

Welcome



Do Now

- At your table – define each term individually or as a table group.
 - Typical Growth
 - Catch-Up Growth
 - Accelerated Growth
- Post your definitions for each term here: <https://goo.gl/JDzAuB>



MAP Growth Reports

February 2018



Facilitated by Sherry Betcher

Academic Performance and Accountability
The Governor John Engler Center for Charter Schools
Central Michigan University



Agenda!

- Growth: Types & Goals
- MAP Growth Reports
- Lunch
- MAP Growth Reports
- Write SMART Goals
- Develop an Action Plan and Share
- Closing Activities

How much time will you be given to deliver this content back to your school?



Respond at **PollEv.com/sherrybetcher853**



1 full pd day

1/2 pd day

A few 45-60 minute staff meetings

None. We didn't think about this before I came today.



Learning Objectives

- 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 _____

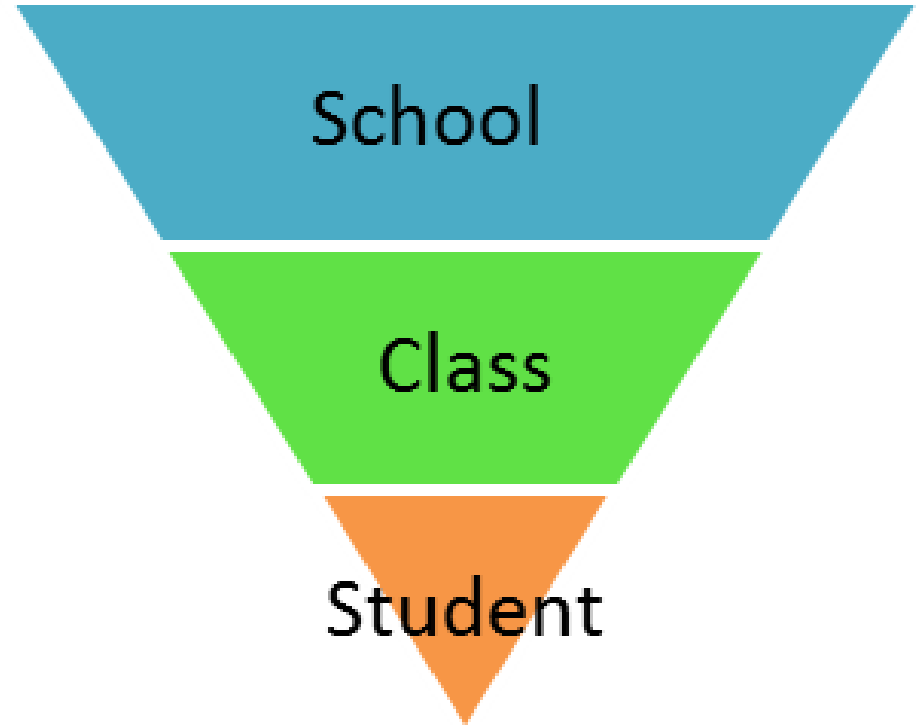
(fill in the blank: teacher, administrator, student, policy maker)

to use assessment to improve student learning and achievement.



Learning Objectives

- Access, interpret and apply MAP growth reports
- Evaluate growth as a catalyst for change
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Formative Assessment time!

(assessments that are for learning)

[Cards](#)[Help](#)[SIGN IN](#)[SIGN UP](#)

Plickers is a powerfully simple tool that lets teachers collect real-time formative assessment data without the need for student devices

