

Assessment: **WayFind Assessment Posttest 16/17 Exam**  
District: **Meyers USD**

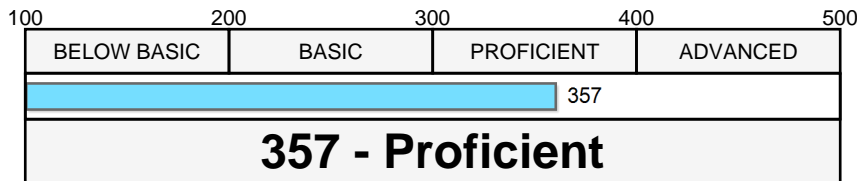
Report Date: **5/1/2016**  
Testing Period: **3/17/16 - 4/23/16**  
Report Group: **WayFind 2016-17**

EXAM OVERALL

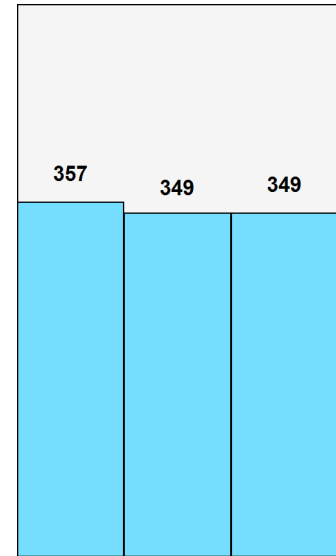
Completions: **919**  
Scale Score Range: **137 - 483**

Scale Score Standard Error: **3.81**  
Scale Score Standard Deviation: **57.5**

DISTRICT EXAM AVERAGE SCORE



AVERAGE SCORES



DISTRICT RPT GRP GLOBAL

INDIVIDUALS PER PROFICIENCY LEVEL

PROFICIENCY	#	%	AVG MIN.
Advanced	245	27 %	46
Proficient	553	60 %	46
Basic	100	11 %	41
Below Basic	21	2 %	14

SCHOOL DETAIL RESULTS

SCHOOL	#	COMP	AVG. MIN	100	200	300	400	500	SCORE	LEVEL
S.C. Miller Elementary	1	21	47						396	Proficient
Elliot Ness Elementary	2	37	54						379	Proficient
Melina Griffen Elementary	3	39	60						374	Proficient
Ogden Hill Elementary	4	31	43						373	Proficient
O'Shea Hills Middle School	5	36	41						370	Proficient
James Polk Elementary	6	40	47						370	Proficient
Jane Goodall Elementary	7	34	52						370	Proficient
Ian Fleming Elementary	8	26	48						369	Proficient
Kennedy Middle School	9	54	29						366	Proficient
Robert Cape Elementary	10	38	37						365	Proficient
Mike Brannan Elementary	11	34	54						359	Proficient
Valencia Elementary	12	42	50						357	Proficient
Madden Intermediate School	13	55	50						357	Proficient
A.P. Blissword Elementary	14	36	43						353	Proficient
Freeman Intermediate School	15	41	44						352	Proficient
Essex Opportunity Center	16	21	58						351	Proficient
Kingman High School	17	90	38						350	Proficient
Kilgore Intermediate School	18	66	45						349	Proficient
Middlefield High School	19	178	41						338	Proficient

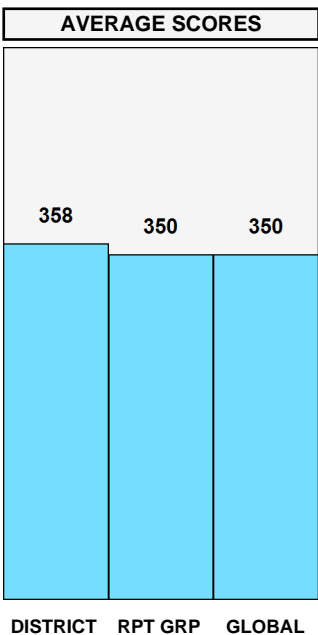
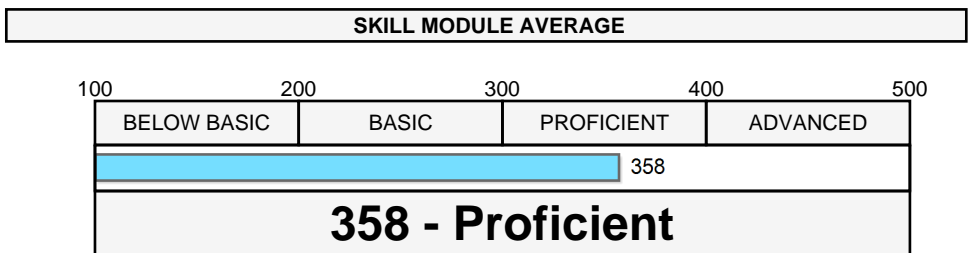
## EXAM SKILL MODULES: SUMMARY

