

*Welcome*



# Do (*and* Due 😊) Now

## Complete the Do Now in your packet.

padlet

Sherry betcher • 5 • 4m

### NWEA Growth Ah-ha's

Please share your ah-ha's from the growth video and/or growth help page to support your learning and learn from one another.

**Sherry betcher** 2m

Double click to make a text box appear. Type in your first and last name for each post to personalize this group discussion a bit. You can record sound, video, upload pics, or just type in a comment. Please comment on at least one other post. Have fun with this tool!

Add comment

**Michelle Beesley** 1m

**Title 1/Assessment Coordinator**

I am new to the coordinator role so I am learning about all of the reporting options. I wasn't familiar with the quadrant graph and like that the graph can be manipulated to fit what you are measuring.

1 comment

**Sherry betcher** 1m

Welcome Michelle! I look forward to working together. And that quadrant report is one of my favs!

Add comment

**Lisa Leimeister** 25d

**Aha....**

Add comment

**Aha!**

I had no idea you could move the growth and achievement bar....love it!

4 comments

**Sherry betcher** 19d

It's an amazing- I agree! :-)

**Anonymous** 6d

50%tile is a good title for growth but what about achievement? 20%/77%

**kbailey18** 5d

I thought that was a cool tool tool.

**Sherry betcher** 1m

@Anonymous- we'll go into depth during our time together about both achievement and growth percentiles and begin to get a feel for what's "good" and what's not so good. I'm looking forward to it!

Add comment

**Anonymous** 7d

**Scott Gillen**

Really liked the ASG quadrant report in relationship to goal setting and college readiness.

2 comments

**Sherry betcher** 7d

Agreed! And I might add the quadrant report is the crowd favorite so far.

**Sherry betcher** 7d

Thanks, Scott!

Add comment

**kbailey18** 5m

**Katie Bailey**

I thought it was really helpful to have a column on the Quadrant Growth Summary report that shows if the student made their goal or not. It takes much less time to glance at this column than to track between fall and winter scores for each individual student. Then you can really see which students will need more support.

1 comment

**Sherry betcher** 4m

Yes agreed! And don't we all love time savers.


Add comment

**Anonymous** 6d

**Sarah Brookshire**

Just the help screen has a lot to offer...I did not realize all the great information and resources that is there.

Yes, it's pretty impressive and exhaustive. Lots of great nuggets.

 <p><b>Krista Alero</b> Grade 5</p> <p>Teacher: Jenisha Kotifani Scheduled 1:1 / /</p>	<table border="1"> <thead> <tr> <th colspan="2">Reading</th> <th colspan="2">Math</th> </tr> <tr> <th>Fall RIT</th> <th>Spring RIT</th> <th>Fall RIT</th> <th>Spring RIT</th> </tr> </thead> <tbody> <tr> <td>207 (50%ile)</td> <td>214 (55%ile)</td> <td>235 (94%ile)</td> <td>238 (87%ile)</td> </tr> <tr> <td colspan="2">Projected RIT 212</td> <td colspan="2">Projected RIT 243</td> </tr> </tbody> </table>		Reading		Math		Fall RIT	Spring RIT	Fall RIT	Spring RIT	207 (50%ile)	214 (55%ile)	235 (94%ile)	238 (87%ile)	Projected RIT 212		Projected RIT 243															
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# MAP Growth Reports

February 2016



Facilitated by Sherry Betcher

Academic Performance and Accountability

The Governor John Engler Center for Charter Schools

Central Michigan University



Agenda!

Communicating with Data Gallery Walk

Break

MAP Growth Reports

Lunch

Write SMART Goals

Develop an Action Plan and Share

Closing Activities

# Learning Outcomes

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- ❑ Access, interpret, and apply MAP growth reports
- ❑ Evaluate growth as a catalyst for change
- ❑ Enhance Assessment Literacy

# Assessment Literacy

The set of **beliefs**, **knowledge** and **practices**

about assessment that lead a \_\_\_\_\_

*(fill in the blank: teacher, administrator, student, policy maker)*

to use assessment to improve student learning and achievement.



