

## Data Retreats: Maximizing Student Success

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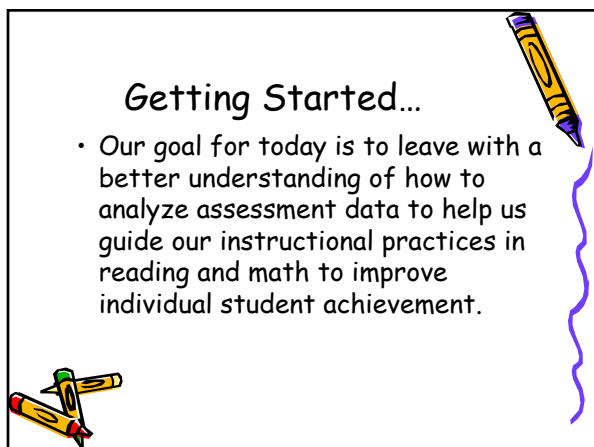
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## Getting Started...

- Our goal for today is to leave with a better understanding of how to analyze assessment data to help us guide our instructional practices in reading and math to improve individual student achievement.

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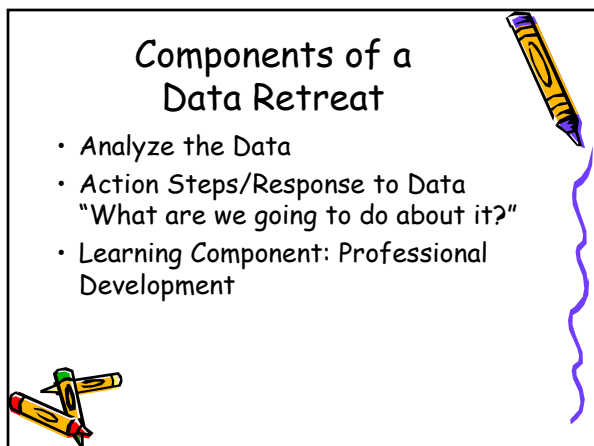
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## Components of a Data Retreat

- Analyze the Data
- Action Steps/Response to Data  
"What are we going to do about it?"
- Learning Component: Professional Development

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## Framework for a Data Retreat

- Participants
- Release Time?
- Beginning of Year
- Mid-Year
- End of Year
  - District Level
  - School Level
  - Grade/Department Level
  - Classroom
  - Individual Student (Strengths/Concerns)




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## Looking at the Data:

- We will review how to find different reports and analyze the data. We will look for trends, improvement, negative growth, etc.




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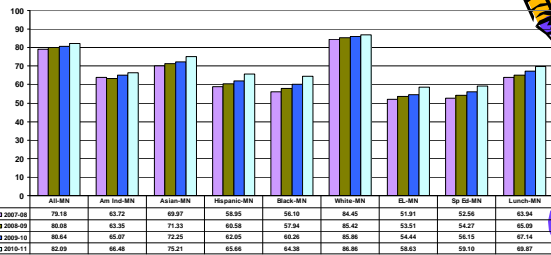
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## MCA: MN Index Rates Reading




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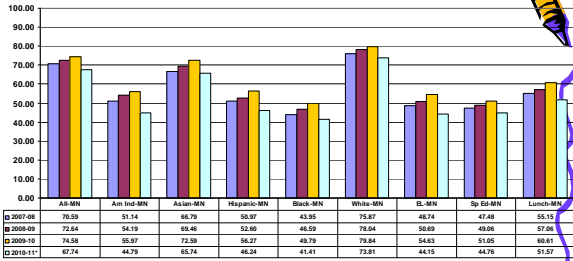
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## MCA: MN Index Rates Math



\*Grades 3-8 took the MCA-III for the first time in 2010-11

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## Data Review Activity

- Questions to ask ourselves:
  - Are there any trends?
  - What surprises you? Why?
  - Was there improvement for any particular student groups?
  - Were there student groups that didn't make the improvements that you expected?
  - What needs to change about instruction to make the expected improvements?
  - Homework: Compare your own district/school index rates to the statewide index rates.

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## SHARE

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## MDE Website

- Digging Deeper
- School Report Card
  - Analyze Your Results
    - Edit Analysis Options
- Does the achievement gap still exist for black students who are not EL? Free/Reduced Lunch? Special Ed?



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## Triangulation (i.e. Multiple Measures)

- Viewpoint (Data Warehouse)
  - Measures of Academic Progress (MAP)
  - General Outcome Measures (AIMSweb)
    - Oral Reading Fluency
  - Rigby Benchmarks
  - EXPLORE/PLAN/ACT (EPAS System)
  - BEAD 180/System 44/Expert 21



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## Questions to ask yourself...

- Are all of the students who fall below standard/target receiving extra support? Is the intervention working?
- Are there students who were previously *below* standard that are now meeting the standard? What made a difference for them? Can they be graduated out of their services to make room for another?
- What do you know about the students that are *meeting* the standard?
- How are you meeting the needs of the students who are *above* the standard?
- What support do you as a classroom teacher or a resource teacher need?