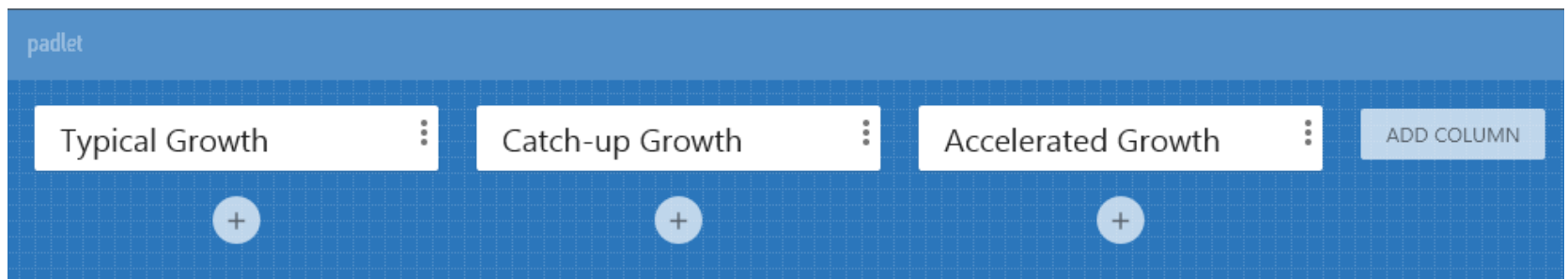
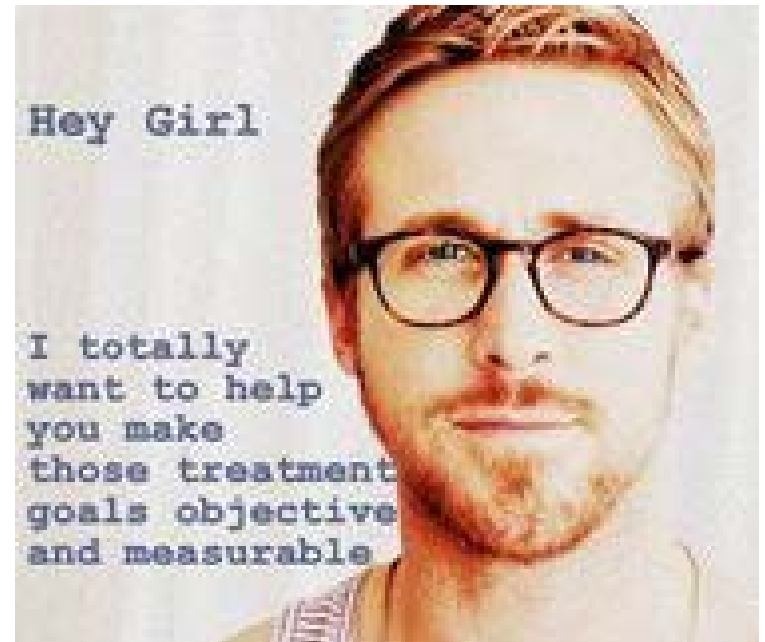