# Choose your character





# Gallery Walk

- Follow the guiding questions on each chart
  - Round 1 only
  - Round 2



# Learning Outcomes

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**If we are to....**

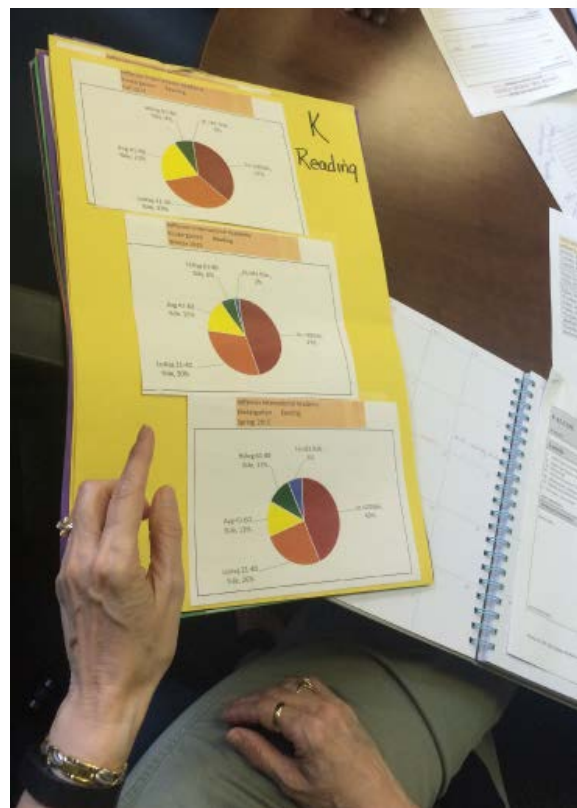
- Access, interpret, and apply MAP growth reports
- Evaluate growth as a catalyst for change
- Enhance Assessment Literacy

**Then we must...**

# Present Data Effectively

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- Tell the truth, good or bad
- Tell it in ways that are easily understood
  - L-R
  - 1 subject
  - Chronological
  - Less is more
- Tailor it to the needs of the audience
- Allow staff members to make sense of the data



# Learning Outcomes

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**If we are to....**

- Access, interpret, and apply MAP growth reports
- Evaluate growth as a catalyst for change
- Enhance Assessment Literacy

**Then we must...**

Organizations move at  
the speed of **trust**  
~ Dave Ramsey

# Norms of Collaboration

**1** Pause,  
Paraphrase,  
and Probe

**2**  
Put Ideas  
on the Table

**3** Presume  
Positive  
Intentions

**4**  
Pay Attention to  
Self and Others

**5**  
Balance  
Advocacy  
and Inquiry

A person with dark hair, wearing a dark, textured sweater, is shown in profile from the chest up. They are looking out of a window, with their right hand resting on the glass. The background is a blurred, bright outdoor scene, possibly a city street, with warm light filtering through the window. The overall mood is contemplative and reflective.

# Stop to Reflect and Take Notes

“The more **reflective** you are,  
the more **effective** you are.”

—Hall and Simeral







# Gallery Walk Debrief



1. How might finding something positive in the data effect the conversation?
2. What differences do norms make?
3. 2 data points give us a line. 3 data points *begin* to give us a trend.

How did the 3<sup>rd</sup> data point impact our observations?

# So can you, and will you?

On an index card,  
write your:

\*Name

\*School

\*Role

\*Email address

Sherry Betcher, CMU, Assessment Manager
<a href="mailto:sbetcher@thecenterforcharters.org">sbetcher@thecenterforcharters.org</a>
1.
2.
3.

Then, identify 1 way *you* intend to apply what you have learned from today.

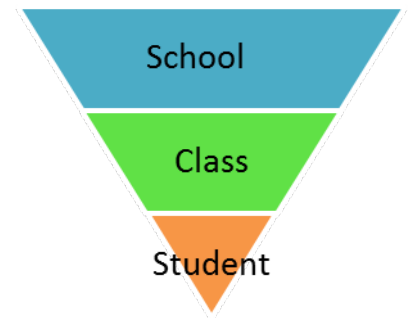
Whew! You've earned a break!