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## Student Goal Setting

- Discussed with Students
- Discussed at Parent Conferences
- Poway Unified School District
- <http://www.powayusd.com/projects/edtechcentral/MAPS/ES101Pages/StudentGoalSetting.htm>



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## Student Goal Setting

- Conversation with students
- "Catch up" Growth Model
  - Doubling what is "typical" for students who are in the lowest percentiles

Percentile	% Growth from Fall to Spring
1-15	200% or more
16-25	175%
26-35	150%
36-51	125%
52-99	100%
	(typical based on 2008 Norms)



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Source: From *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry* (p. 18) by N. Love, K. E. Stiles, S. Mundry, and K. DiRanna, 2008. Thousand Oaks, CA: Corwin Press.



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## Elementary RtI

- Tier I Interventions
  - Strengthening the Core
  - Looking at Trends
  - Core should address 80% of student needs.
- Tier II Interventions
  - Match intervention to specific student need.
  - Form small groups
  - Intensify individual conferencing
- Tier III Interventions
  - Another scoop beyond Tier II, typically outside of classroom.



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## Tracking Progress

- Progress monitoring for students below benchmarks
- RtI team review
- Reference: Formative assessment for all students (Chappuis article)



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## Secondary RtI

- Tier I Interventions
  - Strengthening the Core
  - Looking at Trends
  - Core should address 80% of student needs.
- Tier II Interventions
  - Match intervention to specific student need.
  - Form small groups
  - Intensify individual conferencing
- Tier III Interventions



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## Think, Pair, Share

- Take a moment to write down what you have in your school.
- Tier I
- Tier II
- Tier III
- How does each tier address the needs you identified.




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## Elementary Success story

- Integrated services delivery
- Grade level collaboration assignments




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A.2.2 NWEA MAP GROWTH READING BY STUDENT GROUP												
YEAR	GROUP	SCHOOL	Level 1		Level 2		Level 3		Level 4		Level 5	
			#	%	#	%	#	%	#	%	#	%
2009-10	1-ALL	DISCOVERY							298	67.2%	402	73.8%
2010-11	1-ALL	DISCOVERY										
2009-10	2-AMERICAN INDIAN	DISCOVERY	2	33.3%								
2010-11	2-AMERICAN INDIAN	DISCOVERY					6	50.0%				
2009-10	3-HISPANIC ISLANDER	DISCOVERY								61	73.8%	
2010-11	3-HISPANIC ISLANDER	DISCOVERY					37	89.8%				
2009-10	4-HISPANIC	DISCOVERY						27	56.7%			
2010-11	4-HISPANIC	DISCOVERY						75	68.6%			
2009-10	5-BLACK	DISCOVERY						94	61.7%			
2010-11	5-BLACK	DISCOVERY								115	73.8%	
2009-10	6-WHITE	DISCOVERY						300	67.2%			
2010-11	6-WHITE	DISCOVERY								253	73.4%	
2009-10	7-PAPER/REDUCED LUNCH	DISCOVERY						340	66.1%			
2010-11	7-PAPER/REDUCED LUNCH	DISCOVERY								304	70.2%	
2009-10	8-STARTED ENGLISH PROFICIENT	DISCOVERY							93	68.7%		
2010-11	8-STARTED ENGLISH PROFICIENT	DISCOVERY							117	66.7%		
2009-10	9-SPECIAL EDUCATION	DISCOVERY			100	43.8%						
2010-11	9-SPECIAL EDUCATION	DISCOVERY						81.00	64.2%			
2009-10	10-BLACK/LEP	DISCOVERY										
2010-11	10-BLACK/LEP	DISCOVERY										
2009-10	11-BLACK/NON-LEP	DISCOVERY										
2010-11	11-BLACK/NON-LEP	DISCOVERY							39	69.3%		

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## Secondary Success story

- 137 of 363 students (38%) had 2.0 or more years of reading growth by end of year.
- 207 of 363 students (57%) had at least a year's reading growth by end of year SRI.
- 5 schools had approximately 1 year of reading growth by end of year.
- 7 of 8 schools had reading gains during the school year.



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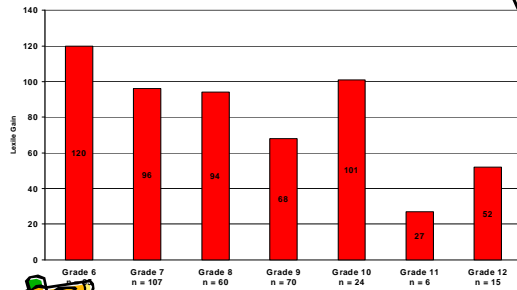
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## ALL GRADES SHOWED POSITIVE GAINS

Mean Lexile Gain for READ 180 Students by School



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## South Reading Data

- Superstar students
- The identified students made an average of three years in gains.
- Lexile scores ranged from 239-268
- Intervention covered 40 sessions



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## Questions?

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