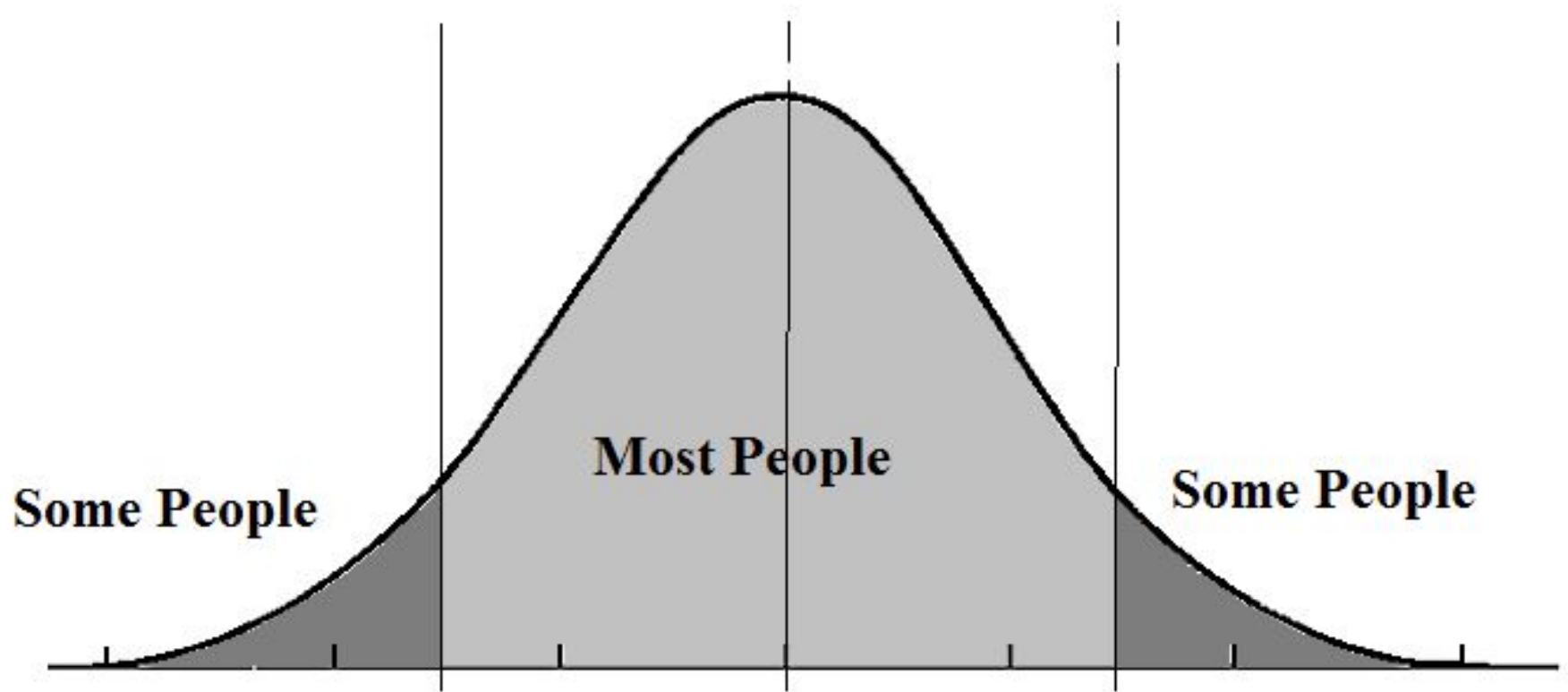
Achievement Status and Growth

- Where are they?
 - This is their Achievement Status
 - Example status statements:
 - ✓ This student's RIT is 212
 - ✓ His status is at the 75% percentile
 - ✓ His status is significantly above the norm mean
 - ✓ This student is at benchmark
- 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





Typical Growth

(aka Growth Projection or Projected Growth)

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 $206 + (7 \times 1.5) = 217$ 39th %ile

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

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



Accelerated Growth

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



Accelerated Growth

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

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

Year 3 $214 + (5 \times 1.25) = 220$ 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?

On an index card,
write your:

- **Name**
- **School**
- **Role**
- **Email address**

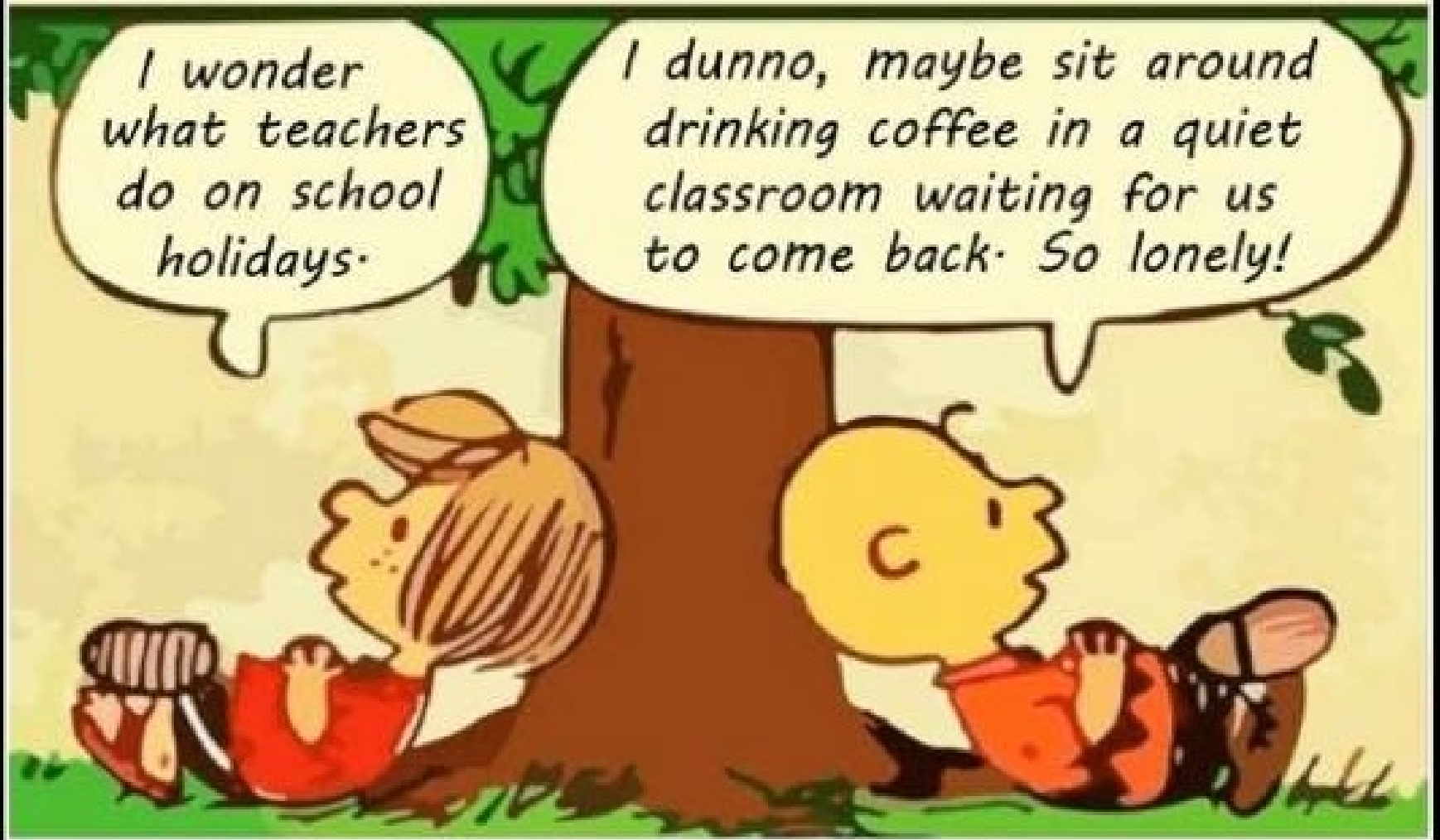
Sherry Betcher, CMU, Assessment Manager
sbetcher@thecenterforcharters.org
1.
2.
3.

