

Information about the Online Assessment Reporting System (OARS) for Reading First Districts in California

Background

OARS has been field tested by thousands of teachers, Literacy Coaches, school administrators, and district administrators.

OARS was piloted in 2001 in LAUSD's Local District G where it was used to monitor the reading assessment results of 35,000 students in grades K-5. Soon thereafter, it was expanded district-wide to monitor the reading assessment results of 350,000+ students.

OARS was implemented in Paramount Unified School District in 2002 with 8,000 elementary students. In 2003, the implementation was expanded to collect and report math assessment data for grades K-8 and High Point assessment data for grades 4-12.

In June of 2003, Red Schoolhouse Software was named as the sole approved vendor to provide a web-based data management solution for California's Reading First initiative. More than fifty additional school districts started using OARS in the 2003-2004 school year.

As of March 2005, almost 100 school districts in California use OARS to analyze a wide variety of local and state assessments.

The Online Assessment Reporting System (OARS) is a web-based software package that facilitates the collection, reporting, and analysis of the Reading First Skills Assessments.

OARS is powerful, flexible, and easy to use. It can help teachers make sense of the results from assessments they administer to their students every six to eight weeks. They can then use this information to identify curricular areas that may need to be reinforced or re-taught, and to plan for the next instructional unit.

Though OARS was built specifically with the needs of teachers in mind, it can help more broadly with many other aspects of the implementation of your Reading First program, including:

- ★ Identifying students who might need intensive intervention.
- ★ Guiding conversations among teachers in Grade Level Meetings.
- ★ Providing Coaches with information on where to focus support.
- ★ Guiding school-wide and district-wide professional development.
- ★ Supporting administrators in the supervision of instruction.
- ★ Facilitating more meaningful parent-teacher conferences.
- ★ Monitoring local, state and federal accountability measures.

When you decide to use OARS in conjunction with your Reading First program, you will have access to the following features and services:

- ★ Use of OARS with the Skills Assessments for Grades K-3
- ★ Free use of OARS with Skills Assessments for Grades 4-6
- ★ Bi-weekly re-rostering support
- ★ Phone and email support: Monday - Friday, 8:00 a.m. - 4:30 p.m.
- ★ Initial and advanced user training, provided regionally through RTACs
- ★ Preparation of End-of-Year reports for the Reading First Evaluation
- ★ Free STAR, CELDT, and AMAO reports (Optional)

This document is designed to provide you with information about OARS, and how to get started using the software when you decide to do so. If you require additional information not covered here, please feel free to contact us at 323-661-3600 or via email at info@redschoolhouse.com.



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Beyond Reading First

The focus of this document is on how OARS can support the Reading First initiative. However, OARS has many other features available, including: item analysis and standards correlations for scanned assessments; STAR, CELDT and AMAO reports that allow you to analyze matched cohorts; and, an Online Report Card that allows you to implement an online version of your existing paper-based Report Card.

For more information about these additional uses of OARS, please contact us.

CLASS REPORTS

The Class Report in shows how well students in a class have performed in one or more assessment areas. Reports can be generated for one assessment period (showing all results from that assessment), or for one assessment area (showing progress over time in that area). The color coding identifies which students have met the benchmark in each assessment area, and which ones haven't. Reports can be sorted, disaggregated, and graphed in a variety of ways.

Click on a student's name to open an Individual Student Report.

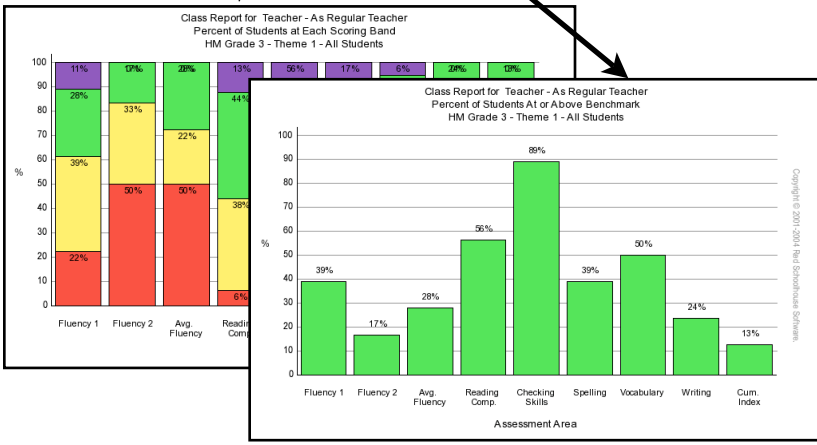


School Year: 2004-2005
 Assessment Year: 2004-2005
 Subject/Level: HM Grade 3
 Period: Theme 1
 Teacher: Teacher (As Regular Teacher)
 Grouped By: All Students
 Timestamp: March 20, 2005 at 09:59:50 PM

Sort assessment results in ascending or descending order. Use the resulting information to group students.