Proficiency level : Individuals at each proficiency level

BB: 15	B: 25	P: 25	A: 15
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Segments are sized according to proportion of class at each proficiency level.

					AVERAGE SCORES		
					DISTRICT	RPT GRP	GLOBAL
Student Learning and Creativity	BB: 24	B: 116	P: 400	A: 379	358	350	350
Digital-Age Learning Experiences and Assessments	BB: 29	B: 204	P: 370	A: 316	340	333	333
Digital-Age Work and Learning	BB: 29	B: 162	P: 366	A: 362	345	337	337
Digital Citizenship and Responsibility	BB: 18	B: 153	P: 406	A: 342	351	343	343
Professional Growth and Leadership	BB: 13	B: 178	P: 389	A: 339	347	340	340

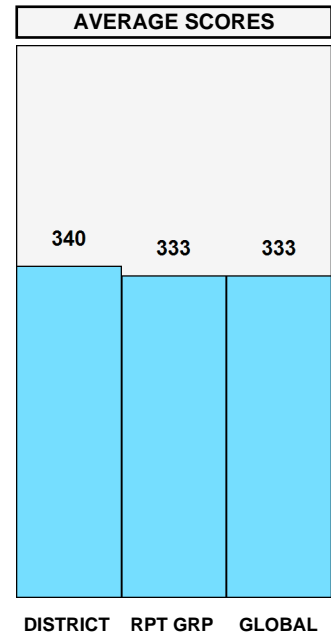
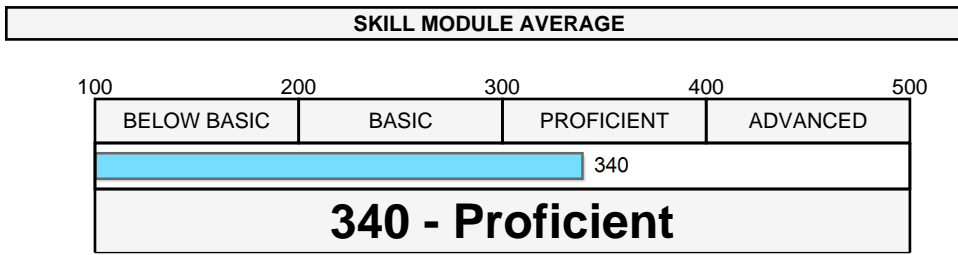


**SCORE DISTRIBUTION PER PROFICIENCY LEVEL**

PROFICIENCY	INDIVIDUALS	
	#	%
Advanced	379	41 %
Proficient	400	44 %
Basic	116	13 %
Below Basic	24	3 %

**SCHOOL DETAIL RESULTS**

SCHOOL	#	100	200	300	400	500	SCORE	LEVEL
S.C. Miller Elementary	1						405	Advanced
Elliot Ness Elementary	2						382	Proficient
O'Shea Hills Middle School	3						381	Proficient
Ogden Hill Elementary	4						374	Proficient
Ian Fleming Elementary	5						374	Proficient
Jane Goodall Elementary	6						373	Proficient
James Polk Elementary	7						371	Proficient
Kennedy Middle School	8						370	Proficient
Valencia Elementary	9						366	Proficient
Melina Griffen Elementary	10						363	Proficient
Robert Cape Elementary	11						363	Proficient
Madden Intermediate School	12						360	Proficient
Kingman High School	13						355	Proficient
Kilgore Intermediate School	14						352	Proficient
Freeman Intermediate School	15						347	Proficient
Essex Opportunity Center	16						346	Proficient
Middlefield High School	17						340	Proficient
A.P. Blissword Elementary	18						339	Proficient
Mike Brannan Elementary	19						337	Proficient