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

PEANUTS

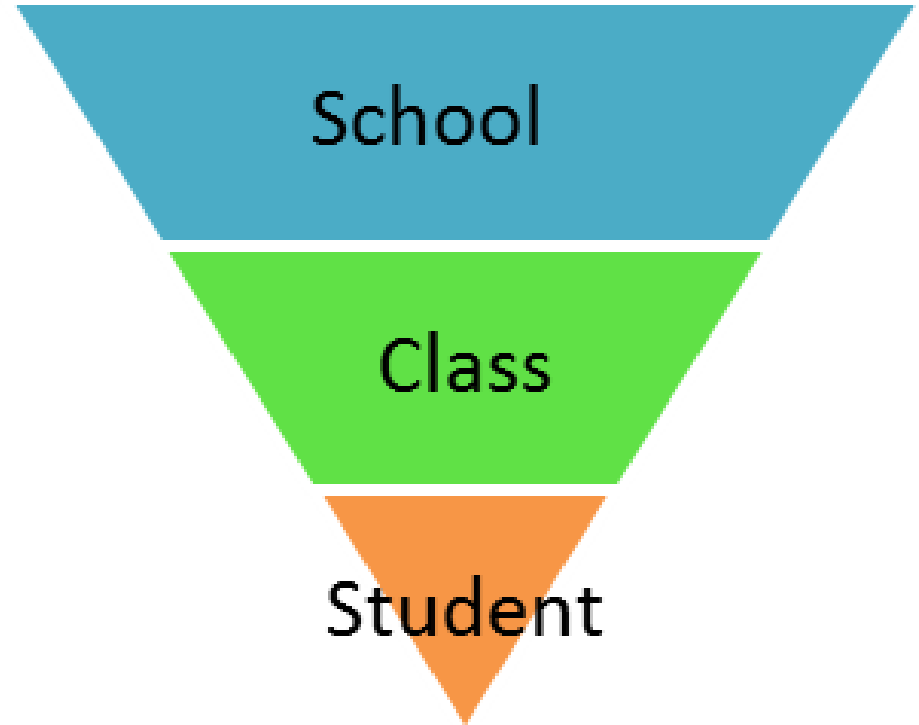
I wonder
what teachers
do on school
holidays.

I dunno, maybe sit around
drinking coffee in a quiet
classroom waiting for us
to come back. So lonely!



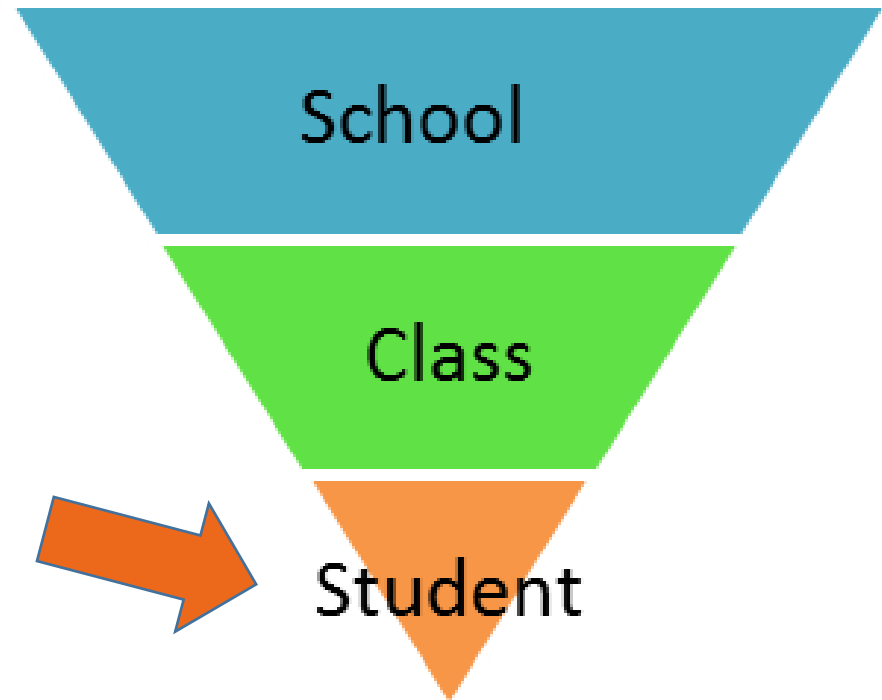
Learning Objectives

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3 Options for student level growth reports now...