# Learning Outcomes

---

- ❑ Access, interpret, and apply MAP growth reports
- ❑ Evaluate growth as a catalyst for change
- ❑ Enhance Assessment Literacy



# Achievement Status and Growth

---

- Where are they?
  - This is their Achievement Status
  
- Where do we want them to be?
  - This is the Growth we want them to make

# Growth Nomenclature

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- Typical Growth
- Catch-up Growth
- Accelerated Growth

- At your table – define each term individually or as a table group. Write one definition per sticky.
- Be ready to share your thoughts.

Hey Girl

I totally  
want to help  
you make  
those treatment  
goals objective  
and measurable



## Typical Growth

The average of the RIT **growth** that was **observed** in the latest NWEA **norming** study for **students** who had the **same** starting RIT score in the same grade in the same testing season.





# Typical Growth

(A.K.A Growth Projection)

Starting in fall at the 23<sup>rd</sup> %ile

Year 1  $206 + 7 = 213$  24<sup>th</sup> %ile

Year 2  $211 + 5 = 216$  24<sup>th</sup> %ile

Year 3  $214 + 5 = 219$  32<sup>nd</sup> %ile



## Catch-Up Growth

The **RIT growth** needed for a student who is below proficient to become proficient.



# Catch-Up Growth

Starting in fall at the 23<sup>rd</sup> %ile

Year 1  $206 + (7 \times 1.5) = 217$  39<sup>th</sup> %ile

Year 2  $217 + (5.5 \times 1.5) = 225$  50<sup>th</sup> %ile

Year 3  $225 + (4 \times 1.5) = 231$  57<sup>th</sup> %ile



## Reading

Grade	CMU Spring Benchmark	2015 Percentile
2	190	53
3	201	55
4	208	53
5	215	58
6	218	55
7	222	59
8	227	66

## Math

Grade	CMU Spring Benchmark	2011 Percentile
2	191	46
3	204	51
4	214	51
5	224	56
6	229	58
7	236	66
8	242	71

## Accelerated Growth

The **RIT growth** that allows an already proficient student to grow beyond proficient levels.



# Accelerated Growth

Year 1  $193 + (9 \times 1.25) = 204$  64<sup>th</sup> %ile

Year 2  $204 + (8 \times 1.25) = 214$  69<sup>th</sup> %ile

Year 3  $214 + (5 \times 1.25) = 220$  72<sup>nd</sup> %ile



# Achievement Status and Growth

---

- Where are they?
  - This is their Achievement Status
  
- Where do we want them to be?
  - This helps us define the Growth we want them to make





# So can you, and will you?

Sherry Betcher, CMU, Assessment Manager sbetcher@thecenterforcharters.org

1.

2.

3.

Identify 1 additional way *you* intend to apply what you have learned from today.

# Student Growth Summary

## Annotation Key



Locate the Growth Mean. How did each grade level perform in terms of actual growth?

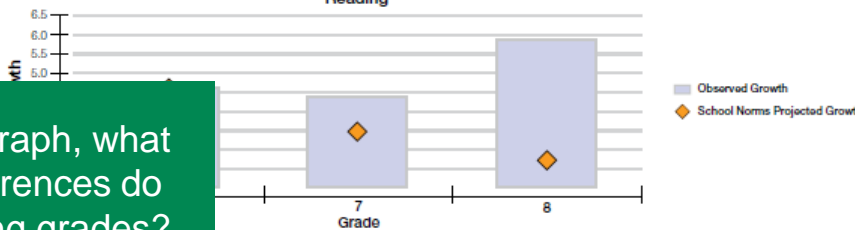
What grades are meeting or exceeding their Mean Growth Projection? What is this Projection based on?

