

Assessment and Data Committee

Date: November 11, 2025

Committee Chair: Michaela Steinfeldt

Committee Secretary: Kiersten Porter

Committee Members: Pat Hohensee, Shelly Merchlewitz, Casey Johnson, Randi Smith, Nicole Eiken

Bluffview Vision

Empowered learners unfolding their full potential as whole and unique persons.

Bluffview Mission

Bluffview Montessori cultivates curious, independent learners and fosters respect while promoting community engagement for academic, civic, and personal fulfillment.

Focus/Goals

- To use accessible and integrated data to make decisions relating to students with academic, behavior, and SEL outcomes across grade levels, content areas, and tiers.
- Information made available to the child find committee
- Information made available to teachers and the academic practices committee for planning, interventions for struggling students, areas of concern for students or grade level, and students who might need further challenging work
- Information re: behaviors and interventions

ATTENDING:

Randi, Nicole, Kayla, Kiersten, Casey, Meghan, Sherry, Henry

Topic	Responsible	Notes
Circle Chat	Kayla	
Would you rather give up coffee or give up chocolate?		
Writing CBM Data	Meghan	Discuss the writing CBM rubric and discuss how to gather the data to best support writing needs school-wide. The purpose is to create a screening process. We have some norms (based out of IL), but it's not a huge sample. So each school/district need to create own norms and standards of deviation. (7th and 8th grade done as example) Agreed we should retest some - some rewrote the prompt, some shut down, wrote one word, etc. Combination of low and high kids. Some extreme outliers, like a SPED who only writes letters. Do we want to include or exclude for the data. - Idea: those who are getting writing support in SPED should be excluded cause they're receiving. Would give better idea of where the general population is. Otherwise, include those outliers, cause there will always be outliers. - Finalized Idea: do one sample with gen ed and sped who are not receiving writing support, and then one sample with all. Will need to think about what times of year (i.e. how fastbridge is three times).
<u>Example final data: 7th & 8th</u>		

Our goal is to create school level norms to help identify students with writing needs.
Norms provided by Susan (school psych) are from Northern Illinois there are no national norms

Questions to move forward:

- 1- Retesting students? Repeat prompt, low scores, etc.
- 2- Remove outliers from data? How much of an outlier should we remove?

SAEBRS	Kayla	Evaluate SAEBRS scores and determine a percentage of students who might need support in each grade (score of 36 and below) Receiving tier 2 or 3 support for executive functioning/behaviors: K: 27% of students who scored 36 or below are receiving tier 2 or 3 support 1: 40% of students who scored 36 or below are receiving tier 2 or 3 support 2: 43% of students who scored 36 or below are receiving tier 2 or 3 support 3: 33% of students who scored 36 or below are receiving tier 2 or 3 support 4: 33% of students who scored 36 or below are receiving tier 2 or 3 support 5: 0% of students who scored 36 or below are receiving tier 2 or 3 support 6: 25% of students who scored 36 or below are receiving tier 2 or 3 support 7: 100% of students who scored 36 or below are receiving tier 2 or 3 support 8: 100% of students who scored 36 or below are receiving tier 2 or 3 support Talked of how Rushford Peterson does: - SAEBERS immediately in school year, and those students go in groups (start early and really cut and dry), but it's not responsive to the need seen throughout screening period - They're dumped into a group, regardless of personality and conflict - Goals are based on the needs found in SAEBERS, done three times a year Progressing is key, so kids can exit, as all students in childfind through the whole year would be too much to help all of at the same time Data collection hard - idea of sending survey to teachers "on a scale of 1-10, how did they do with regards to the target goal" Want to use the SAEBERS data more - maybe not to the cut-dry level as RP Idea: compare past year SAEBER scores, how many students in the different grades we have scoring under 36 We have students who are scoring themselves INCREDIBLY lower than teachers score them. They would benefit from mental health support. - Would it be sending information to parents so they have the resources - Child find obligation to send that to parents? (problem: insurance needed) - Targeted support group circle? They can see they're not the only ones. Share how hard it is and know that it's not just them. - We could present students we're concerned about, share with teachers, and ask how they feel with that student participating in the support group. Could then have them fill out that referral form.
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IXL Data	Kayla	Discuss math and reading progress for each level in IXL. Provide a list of students for teachers to recommend to tier 2? List students who are not making progress in certain areas Could analyze based on overall performance (from “step into the arena” scores in each strand) Or look at specific skills (but all students would have to have those same skills) Talked about prep done before MCAs - Taking practice tests (could be done digitally and on paper to discuss) - Familiarizing with tools Is IXL something we dig into to identify weak areas before MCAs? (looking at their overall math level) - Is a student’s arena score in an area (the lower end of the range) below grade level, if so should probably address/brush up on skills - I.e. if a third year is scoring 210-400 they’ll need extra support Come back to in January. Share with teachers “these kids are all weak in this strand”, focusing just on math. To make teachers aware of where the kids are falling in different skills/strands Kiersten and Kayla will beef up a survey to send out about how IXL is being used - If/how often are students “stepping into the arena” - Using skills to assess students after lessons taught Talked about moving first-year word work to tier 2, instead of pulling all first graders. Kindergarteners and first graders don’t currently receive tier 2 or 3 support for math or language. Kinders working to building tier 2 / 3 in the classroom with special schedule and extra adult.
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Math
Reading