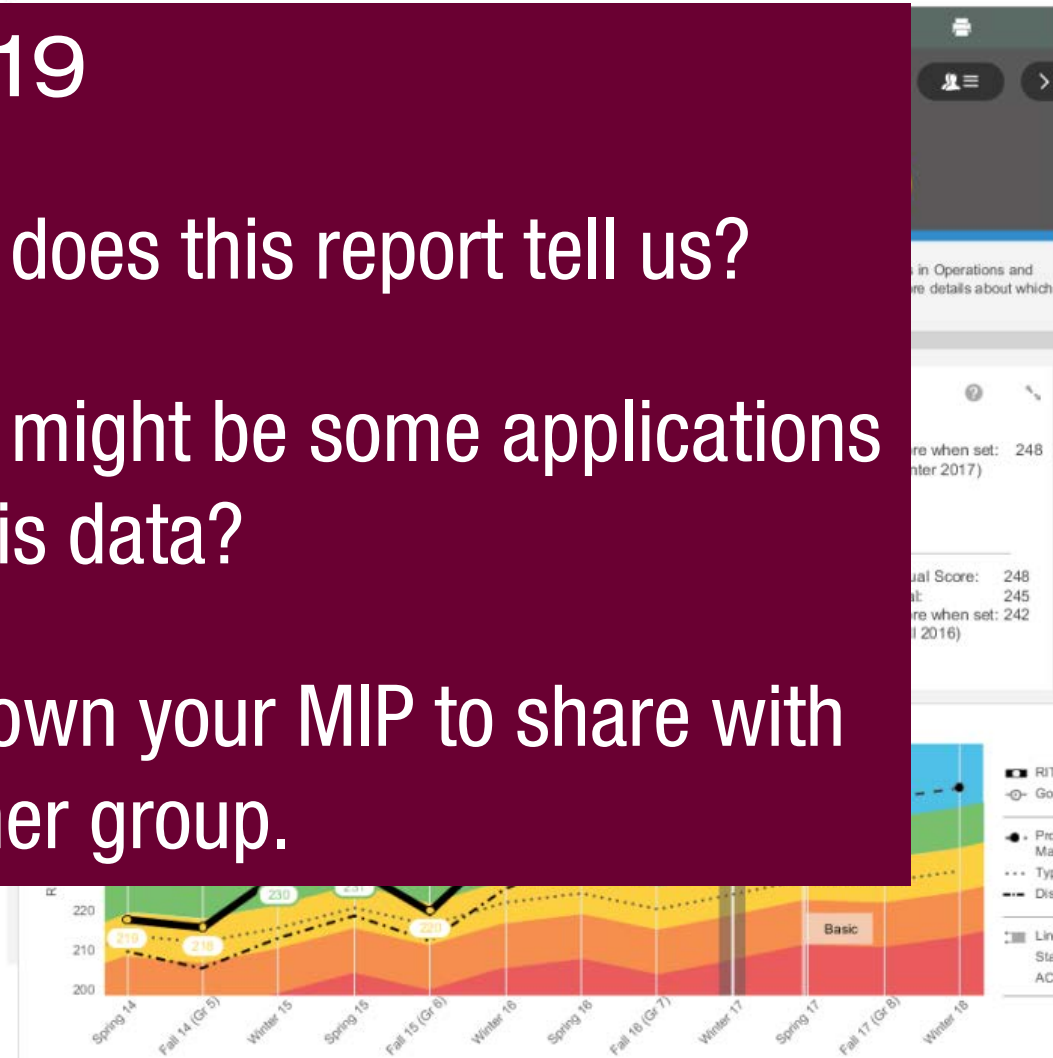
- Student Goal Setting Worksheet pg. 16
- Student Progress Report pg. 17
- Student Profile Report pg. 18-19



 **New**—In the subject score, evaluate the impact of [disengaged test responses](#)

Page 19

- What does this report tell us?
- What might be some applications for this data?
- Jot down your MIP to share with another group.



