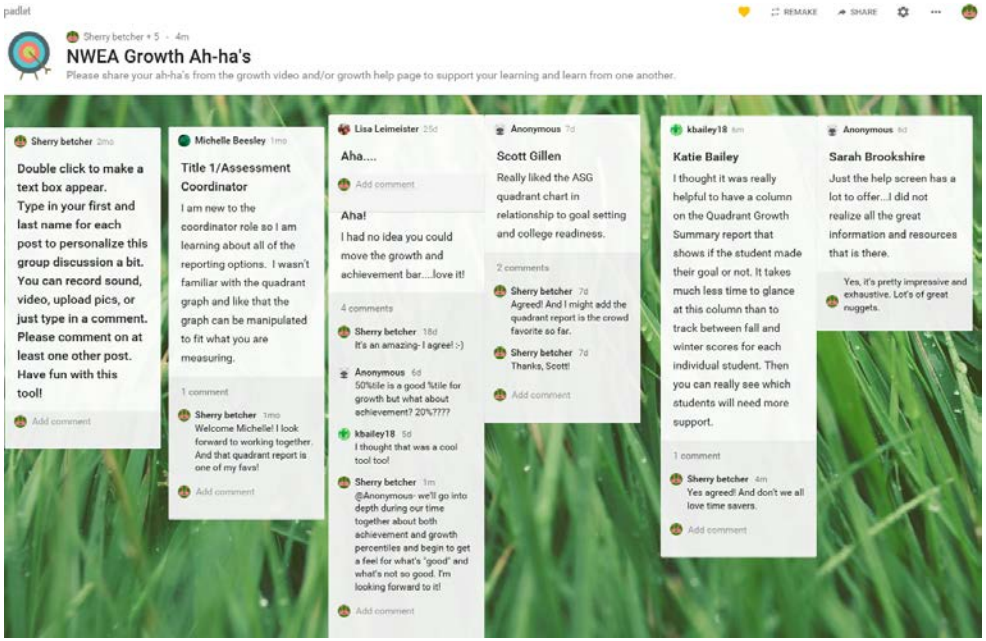
THE GOVERNOR JOHN ENGLER
CENTER FOR CHARTER SCHOOLS
CENTRAL MICHIGAN UNIVERSITY

Do (*and* Due ☺) Now

Complete the Do Now in your packet.



Krista Alero
Grade 5

Teacher: Jenisha Kotifani
Scheduled 1:1
/ /

	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	
Reading Goal Areas			Fall	Spring
Literature			**208-218**	**215-223**
Informational Text			205-215	**217-226**
Vocabulary Acquisition and Use			**212-221**	**214-224**
Lexile® Range			627-777L	753-903L
Math Goal Areas			**Fall**	**Spring**
Algebraic Thinking			**236-246**	229-240
Number and Operations			**234-244**	231-239
Measurement and Data			*223-231*	235-245
Geometry			**234-243**	231-241

Question 1 for Krista:

Question 2 for Krista:

MAP Growth Reports

February 2016

Facilitated by Sherry Betcher

Academic Performance and Accountability

The Governor John Engler Center for Charter Schools

Central Michigan University

- ❑ Communicating with Data Gallery Walk

Break

- ❑ MAP Growth Reports

Lunch

- ❑ Write SMART Goals
- ❑ Develop an Action Plan and Share
- ❑ Closing Activities

Learning Outcomes

- ❑ 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

If we are to….

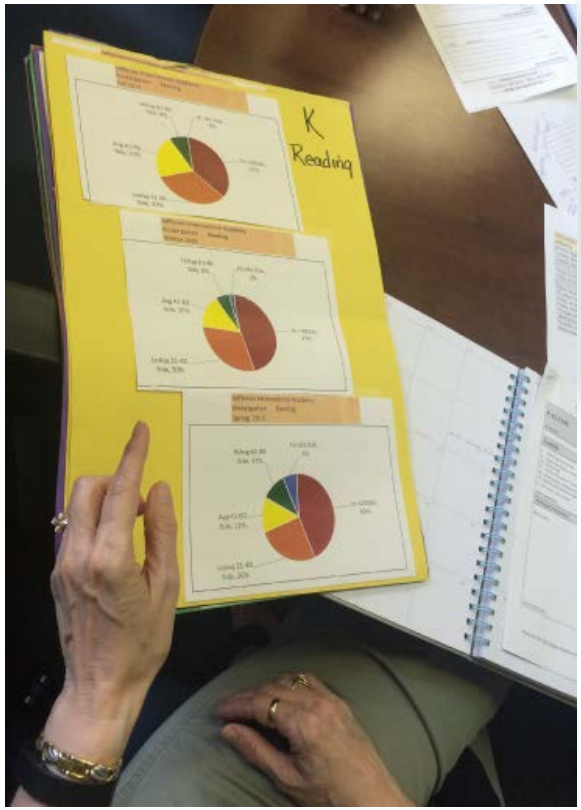
- ❑ Access, interpret, and apply MAP growth reports
- ❑ Evaluate growth as a catalyst for change
- ❑ Enhance Assessment Literacy