Mt. Bachelor Middle School

Reading

Grade (Spring 2016)	Growth Count <sup>35</sup>	Comparison Periods						Growth Evaluated Against								
		Fall 2015			Spring 2016			Growth		School Norms			Student Norms			
		Mean RIT <sup>6</sup>	SD <sup>8</sup>	Percentile <sup>14</sup>	Mean RIT	SD	Percentile	Observed Growth <sup>27</sup>	Observed Growth SE <sup>28</sup>	Projected Growth <sup>26</sup>	School Conditional Growth Index <sup>38</sup>	School Conditional Growth Percentile <sup>39</sup>	Count with Projection <sup>18</sup>	Count met Projection <sup>36</sup>	Percent met Projection <sup>33</sup>	Student Median Conditional Growth Percentile <sup>37</sup>
6	116	211.9	11.0	56	216.5	13.0	55	4.6	0.7	4.7	-0.07	47	116	71	61	62
7	132	219.1	12.5	76	223.5	11.0	79	4.4	0.7	3.6	0.43	67	132	91	69	60
8	101	219.6	11.8	62	225.5	12.0	77	5.9	0.9	2.7	1.42	92	101	68	67	61

- 6 Mean RIT:** The group's average score for the subject in the given term.
- 8 Standard Deviation:** The variability of scores within a group. A larger deviation reflects a wider range of scores.
- 14** the percentage of students in the NWEA national norm sample, and subject area, that this student's score (or group of students') equaled or exceeded. Percentile Range is computed by identifying ranks of the low and high ends of the RIT range (see p.1, #13).
- 26** **Projection:** The number of students in the growth count population growth projections.
- 27** **Observed Growth or RIT Growth:** The change in a student's RIT score during the growth comparison period. On the *Student Growth Summary Report*, observed growth is the end-term mean RIT minus the start-term mean RIT.
- 28** **Observed Growth Standard Error:** Amount of measurement error associated with observed term-to-term growth. If the student could be tested again over the same period with comparable tests, there would be about a 68% chance that growth would fall within a range defined by the term-to-term growth plus or minus the standard error.
- 33** **Percent Met Projection:** The percentage of students whose end-term RIT scores met or exceeded their individual growth projections.
- 35** **Growth Count:** The number of students with valid test events for both terms.
- 36** **Count Met Projection:** The number of students whose end-term RIT scores met or exceeded their individual growth projections.



Looking at the graph, what patterns or differences do you notice among grades?

Locate the Percent Meeting Growth Projection. What assumptions can you reach based on this data point?

Circle or highlight the critical data points. Put question marks next to data points that need clarity. What is the purpose of this report?

## Achievement Status and Growth Summary

Kotifani, Jenisha

Term Tested: Winter 2015-20



How do their second-term RIT scores compare to their projected RIT scores?

Are there any trends or patterns for the class?  
Conditional Growth Percentile allows you to compare a student's growth to the growth of students across the nation.

### Language Usage

Name	W16 Grade	W16 Date	Achievement Status		Student					Comparative				
			Fall 2015	Winter 2016	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile		
Alhamzawi, Drew W.	5	01/06/16	214-217-220	73-79-85	221-224-227	87-91-94	220	3	7	4.3	4	Yes	0.9	80
Devany, Noni I.	5	01/06/16	204-207-210	45-54-62	212-215-218	57-66-73	211	4	8	4.2	4	Yes	0.8	80
Dimalanta, Kaleigha S.	5	01/06/16	210-213-216	62-70-77	214-217-220	63-71-78	216	3	4	4.2	1	Yes ‡	0.2	56
Dugaw, Daytan N.	5	01/06/16	198-201-204	29-37-45	204-207-210	33-42-51	206	5	6	4.2	1	Yes ‡	0.3	61
Haukebo-Bol, Zaiden N.	5	01/06/16	203-206-209	43-51-60	210-213-216	51-60-68	210	4	7	4.4	3	Yes ‡	0.6	76
Kucia, Javis S.	5	01/06/16	208-211-214	57-65-73	211-214-217	54-63-71	214	3	3	4.3	0	Yes ‡	-0.1	46
Scruggs, Ambrose E.	5	01/06/16	207-210-213	54-62-70	209-212-215	48-57-66	214	4	2	4.3	-2	No ‡	-0.3	38
Shalfoe, Dyanne E.	5	01/06/16	206-209-212	51-60-68	214-217-220	73-79-85	213	4	8	4.4	4	Yes	0.9	81
Vallier, Doreen Melissa S.	5	01/06/16	211-214-217	65-73-79	217-220-223	71-78-84	217	3	6	4.7	3	Yes ‡	0.6	72
			206-210-214*	39-51-63*			213	4	1	5.7†	-3	No ‡	-0.5	29
			212-215-218	57-66-73			215	3	3	4.5	0	Yes ‡	-0.1	47

