can be purchased at the district's discretion. In this regard, the **INOVA Process** also helps identify programs that get you the results you want and those that don't.*

- *As mentioned above, **a data CD is also enclosed in your materials kit that contains: 1) an EXCEL data file of all the information illustrated in the profiles (so that your staff can create their own lists and queries) and add variables**---This file also allows schools (with the internal capacity) to do what we previously called "productivity analysis" and 2) PDFs of all the profiles on a CD so that you always have a complete copy of all the profiles and lists we provided you (this makes it easier to work with the data---lose a sheet---no problem, just print another from the CD).*

- ***Use the INOVA Process to directly motivate positive actions** – The **Process** is designed to elicit precise attitudinal and behavioral shifts in your staff that lead to increased student achievement. Many of the illustrations of "data" included in the materials you'll receive are designed to enhance your presentations to staff on student needs and the actions required to achieve your TAKS and AYP goals.*