Summarizing & Synthesizing Strategy

Choose any three of the terms below. Write one term on each of your three slips of paper. Then, write something you know or how this term helps you:

- Projected RIT (aka RIT projection)
- Projected growth (aka growth projection or typical growth)
- Status percentile
- RIT growth goal
- Growth percentile (aka conditional growth percentile)

Snowball Fight

- Ball up the papers and toss them!
- Pick up snowballs, read them, toss them until the music stops
- Collect 3 snowballs
- Share with table group
- Choose 1 to share with whole group

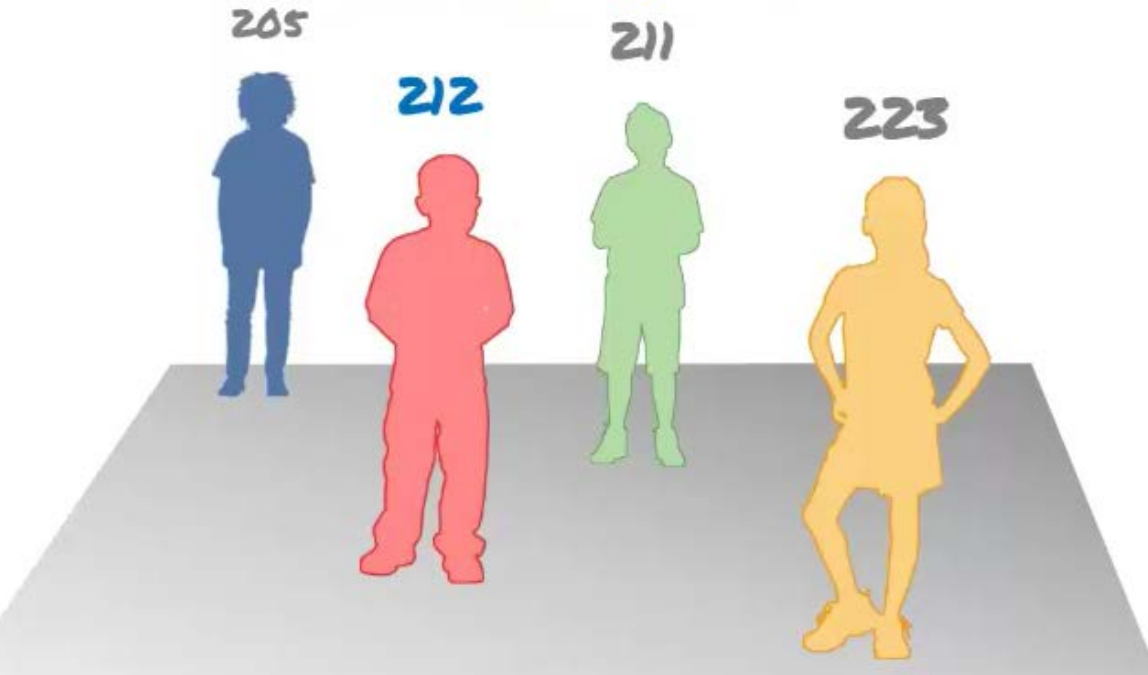


Debrief:

Summarizing & Synthesizing Strategy

- Projected RIT (aka RIT projection)
- Projected growth (aka growth projection or typical growth)
- Status percentile
- RIT growth goal
- Growth percentile (aka conditional growth percentile)