Then we must…

Present Data Effectively

- 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


NWEA: Fall Reading
NWEA: Winter Reading
NWEA: Spring Reading
NWEA: Fall Math
NWEA: Winter Math
NWEA: Spring Math


K Reading


Math MAP DATA WALL


OUR CLASSROO
DAT

Learning Outcomes

If we are to….

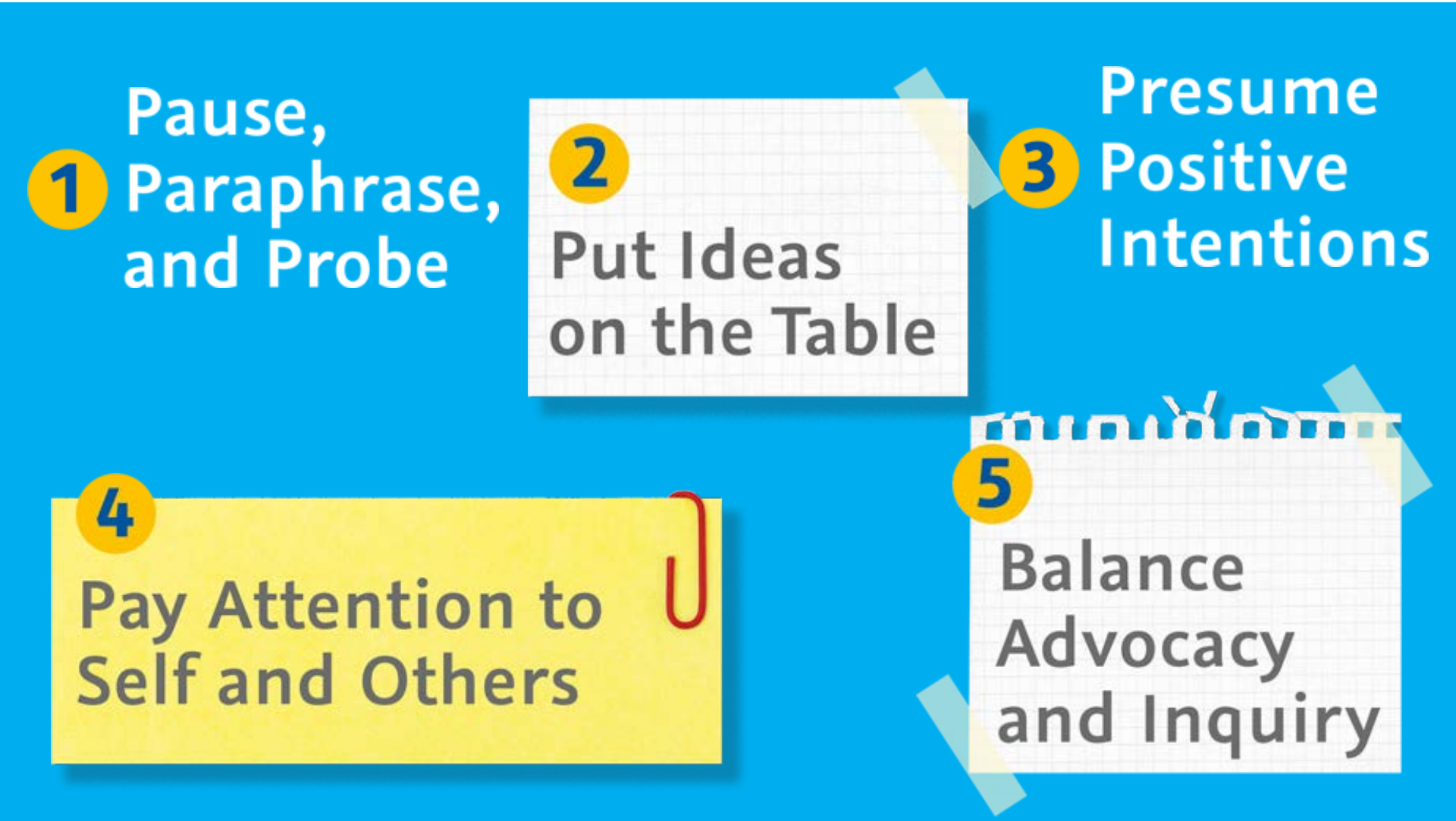
- ❑ Access, interpret, and apply MAP growth reports
- ❑ Evaluate growth as a catalyst for change
- ❑ Enhance Assessment Literacy

Then we must…

Organizations move at the speed of **trust**

~ Dave Ramsey

Norms of Collaboration



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 3rd data point impact our observations?

