

# CogAT+Achievement Data=Growth

Topic Overview Video (link) 



## Why:

The goal of schools is to help students grow, both academically and personally. States and the federal government require achievement levels and/or growth measures for students each year. Schools use achievement data to inform instructional decisions; however, when achievement data is coupled with ability data (such as from the CogAT), teachers are empowered to leverage students' strengths and potential to maximize academic growth.

## Instructional Implications:

- ☉ **Increase** academic growth for students
- ☉ **Empower teachers** to make instructional decisions that include potential and strengths.
- ☉ **Identify mismatches** in student potential and performance

## Guiding Questions:

- What are the state and/or federal achievement requirements? What achievement data do we currently use?
- What other growth measures do we value in this district?
- Which students have *CogAT* data available within the last two years?
- Who has access to the *CogAT* data?
- How is *CogAT* data currently used? Is it included in making instructional decisions?
- What systems do we have to look at data from different assessments side-by-side?
- What teachers or teams are capable of integrating *CogAT* data into their instructional decision making? Do they have campus administrator support?
- What training will campus administrators and teachers need to appropriately use *CogAT* with achievement data for instructional decisions?
- What are the desired outcomes for using *CogAT* + achievement data together for instructional decisions?
- What are the success metrics?
- Where will the instructional support resources be housed? Who will have access?
- How can we include instructional expectations in the formal evaluation process?

### 3 Best Practices:

1

Correlate *CogAT* and achievement data to identify outliers

2

Focus instruction on student strengths for potential and strengths

3

Use *CogAT* data to inform instruction

### Resources:

Riverside Insights. (2022, May 9). Ability data: Bridging the gap between student potential and student achievement. *Riverside Insights*. <https://blog.riversideinsights.com/ability-data-student-potential-cogat>

Riverside Insights. (2022, October 13). Using a strengths-based approach to understanding students' aptitude. *Riverside Insights*. <https://blog.riversideinsights.com/cogat-case-study-ability-data>

Riverside Insights. [Riverside Insights]. (2023, July 27). *Ability data as a tool for differentiation* [Video]. Vimeo. <https://vimeo.com/849198051>

Webinar (2023, August 22): Compare Student Potentials and Strengths. Vimeo. <https://vimeo.com/856850936>



# CogAT+Achievement Data=Growth Worksheet

**Directions:** Use these guiding questions to find opportunities for using ability data alongside achievement data to maximize student growth.

1

**Consider testing requirements.**

What are your state assessment requirements?

What are the federal assessment requirements?

2

**What are your district priorities related to achievement and academic growth?**

3

**Ability (i.e., CogAT) data:**

Which students have ability data?

Which staff have access to the ability data measures?

How do teachers use ability data for instructional planning?

## 4

### Integrating *CogAT* and achievement data

Is there a pioneer campus / team that is interested in using ability data alongside achievement data?

What training do your teachers need to use ability and achievement data together?

What systems does your district have for looking at ability and achievement data together?

What are the metrics for success with using ability and achievement data together?

How can you use the formal evaluation process to incentivize teachers with using ability and achievement data together?