Classroom Starting Scores

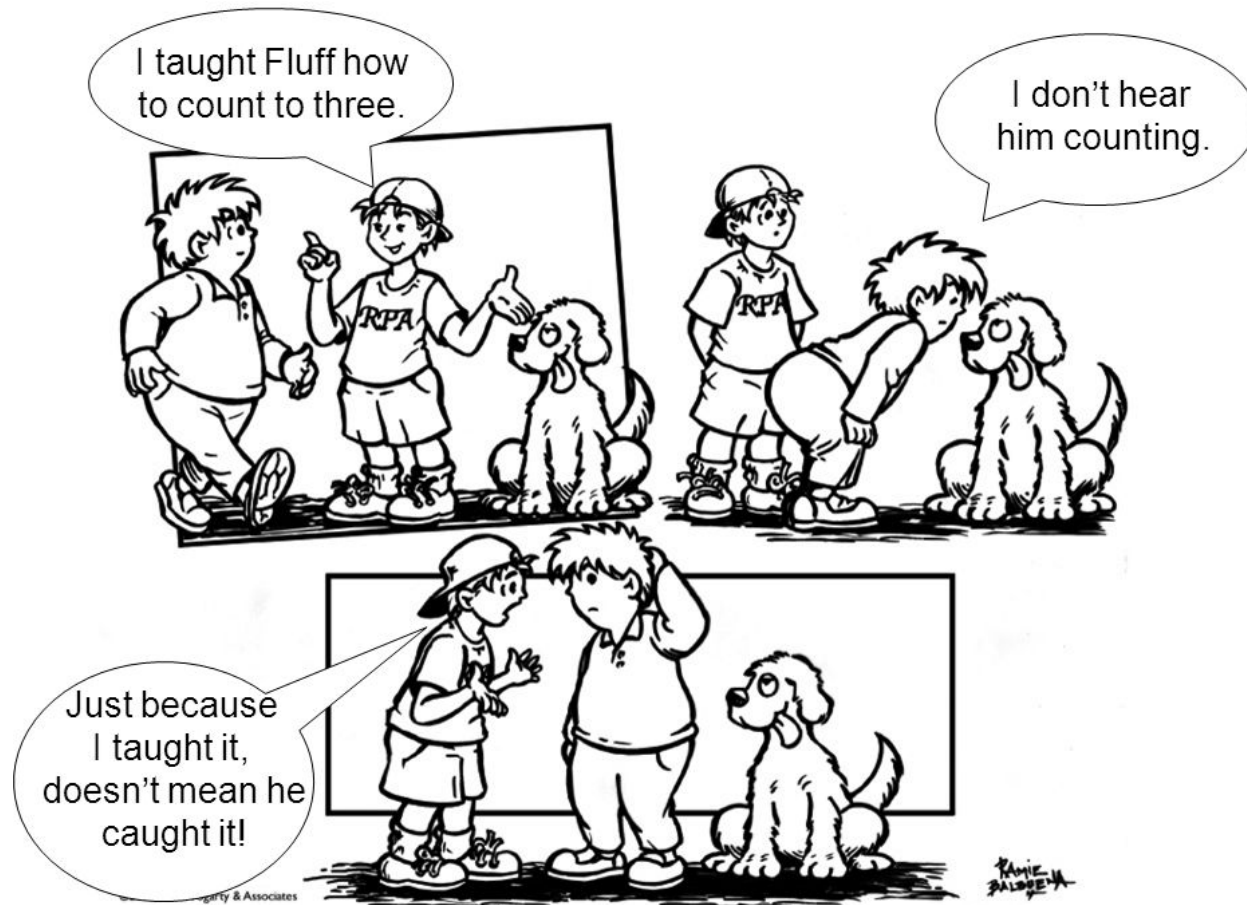


Where can I find this video?

1. NWEA site:
teach.mapnwea.org
2. Help
3. Growth Insights
4. What is the best way to compare growth?
What is conditional growth?

Formative Assessment time!

(assessments that are for learning)



Formative Assessment time!

(assessments that are for learning)

[Cards](#)[Help](#)[SIGN IN](#)[SIGN UP](#)

Plickers is a powerfully simple tool that lets teachers collect real-time formative assessment data without the need for student devices



So can you, and will you?

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

1. At staff meeting on 2/16, staff to define growth types using Padlet. Then group discuss similarities/differences and then agree on common language. Need 45 min.

2.

3.

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

Meet Abbie



Meet Brenton



Student Profile: Next-Generation Report

New—In the subject score, evaluate the impact of [disengaged test responses](#)



Lunch topic idea: 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)

Achievement Status and Growth Summary

Kotifani, Jenisha

Term Tested:

Winter 2015-20

Winter 2015-20

NWEA Sample

See Sisters El

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
			RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)								
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, Demea Meisee 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
			200-203-206	30-38-46	206-210-214*	39-51-63*	213	4	1	5.7†	-3	No ‡	-0.5	29
			198-201-204	29-37-45	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.