So can you, and will you?

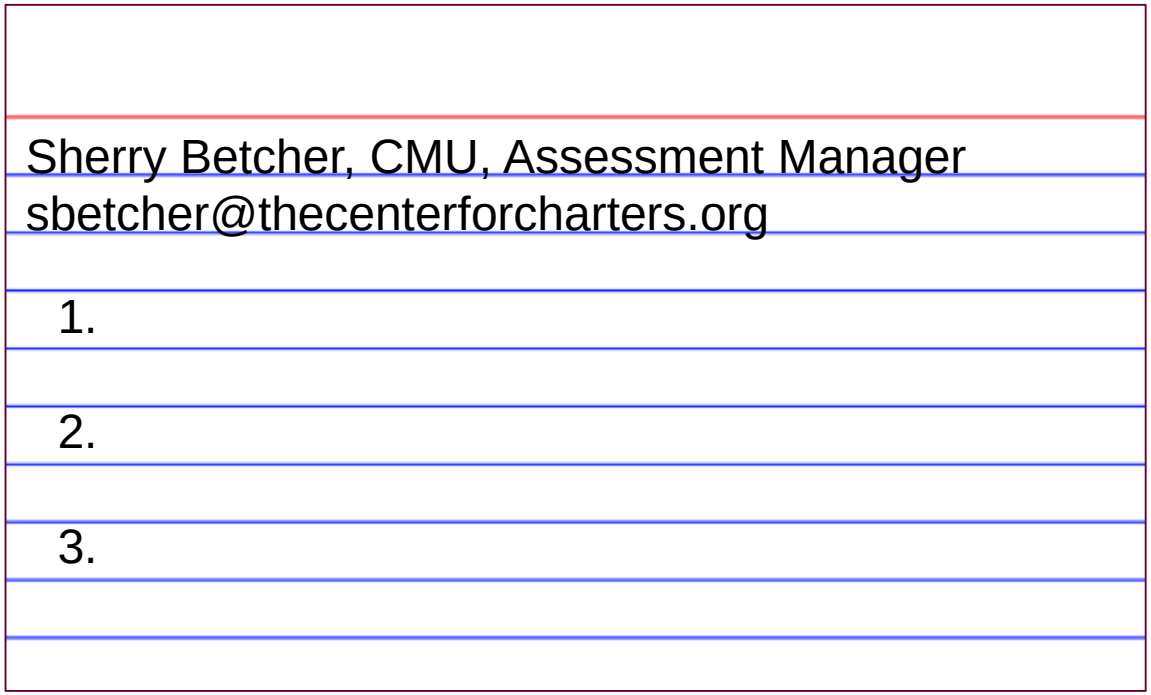
On an index card, write your:

*Name

*School

*Role

*Email address

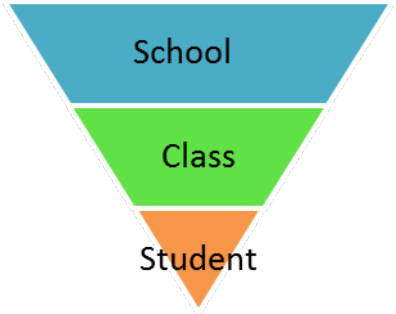


Then, identify 1 way ***you*** intend to apply what you have learned from today.


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

- 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.

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 23rd %ile

Year 1 206 + 7 = 213 24th %ile

Year 2 211 + 5 = 216 24th %ile

Year 3 214 + 5 = 219 32nd %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 23rd %ile

Year 1 206 + (7 x 1.5) = 217 39th %ile

Year 2 217 + (5.5 x 1.5) = 225 50th %ile

Year 3 225 + (4 x 1.5) = 231 57th %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 x 1.25) = 204 64th %ile

