

## Part III: Indicators of Academic Success

### **Assessment Results Narrative Summary:**

BLS continues to demonstrate an upward trend in test scores. The students take the Iowa Test of Basic Skills (ITBS) annually in October.

As the test scores are analyzed, curriculum is adjusted accordingly. For example, the data from test scores showed an increase in math scores, so upper levels of Saxon Math were adjusted to reflect this increase. An example of this would be the adjustment in the upper grades who now utilize Saxon Math Course 3 and Saxon Algebra 1 to reflect the upward trend in math scores.

### **Assessment for Instruction and Learning and Sharing Assessment Results:**

Yearly, the ITBS assessment results are sent home to the parents. The principal and teachers analyze data gathered from the test to realign curricula and textbook adoption as necessary. On an individual basis, any concerns are addressed with the parents and the principal. If needed, differentiated instruction is used for student success.

As students in grades 6-8 have gone to iPads, BLS utilizes them in all core classes for project based assessments, chapter assessments, and event based projects. Having the same platform provides students with the opportunity to collaborate on learning activities.

Instructional conferences are biannually held in the first and third quarters. Teachers discuss academic goals, test results, and discuss possible strategies and intervention to promote student success. Teachers utilize the RenWeb program to notify parents of academic concerns for immediate feedback. Parents have instant access through RenWeb to monitor their child's daily assignments and progress.

Students take a yearly Saxon math assessment test in grades 4-8 and are placed into the appropriate math class based on this test and their ITBS scores. This allows students to work at a pace that challenges them. By placing each child in the appropriate class, they will master the concepts before progressing the next level.

Students in K-1 grades are assessed quarterly in Reading using the Direct Reading Assessment (DRA) program. After they are evaluated, the teacher provides additional instruction based on these results.