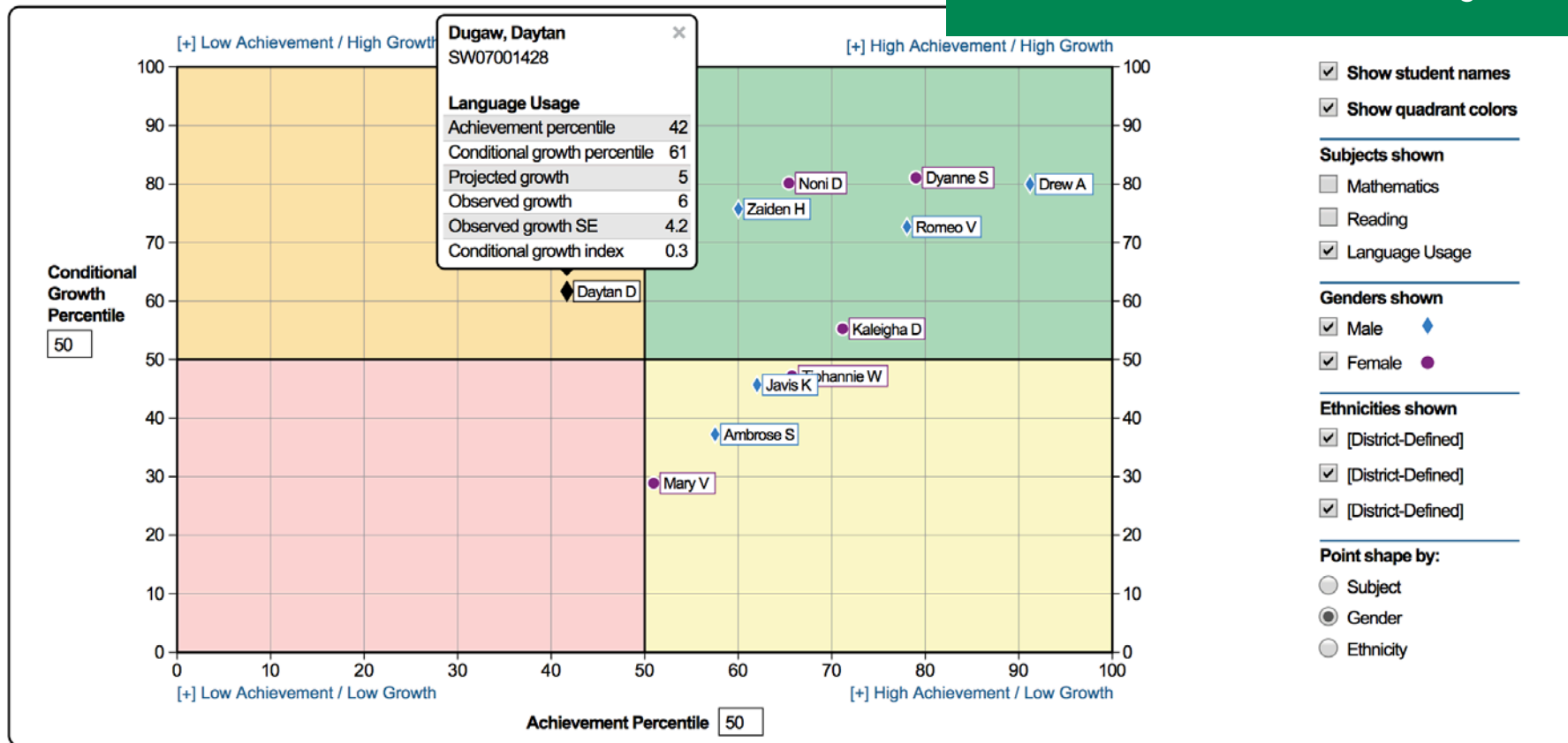
Achievement Status and Growth Summary with Quadrant Chart

Kotifani, Jenisha
5th Grade Homeroom

Edit Report Criteria

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

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



Student Growth Summary

Annotation Key

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 standard deviation reflects a wider range of scores.

14 Percentile Range: The percentage of students in the NWEA national norm sample, by grade and subject area, that this student's score (or group of students' scores) equaled or exceeded. Percentile Range is computed by identifying the ranks of the low and high ends of the RIT range (see p.1, #13).

27 Projection: The number of students in the growth count population whose growth projections are based on school growth norms.

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

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.

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

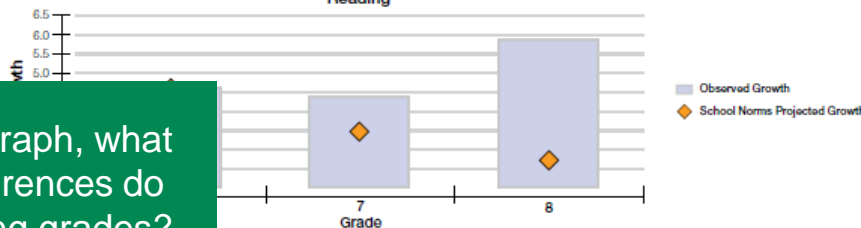
What grades are meeting or exceeding their Mean Growth Projection? What is this Projection based on?

Mt. Bachelor Middle School

Reading

		Comparison Periods						Growth Evaluated Against						
		Fall 2015			Spring 2016			Growth			School Norms			
		30	6	8	14			27	28		26	38	39	18
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
6	116	211.9	11.0	56	216.5	13.0	55	4.6	0.7	4.7	-0.07	47	116	71
7	132	219.1	12.5	76	223.5	11.0	79	4.4	0.7	3.6	0.43	67	132	91
8	101	219.6	11.8	62	225.5	12.0	77	5.9	0.9	2.7	1.42	92	101	68

Reading



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?

Stop to Reflect and Take Notes

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

—Hall and Simeral

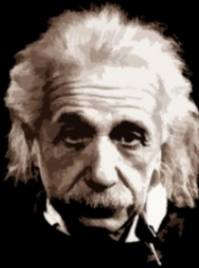


SMART Goals...What Are They?

- **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

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 20 min for this work.
4. 2:00-2:15, we'll **share** action plans.

How might your school fit targeted instruction in?



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.

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

Survey Time!



Contact Info/Questions

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