What percentage of students met or exceeded their projected RIT?

What percentage would be a reasonable goal for the class?

What is the median conditional growth percentile for the class?

Summary for: Language Usage	
Percentage of Students Who Met or Exceeded Their Projected RIT	81.8%
Percent of Projected Growth Met	137.5%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	11
Count of Students Who Met or Exceeded Their Projected RIT	9
Median Conditional Growth Percentile	61

\* SE or SEM is greater than normal. Use metric with caution.  
‡ Indicates that projected growth falls within standard error of observed growth.

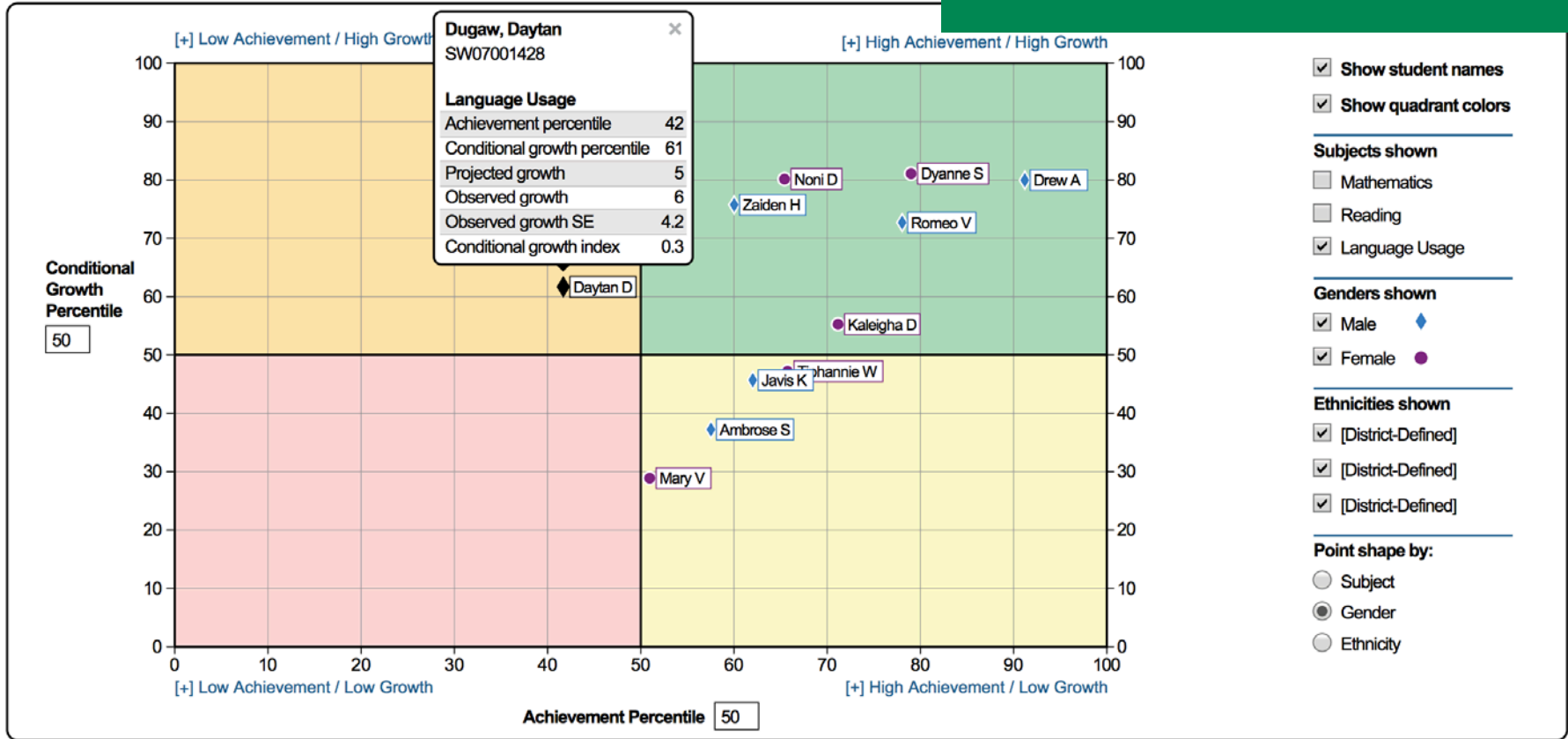
## Achievement Status and Growth Summary with Quadrant Chart