**SCORE DISTRIBUTION PER PROFICIENCY LEVEL**

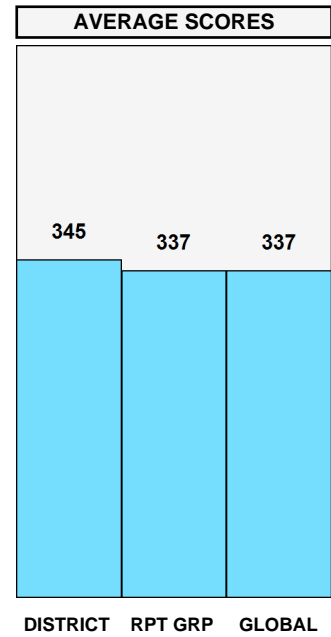
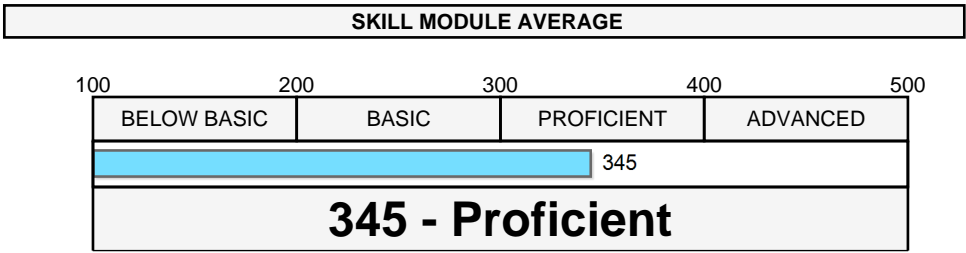
PROFICIENCY	INDIVIDUALS	
	#	%
Advanced	316	34 %
Proficient	370	40 %
Basic	204	22 %
Below Basic	29	3 %

A horizontal bar chart showing the distribution of scores across proficiency levels. The y-axis lists the proficiency levels: Advanced, Proficient, Basic, and Below Basic. The x-axis represents the number of individuals. The bars are colored: Advanced (green), Proficient (blue), Basic (orange), and Below Basic (red).

**SCHOOL DETAIL RESULTS**

SCHOOL	#	100	200	300	400	500	SCORE	LEVEL
S.C. Miller Elementary	1						369	Proficient
Ogden Hill Elementary	2						366	Proficient
Melina Griffen Elementary	3						361	Proficient
Kennedy Middle School	4						359	Proficient
Ian Fleming Elementary	5						355	Proficient
Madden Intermediate School	6						351	Proficient
Mike Brannan Elementary	7						351	Proficient
Elliot Ness Elementary	8						349	Proficient
Jane Goodall Elementary	9						346	Proficient
Robert Cape Elementary	10						345	Proficient
Essex Opportunity Center	11						340	Proficient
James Polk Elementary	12						338	Proficient
Freeman Intermediate School	13						338	Proficient
O'Shea Hills Middle School	14						338	Proficient
Valencia Elementary	15						336	Proficient
Kilgore Intermediate School	16						336	Proficient
Kingman High School	17						334	Proficient
A.P. Blissword Elementary	18						328	Proficient
Middlefield High School	19						320	Proficient

A horizontal bar chart showing the scores for 19 schools. The y-axis lists the school names and their IDs. The x-axis represents the score from 100 to 500, with markers at 100, 200, 300, 400, and 500. Blue bars represent the scores for each school. The scores are: S.C. Miller Elementary (369), Ogden Hill Elementary (366), Melina Griffen Elementary (361), Kennedy Middle School (359), Ian Fleming Elementary (355), Madden Intermediate School (351), Mike Brannan Elementary (351), Elliot Ness Elementary (349), Jane Goodall Elementary (346), Robert Cape Elementary (345), Essex Opportunity Center (340), James Polk Elementary (338), Freeman Intermediate School (338), O'Shea Hills Middle School (338), Valencia Elementary (336), Kilgore Intermediate School (336), Kingman High School (334), A.P. Blissword Elementary (328), and Middlefield High School (320). All schools are at the Proficient level.