All Students		Fluency 1	Fluency 2	Avg. Fluency	Reading Comp.	Checking Skills	Spelling	Vocabulary	Writing	Cum. Index
ID	Student	79	79	79	6/10	6/10	6/10	6/10	3/4	7/10
84092	lname, fname	112	97	104.5	9	10	8	7	3	8.3
80373	lname, fname	73	69	71	9	8	6	6	2	6.3
84087	lname, fname	69	68	68.5	7	9	7	8	2	6.5
80802	lname, fname	70	56	63	7	10	8	7	3	6.9
84138	lname, fname	111	88	99.5	7	9	6	6	3	7.3
85035	lname, fname	78	69	73.5	6	10	4	3	2	5.3
84068	lname, fname	82	36	59	6	6	4	4	2	4.5
84922	lname, fname	72	43	57.5	6	8	5	0	3	4.8
83883	lname, fname	75	69	72	6	9	8	5	2	6.2
84096	lname, fname	55	35	45	4	8	2	3	2	4
97769	lname, fname	32	30	31	4	5	2	3	1	2.9
84100	lname, fname	70	48	59	4	6	4	4	2	4.2
84105	lname, fname	82	39	60.5	4	6	5	3	2	4.2
84109	lname, fname	90	77	83.5	4	9	5	6	1	5.4
84139	lname, fname	93	98	95.5	4	7	6	6	2	5.8
79681	lname, fname	56	61	58.5	1	6	1	6	1	3.1
84145	lname, fname	92	72	82	7	7	4	6		
84140	lname, fname	46	49	47.5		5	3	2	1	
98174	lname, fname									
Average Score		75.4	61.3	68.4	5.5	7.7	4.9	4.7	2	5.4
Assessed (n)		18	18	18	16	18	18	18	17	16
Challenge		2 (11%)	0 (0%)	0 (0%)	2 (13%)	10 (56%)	3 (17%)	1 (6%)	0 (0%)	0 (0%)
Benchmark		5 (28%)	3 (17%)	5 (28%)	7 (44%)	6 (33%)	4 (22%)	8 (44%)	4 (24%)	2 (13%)
Strategic		7 (39%)	6 (33%)	4 (22%)	6 (38%)	2 (11%)	7 (39%)	3 (17%)	9 (53%)	7 (44%)
Intensive		4 (22%)	9 (50%)	9 (50%)	1 (6%)	0 (0%)	4 (22%)	6 (33%)	4 (24%)	7 (44%)

Create bar graphs that make the data easy to interpret.



- ### Additional Reporting Options
- ★ Disaggregate a report by any demographic area.
 - ★ Create reports that show progress over time in any assessment area.
 - ★ Create reports based on instructional groupings, not just homeroom classroom configurations.

INDIVIDUAL STUDENT REPORTS

The Individual Student Report displays all information known about a student, which could include his or her placement information, demographics, local assessment results for as many years as are available, and state assessment results (currently CAT-6, CST and CELDT) for as many years as are available.

Save this report as a PDF. You can even create the Individual Student Reports for *all* students in one class with a single click.

Individual Student Report

Created on Sunday, March 20, 2005 at 09:41:50 PM

[PDF Version](#)

Student Information (2004-2005)

Student:	fname lname	Student ID:	79650
School Name:	School 01	Grade:	4

View all available placement and demographic information.