**Kotifani, Jenisha**  
**5th Grade Homeroom**

[Edit Report Criteria](#)

**Term Tested:** Winter 2015-2016  
**Term Rostered:** Winter 2015-2016  
**District:** NWEA Sample  
**School:** Three Sisters Elementary

The Quadrant Chart gives you a visual picture of how students are performing relative to their achievement and growth.



A young child with dark hair, wearing a dark, textured sweater, is shown in profile from the chest up. The child is looking out a window, with their hands pressed against the glass. The background is a bright, out-of-focus view of a city street with buildings and trees. The lighting is soft and natural, coming from the window.

Reflection thus  
forms the important  
link between processing  
the new information  
and integrating it with the  
existing understanding  
of the world.

-R. ONG (2004)

# So can you, and will you?

Sherry Betcher, CMU, Assessment Manager sbetcher@thecenterforcharters.org

1.

2.

3.

Identify 1 additional way *you* intend to apply what you have learned from today.

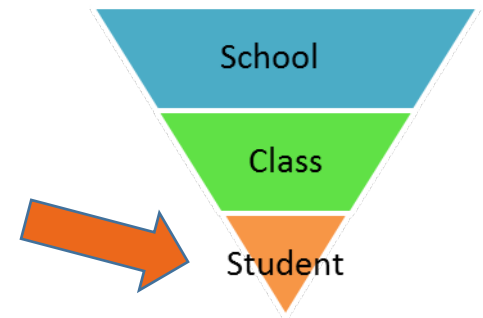
# Lunch topic suggestion: Why do we need goals?

“According to research...goal setting is the single most important **motivational tool** in a leader’s toolkit. Why? Because **goals** setting operates in ways that **provide purpose, challenge, and meaning**. Goals are guideposts along the road that make a compelling vision come alive. **Goals energize people**. Specific, clear, challenging goals lead to greater effort and achievement than easy or vague goals do” (Blanchard, 2007)

# Learning Outcomes

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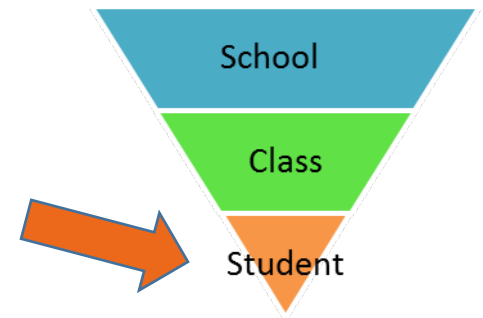