**SCORE DISTRIBUTION PER PROFICIENCY LEVEL**

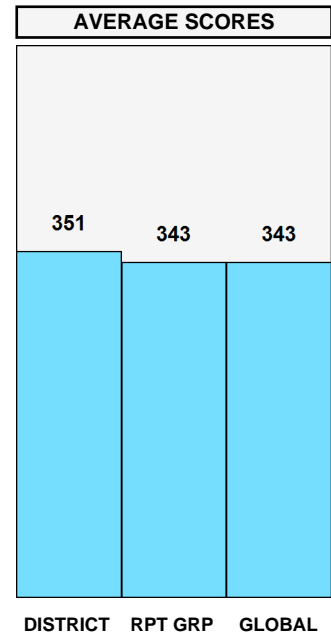
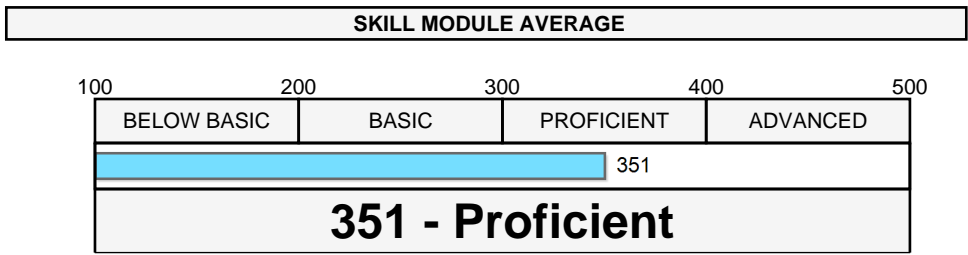
PROFICIENCY	INDIVIDUALS	
	#	%
Advanced	362	39 %
Proficient	366	40 %
Basic	162	18 %
Below Basic	29	3 %

A horizontal bar chart showing the distribution of scores across proficiency levels. The bars are color-coded: Advanced (green), Proficient (blue), Basic (orange), and Below Basic (red).

**SCHOOL DETAIL RESULTS**

SCHOOL	#	100	200	300	400	500	SCORE	LEVEL
S.C. Miller Elementary	1						397	Proficient
O'Shea Hills Middle School	2						366	Proficient
Jane Goodall Elementary	3						363	Proficient
Melina Griffen Elementary	4						362	Proficient
Robert Cape Elementary	5						362	Proficient
Elliot Ness Elementary	6						361	Proficient
James Polk Elementary	7						357	Proficient
Kennedy Middle School	8						357	Proficient
Ogden Hill Elementary	9						356	Proficient
A.P. Blissword Elementary	10						352	Proficient
Kingman High School	11						344	Proficient
Kilgore Intermediate School	12						343	Proficient
Valencia Elementary	13						342	Proficient
Freeman Intermediate School	14						340	Proficient
Ian Fleming Elementary	15						340	Proficient
Madden Intermediate School	16						335	Proficient
Mike Brannan Elementary	17						332	Proficient
Essex Opportunity Center	18						328	Proficient
Middlefield High School	19						324	Proficient

A table listing 19 schools with their respective scores and proficiency levels. Each row includes a horizontal bar chart showing the score relative to the 100-500 scale.



**SCORE DISTRIBUTION PER PROFICIENCY LEVEL**

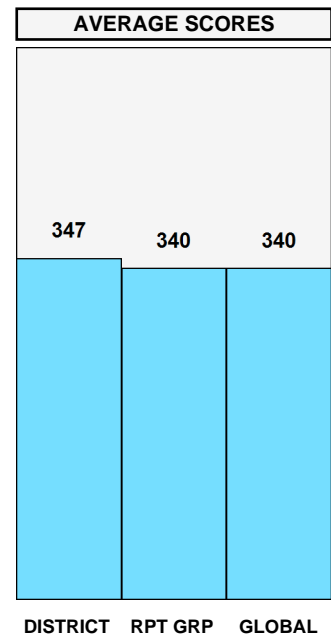
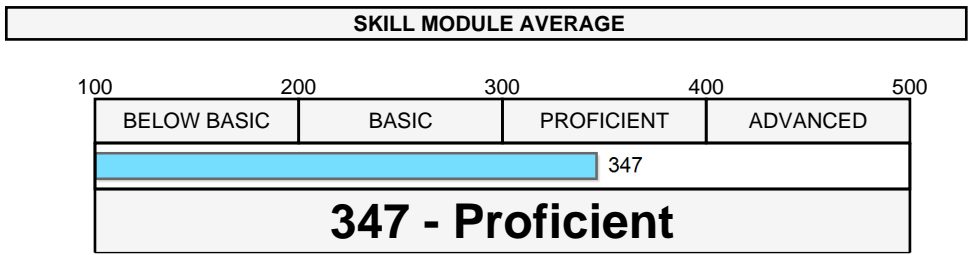
PROFICIENCY	INDIVIDUALS	
	#	%
Advanced	342	37 %
Proficient	406	44 %
Basic	153	17 %
Below Basic	18	2 %