Year 2 204 + (8 x 1.25) = 214 69th %ile

Year 3 214 + (5 x 1.25) = 220 72nd %ile

Achievement Status and Growth

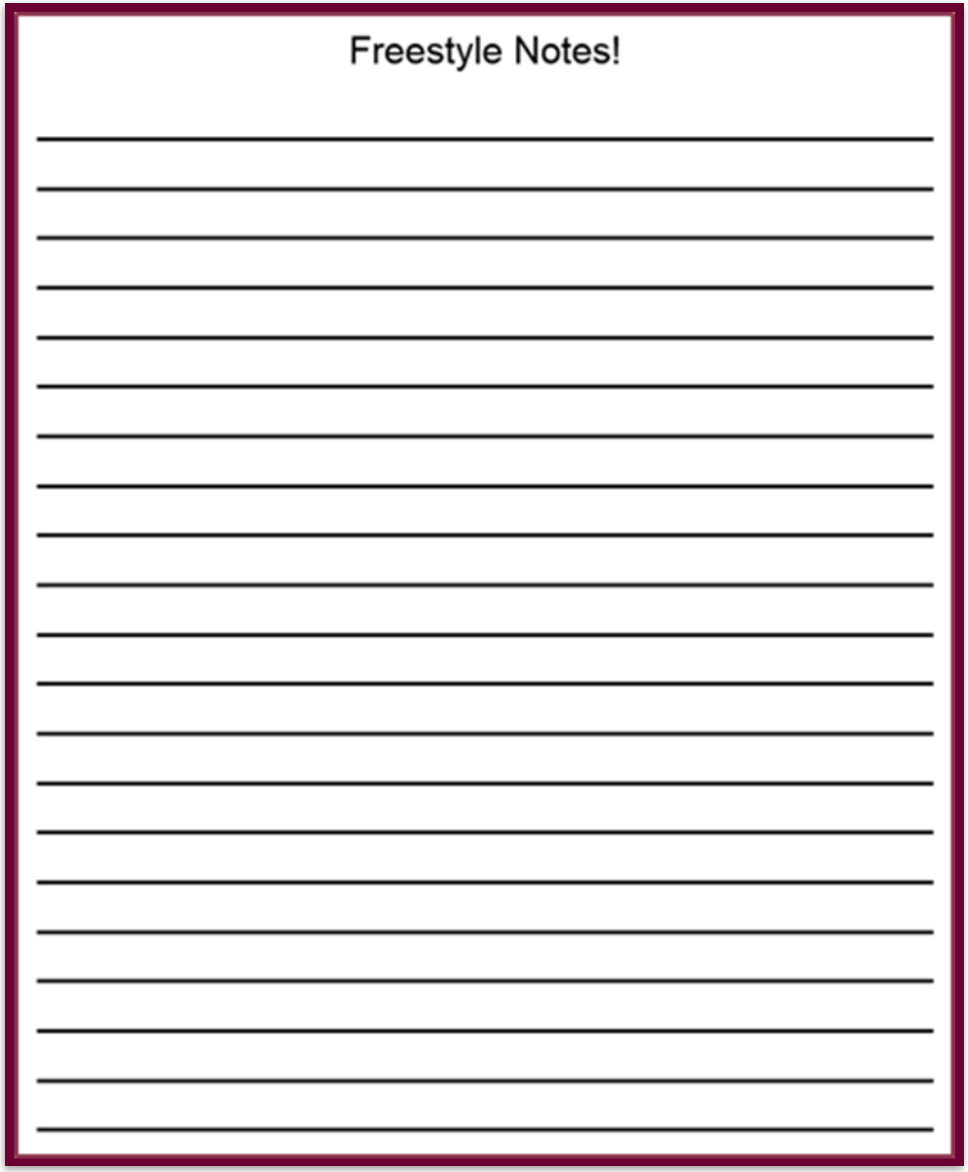
- Where are they?
  - This is their Achievement Status

- Where do we want them to be?
  - This helps us define the Growth we want them to make

Stop to Reflect and Take Notes

"The more reflective you are, the more effective you are."

–Hall and Simeral



So can you, and will you?