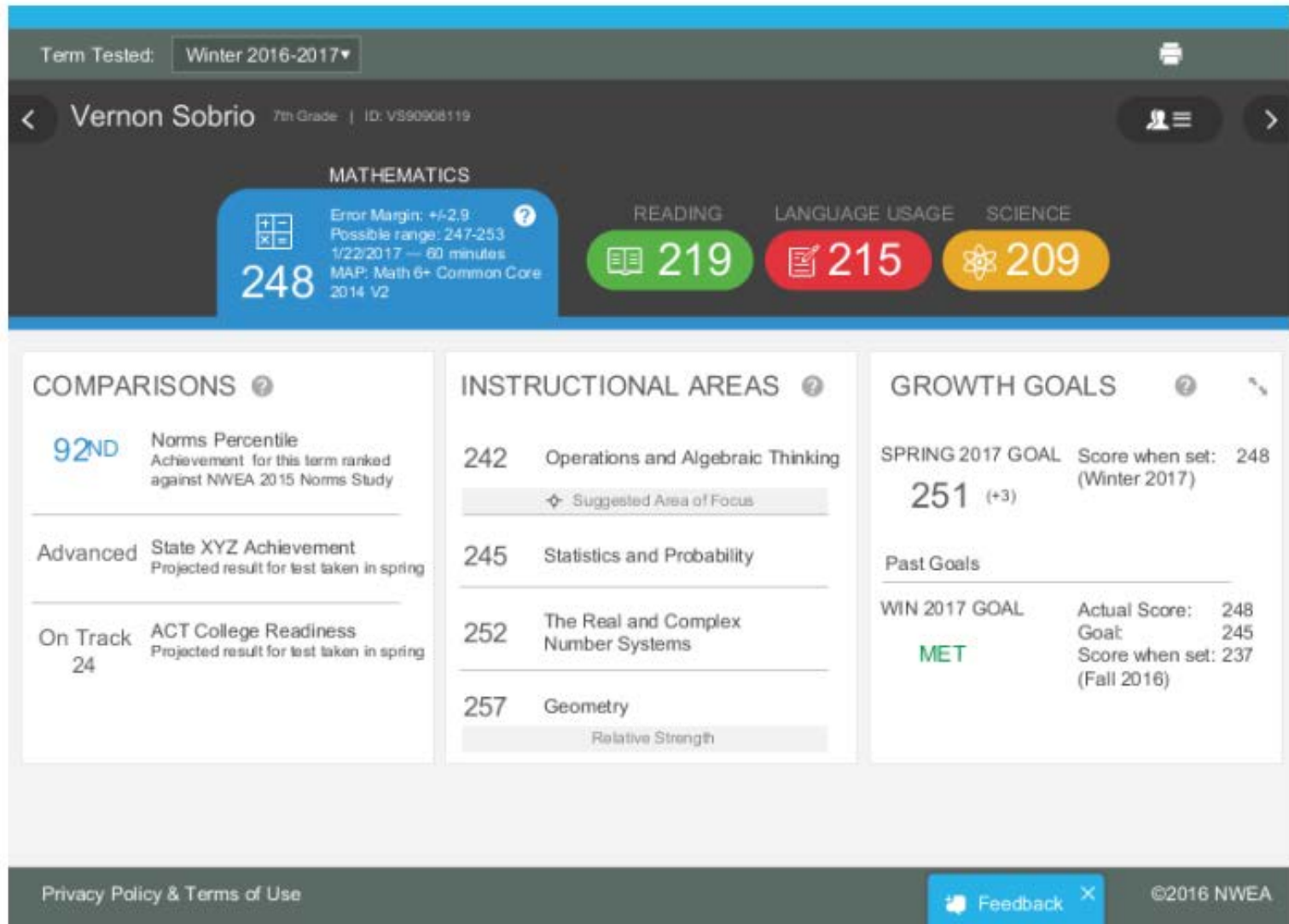
# 3 Options Now...

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- Student Goal Setting Worksheet pg. 16
- Student Progress Report pg. 17
- Student Profile Report pg. 18



# Student Profile: Next-Generation Report



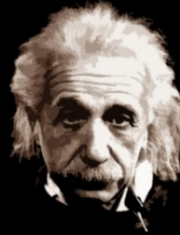
# SMART Goals...What Are They?

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- **S**trategic and **S**pecific
- **M**easurable
- **A**ttainable
- **R**esults Oriented/**R**elevant
- **T**ime bound

“If you want to live a happy life, tie it to a goal, not to people or objects.”