A horizontal bar chart showing the distribution of scores per proficiency level. The bars are color-coded: Advanced (green), Proficient (blue), Basic (orange), and Below Basic (red).

**SCHOOL DETAIL RESULTS**

SCHOOL	#	100	200	300	400	500	SCORE	LEVEL
Elliot Ness Elementary	1						387	Proficient
James Polk Elementary	2						381	Proficient
Melina Griffen Elementary	3						379	Proficient
S.C. Miller Elementary	4						379	Proficient
Mike Brannan Elementary	5						374	Proficient
Ogden Hill Elementary	6						365	Proficient
Ian Fleming Elementary	7						365	Proficient
Jane Goodall Elementary	8						361	Proficient
Freeman Intermediate School	9						360	Proficient
O'Shea Hills Middle School	10						360	Proficient
Kennedy Middle School	11						358	Proficient
Valencia Elementary	12						352	Proficient
Robert Cape Elementary	13						351	Proficient
A.P. Blissword Elementary	14						349	Proficient
Madden Intermediate School	15						347	Proficient
Kingman High School	16						343	Proficient
Kilgore Intermediate School	17						334	Proficient
Essex Opportunity Center	18						331	Proficient
Middlefield High School	19						325	Proficient

A table listing 19 schools with their respective scores and proficiency levels. To the right of the school names are horizontal bars representing the score, with markers at 100, 200, 300, 400, and 500.



**SCORE DISTRIBUTION PER PROFICIENCY LEVEL**

PROFICIENCY	INDIVIDUALS	
	#	%
Advanced	339	37 %
Proficient	389	42 %
Basic	178	19 %
Below Basic	13	1 %

**SCHOOL DETAIL RESULTS**

SCHOOL	#	100	200	300	400	500	SCORE	LEVEL
S.C. Miller Elementary	1						385	Proficient
Elliot Ness Elementary	2						378	Proficient
Mike Brannan Elementary	3						370	Proficient
Melina Griffen Elementary	4						365	Proficient
Essex Opportunity Center	5						363	Proficient
Ogden Hill Elementary	6						362	Proficient
Ian Fleming Elementary	7						362	Proficient
James Polk Elementary	8						360	Proficient
Robert Cape Elementary	9						359	Proficient
Jane Goodall Elementary	10						356	Proficient
A.P. Blissword Elementary	11						350	Proficient
O'Shea Hills Middle School	12						349	Proficient
Valencia Elementary	13						345	Proficient
Madden Intermediate School	14						344	Proficient
Kennedy Middle School	15						338	Proficient
Middlefield High School	16						335	Proficient
Kingman High School	17						333	Proficient
Freeman Intermediate School	18						332	Proficient
Kilgore Intermediate School	19						332	Proficient

**Per-Standard Detail Results**

1a. Promote, support, and model creative and innovative thinking and inventiveness.

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	2.41	2.33	2.33

1b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources..

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	1.86	1.79	1.79

1c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes..

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	1.87	1.85	1.85

1d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments..

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	1.61	1.54	1.54

2a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	2.06	2.01	2.01

2b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	1.93	1.87	1.87

2c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	2.41	2.3	2.3

2d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	2.11	2.03	2.03

3a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	1.4	1.37	1.37

3b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	2.36	2.25	2.25

3c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	2.73	2.63	2.63

3d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	1.37	1.35	1.35



4a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	2.2	2.11	2.11

4b. Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources.