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

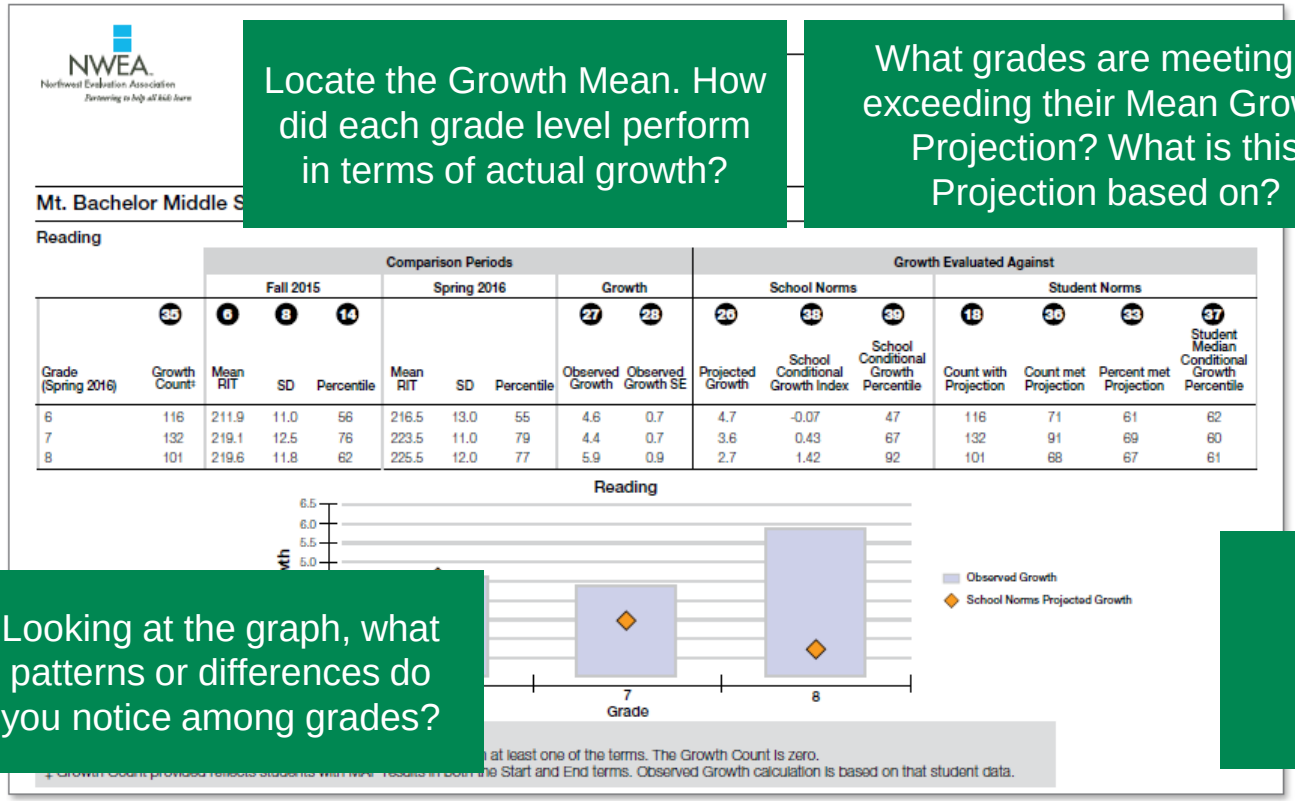
1.

2.

3.

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

Student Growth Summary



NWEA
Northwest Evaluation Association
Partnering to help all kids learn

Mt. Bachelor Middle S

Reading

		Comparison Periods							Growth Evaluated Against						
		Fall 2015			Spring 2016			Growth	School Norms			Student Norms			
	35	6	8	14				27 28	20	38	39	18	30	33	37
Grade (Spring 2016)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count met Projection	Percent met Projection	Student Median Conditional Growth Percentile
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

Reading

6.5
6.0
5.5
5.0

7
8
Grade

Observed Growth
School Norms Projected Growth

‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Annotation Key

Mean RIT: The group's average score for the subject in the given term.

Standard Deviation: The variability of scores within a group. A larger ...ation reflects a wider range of scores.

...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).

...Projection: The number of students in the growth count population ... growth projections.

...rowth, Growth Projection, or **Typical Growth:** The change ...hat about half of US students will make over time, based on ...th norms. The student's initial score plus projected growth equals ... The *Student Growth Summary Report* shows grade level growth projections, which are based on school growth norms.

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.

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.

Percent Met Projection: The percentage of students whose end-term RIT scores met or exceeded their individual growth projections.

Growth Count: The number of students with valid test events for both terms.

Count Met Projection: The number of students whose end-term RIT scores met or exceeded their individual growth projections.

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?

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?

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.

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

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

Achievement Status and Growth Summary

Kotifani, Jenisha **Term Tested:** Winter 2015–20

ter 2015–20
/EA Sample
ee Sisters El

Language Usage

			Achievement Status				Student						Comparative	
			Fall 2015		Winter 2016									
Name	W16 Grade	W16 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	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
Shalifoe, 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
[illegible]	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
[illegible]	5	01/06/16	[illegible]-**[illegible]**-[illegible]	[illegible]-**[illegible]**-68	206-**210**-214*	39-**51**-63*	213	4	1	5.7†	-3	No ‡	-0.5	29
[illegible]	5	01/06/16	[illegible]-**[illegible]**-[illegible]	[illegible]-**[illegible]**-75	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?