-Albert Einstein



# Next Steps

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1. Use your own data to **write** a student, class and/or school SMART **goal**(s).
2. **Develop an action** plan to achieve your goal(s).
3. **Chart** your plan and prepare to share. You have 50min for this work.
4. At 1:50 **post** your SMART goal to the Padlet at: [goo.gl/3EZd3u](https://goo.gl/3EZd3u).
5. 2:00-2:15, we'll **share** action plans.

# How might your school fit targeted instruction in?

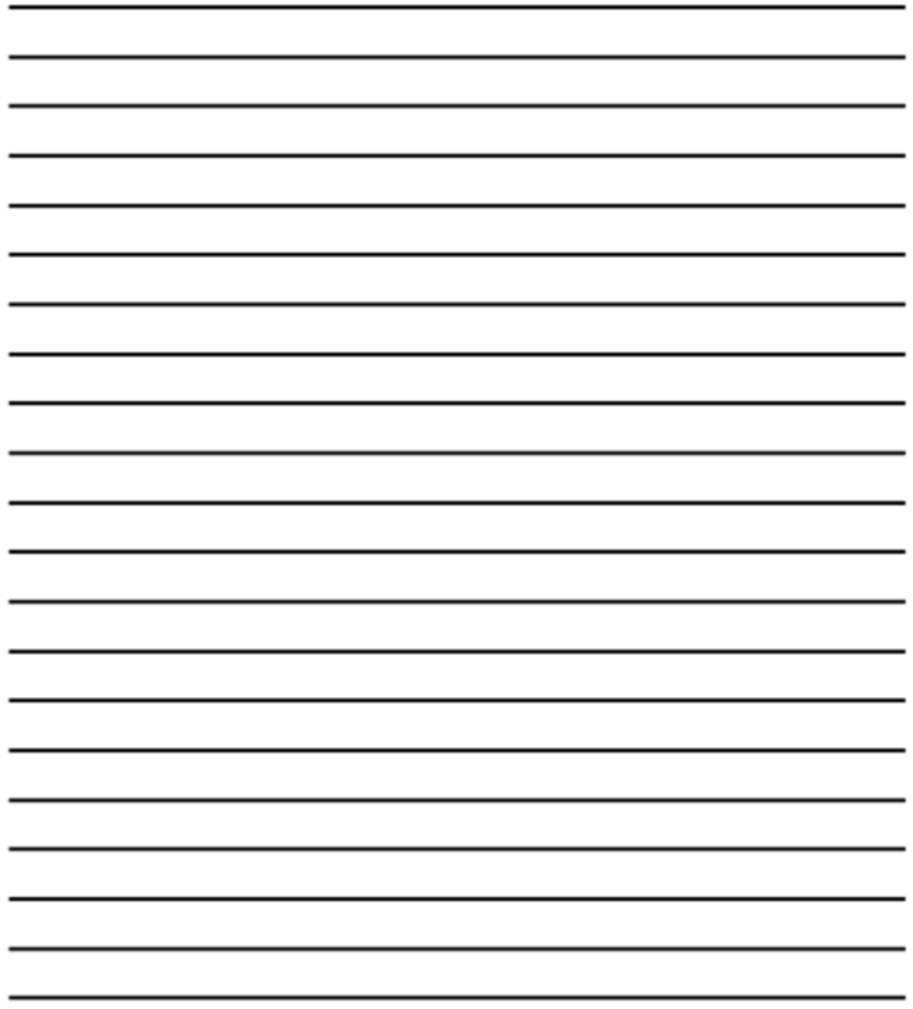


# Stop to Reflect and Take Notes

“Reflection thus forms the important link between processing the new information and integrating it with the existing understanding of the world around.”

—R. ONG (2004)

Freestyle Notes!



A large rectangular box with a dark red border, containing 20 horizontal lines for taking notes. The lines are evenly spaced and extend across the width of the box.

# So can you, and will you?

Sherry Betcher, CMU, Assessment Manager sbetcher@thecenterforcharters.org

1.

2.

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Identify 1 last way *you* intend to apply what you have learned from today.