Demographics and Program Participation (2004-2005)

Language Proficiency:	ELL	CELDT:	EARLY INTERMEDIATE
Special Ed. Placement:	Not Receiving Services	GATE:	Not GATE
Gender:	Girls	Ethnicity:	HISPANIC
Home Language:	SPANISH	Migrant:	Not Migrant

CAT-6 Results (Spring 2004)

Subject Area	Scaled Score	%ile Rank	NCE
Reading	600	21	33
Language	590	15	29
Spelling	619	64	58
Math	608	49	49

California Standards Test Results (Spring 2004)

Subject Area	Scaled Score	Performance Score
English Language Arts	294	Below Basic
Math	330	Basic

View CAT6 and CST data for an many years as are on file in OARS.

CAT-6 Results (Spring 2003)

Subject Area	Scaled Score	%ile Rank	NCE
Reading	611	50	50
Language	584	26	36
Spelling	579	61	56
Math	561	44	47

California Standards Test Results (Spring 2003)

Subject Area	Scaled Score	Performance Score
English Language Arts	313	Basic
Math	318	Basic

HM Reading - HM Grade 4 (2004-2005)

Assessment Area	Theme 1	Theme 2	Theme 3	Theme 4
Fluency 1	116	134		71
Fluency 2	116		134	64
Avg. Fluency	116	134	134	67.5
Reading Comp.	9	3	10	
Checking Skills				5
Spelling				
Vocabulary				
Writing	3	2	3	
Cum. Index				

View results from all local assessments, for as many years as are available.


Instructional Implications

Because Individual Student Reports provide demographics, local assessment information and state assessment information in one place, they can be useful for:

- ★ Parent-Teacher conferences
- ★ Student Success Team Meetings
- ★ Resource Specialist Teachers

SCHOOL AND DISTRICT REPORTS

School and District Benchmark Reports make it easy to analyze performance on benchmark assessments for larger groups of students. These reports can be disaggregated by any demographic area or broken down by school, teacher, or demographic subgroup. From these reports, one can easily navigate from aggregate data down to detail.



School Year: 2004-2005

School: School 07

Subject/Level: HM Grade 2

Period: Theme 1

Grouped By: Language Proficiency

Timestamp: March 20, 2005 at 11:25:20 PM

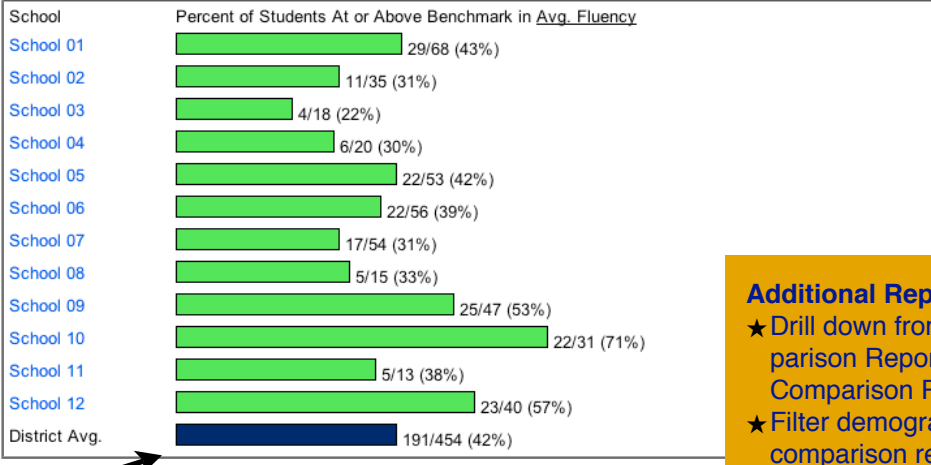
		Fluency 1	Fluency 2	Avg. Fluency	Reading Comp.	Checking Skills	Spelling	Vocabulary	Writing	Cum. Index
		53	53	53	6/10	6/10	6/10	6/10	3/4	7/10
English Learner	Avg. Score	25.7	24.8	25.2	2.6	4.7	2.3	1.6	1	2.7
	Num. Assessed	49	49	49	49	49	49	49	49	49
	Challenge	1 (2%)	2 (4.1%)	2 (4.1%)	0 (0%)	14 (28.6%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)
	Benchmark	5 (10.2%)	3 (6.1%)	3 (6.1%)	10 (20.4%)	6 (12.2%)	5 (10.2%)	6 (12.2%)	0 (0%)	1 (2%)
	Strategic	16 (32.7%)	17 (34.7%)	16 (32.7%)	8 (16.3%)	11 (22.4%)	10 (20.4%)	3 (6.1%)	3 (6.1%)	6 (12.2%)
English Only	Avg. Score	33	31.6	32.3	7	6.8	4.4	3	1.3	4.9
	Num. Assessed	5	5	5	5	5	5	5	4	4
	Challenge	0 (0%)	0 (0%)	0 (0%)	2 (40%)	2 (40%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Benchmark	1 (20%)	1 (20%)	1 (20%)	2 (40%)	2 (40%)	1 (20%)	1 (20%)	0 (0%)	0 (0%)
	Strategic	2 (40%)	2 (40%)	2 (40%)	1 (20%)	0 (0%)	2 (40%)	1 (20%)	1 (25%)	2 (50%)
Summary	Avg. Score	26.4	25.4	25.9	3	4.9	2.5	1.7	1	2.9
	Num. Assessed	54	54	54	54	54	54	54	53	53
	Challenge	1 (1.9%)	2 (3.7%)	2 (3.7%)	2 (3.7%)	16 (29.6%)	1 (1.9%)	0 (0%)	0 (0%)	0 (0%)
	Benchmark	6 (11.1%)	4 (7.4%)	4 (7.4%)	12 (22.2%)	8 (14.8%)	6 (11.1%)	7 (13%)	0 (0%)	1 (1.9%)
	Strategic	18 (33.3%)	19 (35.2%)	18 (33.3%)	9 (16.7%)	11 (20.4%)	12 (22.2%)	4 (7.4%)	4 (7.5%)	8 (15.1%)
Intensive	29 (53.7%)	29 (53.7%)	30 (55.6%)	31 (57.4%)	19 (35.2%)	35 (64.8%)	43 (79.6%)	49 (92.5%)	44 (83%)	