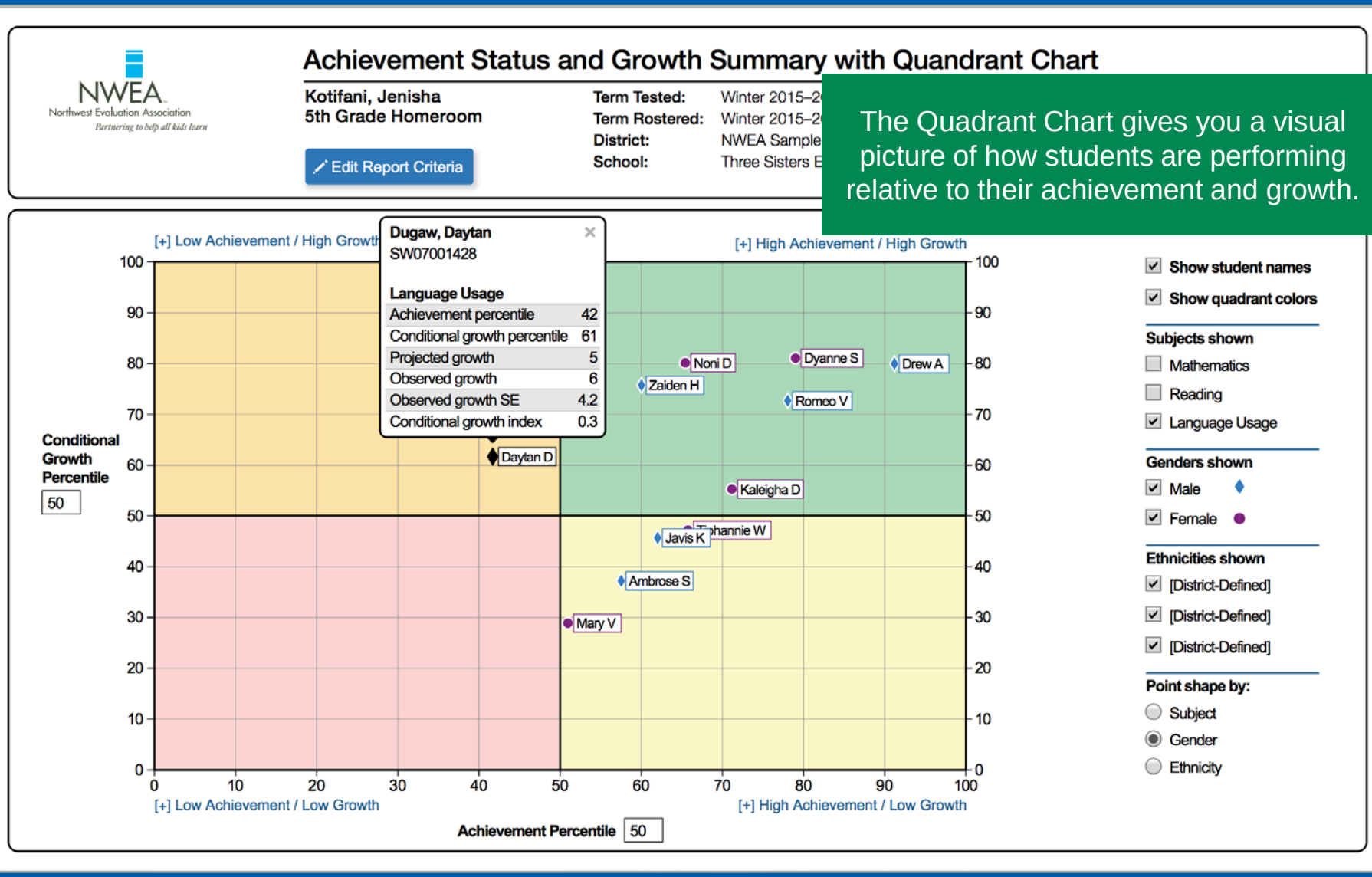
What is the median conditional growth percentile for the class?

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

[illegible]tric with caution.

