

Rethinking School Evaluation: Leveraging MAP Growth Data for Equity in At Promise Education

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- Sherry Betcher- Assessment Manager, Central Michigan University Charter Schools
 - Teresa Boardman- Head of School, Insight School of Michigan
 - Vishal Nampally- Assistant Director of Data Analysis and Evaluation, Central Michigan University Charter Schools



Learning Objectives

- » Explore fair evaluation models for at-promise students
- » Discover strategies to leverage MAP Growth data ensuring high standards while addressing the unique challenges faced by at-promise students
- » Gain actionable strategies to reflect the success of schools serving at-promise students





CMU partner schools provide innovative and specialized educational options to students throughout Michigan.

69

CMU partners with 69 public schools providing a diverse portfolio of innovative educational options to families.



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At-Promise Criteria

» Age 16+

» Severely off-track from four-year graduation

- 60%+ are two or more years behind schoolwide

» +2 or more ----->>>

- » Involvement in criminal justice system
- » Academic failure in middle school
- » Dis-enrollment from high school (\geq one semester)
- » Parenting youth
- » Foster care involvement or aging out
- » History of housing instability
- » Documented physical health issues
- » Individualized Education Program (IEP)
- » Documented mental health challenges
- » PTSD symptoms from childhood trauma



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Why aren't standard evaluation models appropriate?

- » Lapses in education
- » Responding/recovering from trauma
- » Social Emotional Issues
- » Poverty
- » Parenting



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Finding a Better Way: Developing A Fair Evaluation Model

- » Listened to Stakeholders
- » Compared Possible Approaches
- » Designed Supportive Metrics

Each step moved us closer to a fair, thoughtful evaluation model



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Our Evaluation Model has Two Components

Non-Standardized Measure(s)

- » GED completion
- » Grades
- » School climate
- » Graduation rate
- » Attendance
- » Credit completion
- » Post Graduation

Standardized Measure

- » Grade-Level equivalent using MAP Growth



Standard Measure Language

1. Standardized Academic Measures

MEASURE 1: Educational Goal The academic achievement of all students in grades nine through twelve, who have been enrolled at the Academy, will be assessed using the following measures and targets:

≥50% of students advance 1 grade level

Fall, Winter and Spring Grade-Level 2020 National Norms

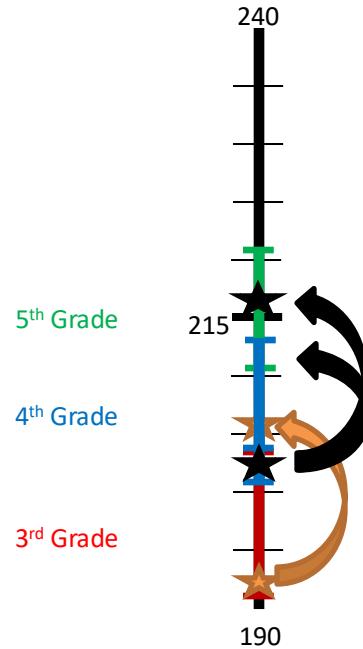
Grade	Reading Fall	Math Fall	Reading Winter	Math Winter	Reading Spring	Math Spring
3	186.62	188.48	193.90	196.23	197.12	201.08
4	196.67	199.55	202.50	206.05	204.83	210.51
5	204.48	209.13	209.12	214.70	210.98	218.75



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Joe (★) is a student at an at-promise school who scores 192 on his math pre-test.

Joe is expected to progress 1 grade level between pre-test and post-test (typically 9 months).

- Joe must score at least a 201.9 to have advanced 1 grade-level.

Jason (★) is a student and scores a 202.5, in the overlap zone between 3rd and 4th grade.

Jason (★) is leveled into 4th grade and expected to advance to 5th grade by the post test.

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MAP Growth with At-Promise Youth

Tiered Supports

- » Teachers trained to look at results and to identify specific skill areas that are low.
- » Expectation to meet with students with like low areas to reteach to make sure they have pre-requisite skills to work toward grade level standard.



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MAP Growth with At-Promise Youth

» Individual Student Goals – Use heat maps to goal set growth with students

- Students are measured against themselves

» Performance Goal

- Student growth is part of teacher evaluation. All teachers are expected to incorporate ELA & Math across curriculum



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Act



- » Build trust through transparency and shared goals
- » Prioritize understanding before collaboratively developing the evaluation system
- » Balance high standards with respect for students and families
- » Engage all stakeholders by consistently communicating the 5 W's
- » Craft reports that narrate the school's performance



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Considerations

- » Address your students – 60+% are over age 18
- » Provide professional development specific to working with young adults
- » Build resiliency



Questions?



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Discussion

How can your school or district redefine success for at-risk students beyond traditional metrics?



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Discussion Sharing

What's one insight or idea from your discussion that could help redefine success for at-promise students beyond traditional metrics?



Questions?



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Feel free to reach out

- » Sherry Betcher
sbetcher@thecenterforcharters.org
- » Teresa Boardman
tboardman@k12.com
- » Vishal Nampally
vnampally@thecenterforcharters.org



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