Drill to detail by clicking on a school name, a teacher name, or a subgroup.

Graph school or district summary information.

COMPARISON REPORTS

School and Class Comparison Reports make it easy to compare performance on assessments between schools or across classes within one school.



Compare performance at each school (or in each class) to the district average.

Additional Reporting Options

- ★ Drill down from a School Comparison Report to a Class Comparison Report.
- ★ Filter demographics on any comparison report to ensure that you are comparing similar groups of students.

HOW TO GET STARTED

Getting your district up and running with OARS is easy! We have worked with many districts, of varying size and complexity, and are very familiar with how school districts function. Following is a summary of “next steps”:

- ✓ Talk to us! Let us know if you have any questions...
- ✓ Issue a Purchase Order to CTAC. The P.O. should be sent to:
Reading Lions Project Center
Sacramento County Office of Education
Attention: Kathy Chaney
10461 Old Placerville Road, Suite 130
Sacramento, CA 95827
Fax: 916-228-2622
- ✓ Request, then sign, a license agreement to engage Red Schoolhouse Software to provide you with the software, training, and technical support. (We’ll provided you with the License Agreement once we’ve heard from you.)
- ✓ Provide us with an extract of student, teacher and school information so that we can set up the software for you. (See below for more information.)

License Fees

The fees for OARS were negotiated with CTAC in June 2003 and have remained unchanged since then. They are comprised of a district fee of \$3,000 and a teacher fee of \$40 for each funded Reading First teacher.

For Example...

The OARS license fees for a district with 100 Reading First teachers would be calculated as follows:

100 teachers x \$40:	\$ 4,000.00
District Fee:	\$ 3,000.00
Total:	\$ 7,000.00

Data Extract Format

Student, teacher, and school information is required to configure OARS. We use this information to set up the teacher lists, class rosters and user accounts for each Reading First school. The demographic information makes it easy to analyze performance of subgroups.

After you provide the initial data extract, in tab-delimited, CSV or Microsoft Excel format, we can configure OARS in just a few days. We recommend that you continue to send data extracts at least monthly to account for any mobility of students or changes in demographic information.

Student Data Fields

Student ID
First Name
Last Name
School Location Code
Teacher ID
Grade
Track *
Gender *
Ethnicity *
Instructional Program *
Language Proficiency *
CELDT, ELD or EL Level *
Special Ed. Placement *
Gifted Designation *
Optional Field 1 *
Optional Field 2 *
Optional Field 3 *

Teacher Data Fields

Teacher ID or Number
First Name *
Last Name
School Location Code

School Data Fields

School Location Code
School Name

* **Optional**

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