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



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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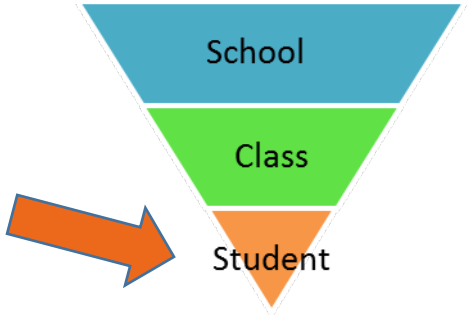
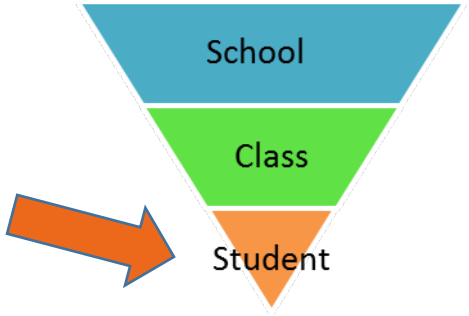
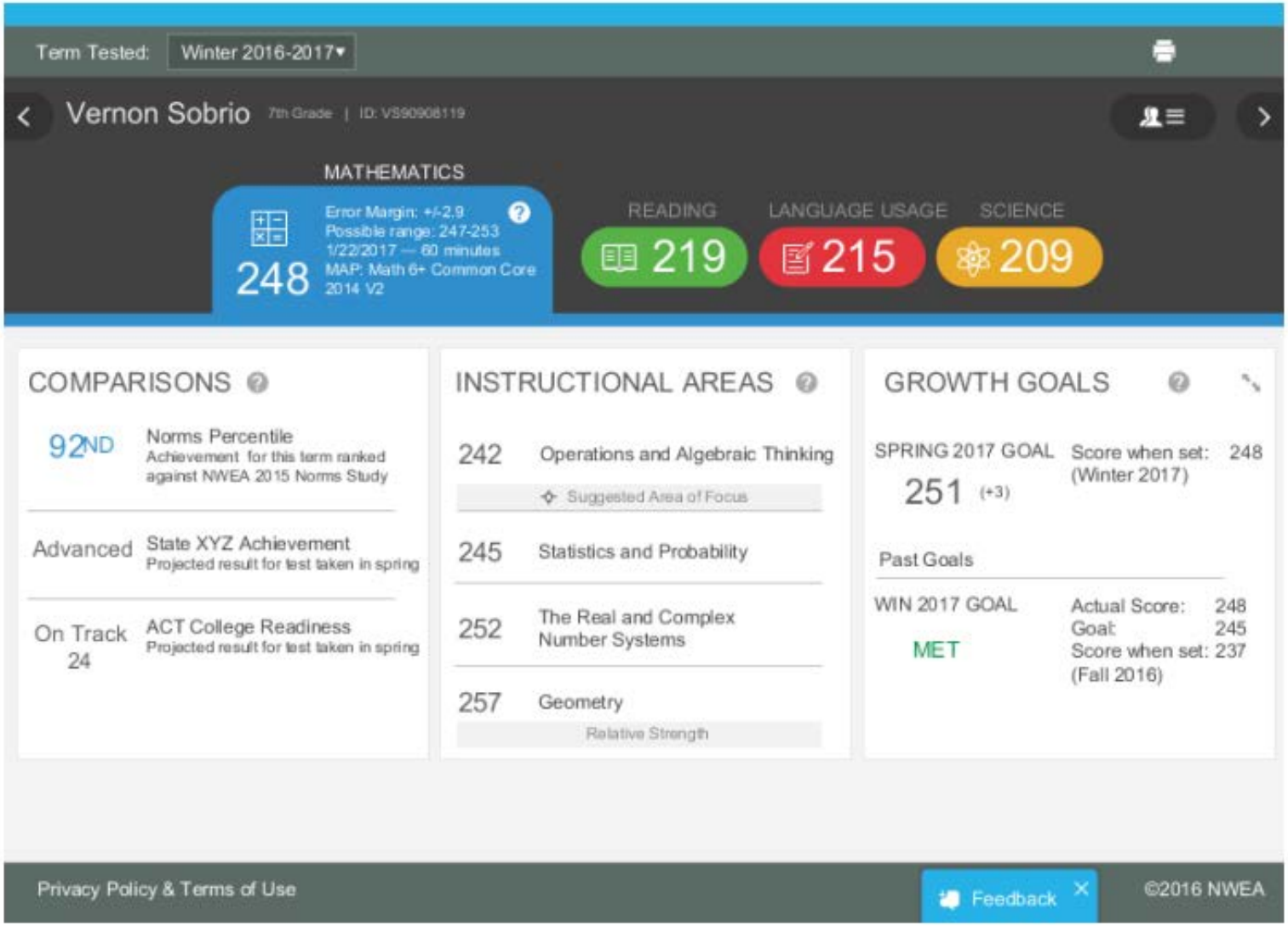


3 Options Now…

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

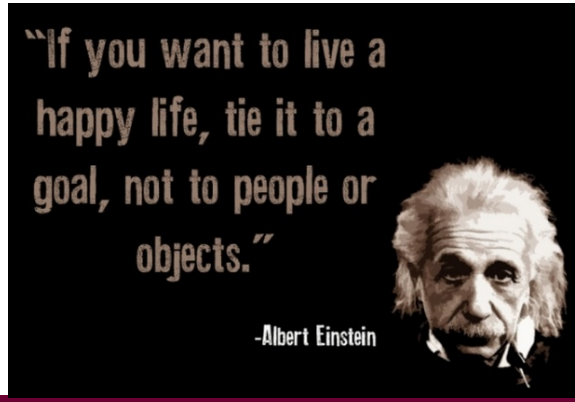


Student Profile: Next-Generation Report



SMART Goals…What Are They?