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	2.82	2.76	2.76

4c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	2.16	2.1	2.1

4d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	2.54	2.47	2.47

5a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	2.3	2.27	2.27

5b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	1.98	1.86	1.86

5c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	2.17	2.11	2.11

5d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

# POSSIBLE	DISTRICT AVERAGE	RPT GRP AVERAGE	GLOBAL AVERAGE
3	2.27	2.23	2.23

## Survey Results

**TOTAL RESPONDENTS: 905**

PROMPT	RESPONSE	#	%
What grade(s) do you currently teach? (Choose all that apply.)	Pre-K	48	5%
	K-2	194	21%
	3-5	195	22%
	6-8	180	20%

What grade(s) do you currently teach? (Choose all that apply.)	9-12	226	25%
	Ungraded or don't know	6	1%
	I don't currently teach students	85	9%

What are examples of online tools used by students for collaboration? (Choose all that apply.)	Google Docs	683	75%
	PBWiki	2	0%
	Blogster	78	9%
	Ning	18	2%
	ePals	76	8%
	Other	93	10%
	None	168	19%

Which of the following are major reasons you don't use technology more in your teaching? (Choose all that apply.)	Not enough time for me to learn how to use technology in my teaching	211	23%
	Internet access is too restrictive	94	10%
	Internet access is unreliable or too slow	128	14%
	Equipment such as PCs or interactive whiteboards are not always available	145	16%
	Not enough professional development on integrating technology in teaching	98	11%
	Inadequate or no support for my technology questions	38	4%
	Available software or web-delivered content is not adequate or useful	86	10%
	No reasons - satisfied with level of technology use	330	36%

How many years of teaching experience do you have?	Less than four full school years	192	21%
	4 to 9 full school years	223	25%
	10 to 19 full school years	261	29%
	20 or more full school years	228	25%

Which <i>one</i> of the following most closely matches your current job title or assignment?	Classroom teacher	747	83%
	Technology coordinator or instructor	6	1%
	Media specialist or librarian	17	2%
	School staff support or administrator	134	15%

When students are in your classroom or school area, do they have access to a computer as needed?	Never or almost never	112	12%
	Sometimes	196	22%
	Usually	251	28%

When students are in your classroom or school area, do they have access to a computer as needed?	Always	344	38%
How often do you use an interactive whiteboard at school?	Almost never or not at all	300	33%
	A few times each month	218	24%
	A few times each week	184	20%
	Every day	201	22%
Which of the following would help you use an interactive whiteboard more frequently? (Choose all that apply.)	More or better content to use with a whiteboard	411	45%
	More clickers or student response systems that work with a whiteboard	132	15%
	Make it easier to use with the Internet	108	12%
	More professional development on using interactive whiteboards	240	27%
	A whiteboard assigned to just my classroom	73	8%
	Nothing	127	14%
	Don't know	74	8%
How often do your students use online tools for collaboration, sharing, or self-publishing as part of a lesson?	Almost never or not at all	409	45%
	A few times each month	279	31%
	A few times each week	151	17%
	Every day	64	7%
How often do students in your classes use the Internet for research as part of a lesson or project?	Almost never or not at all	255	28%
	A few times each month	377	42%
	A few times each week	190	21%
	Every day	81	9%
How often do you personally participate in an online community or social networking site outside of school?	Almost never or not at all	172	19%
	A few times each month	111	12%
	A few times each week	173	19%
	Every day	448	50%
How often do you communicate with parents or students using e-mail during the school year?	Almost never or not at all	132	15%
	A few times each month	338	37%
	A few times each week	281	31%
	Every day	153	17%
How would you rate your technology skills compared to other teachers in your school or district?	Below average	96	11%

How would you rate your technology skills compared to other teachers in your school or district?	About the same	415	46%
	Above average	327	36%
	Don't know	66	7%

What online communities do you participate in (contribute or add content to) for professional or personal use? (Choose all that apply.)	Facebook	674	74%
	MySpace	0	
	Twitter	26	3%
	Other	189	21%
	None	147	16%

How often do students in your classes use presentation or spreadsheet software as part of a lesson or project?	Almost never or not at all	579	64%
	A few times each month	218	24%
	A few times each week	76	8%
	Every day	28	3%