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



Next Steps

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.
5. 2:00-2:15, we'll **share** action plans.

How might your school fit targeted instruction in?

Stop to Reflect and Take Notes

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forms the important
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and integrating it with the
existing understanding
of the world around."

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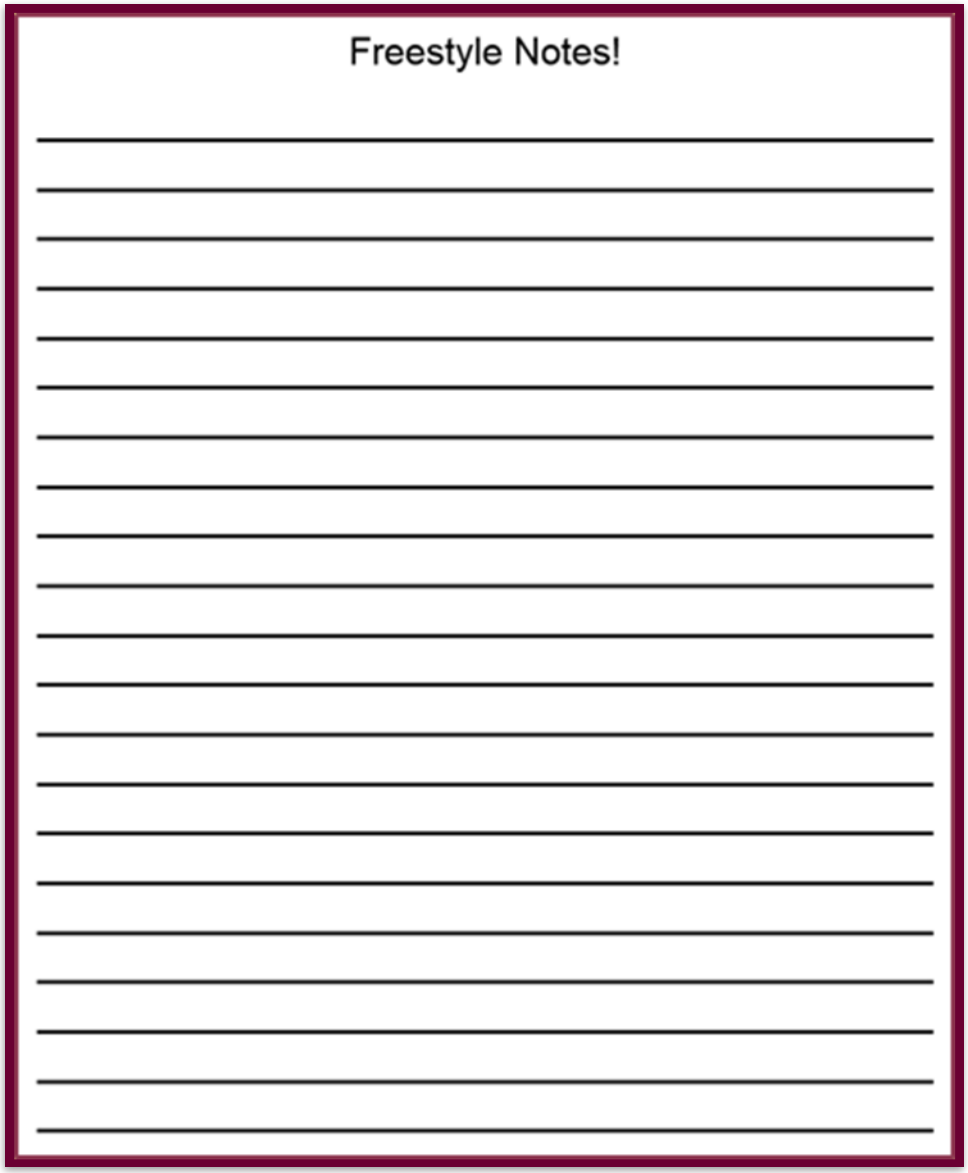

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Identify 1 last way ***you*** intend to apply what you have learned from today.


I'm listening...