Learning Patterns and Comparisons: & NWEA Growth Analysis Tool

Board of Education Presentation, October 20, 2015

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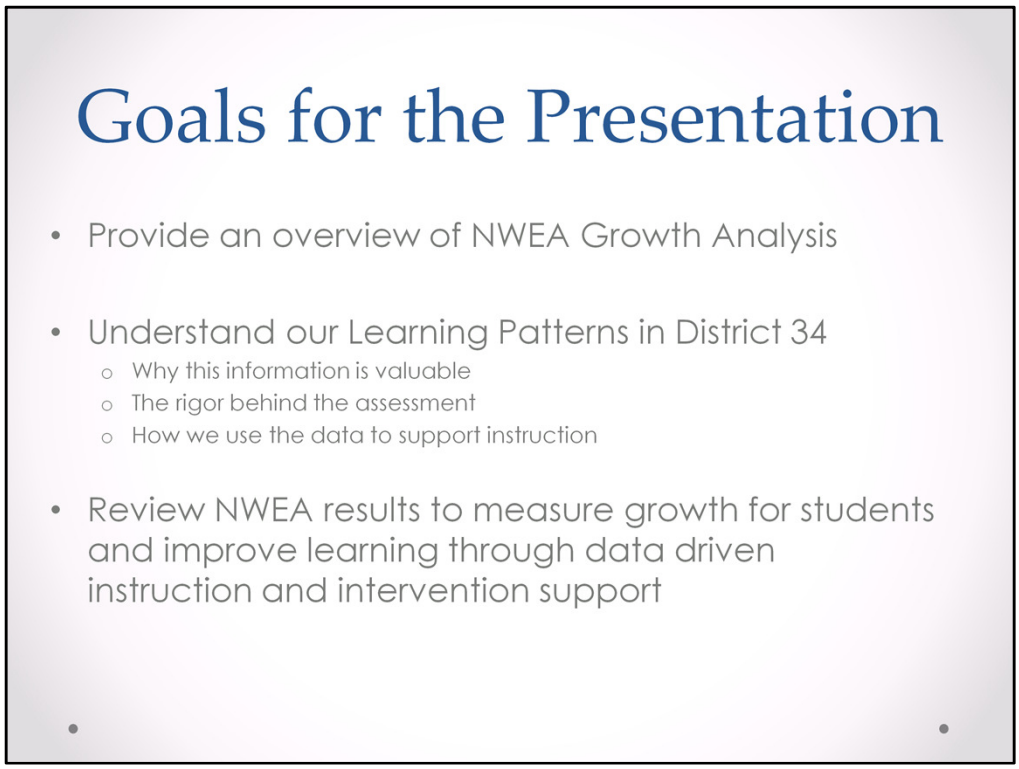
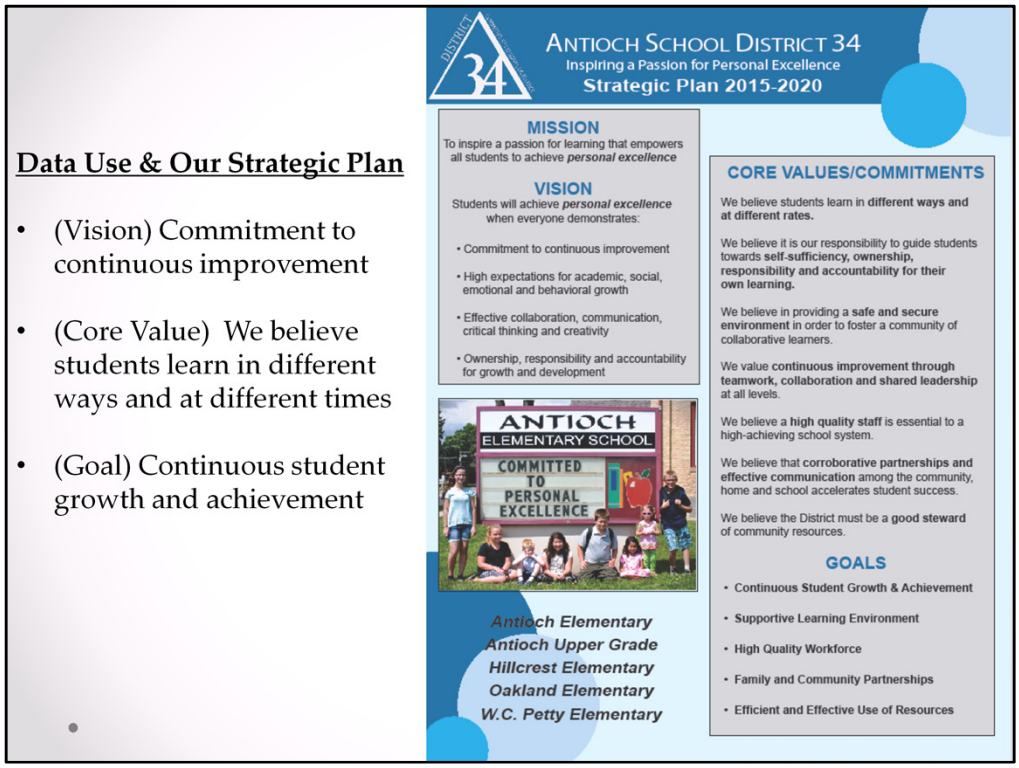
Good Evening.
Tonight we will be giving you the first presentation of NWEA Data. This data review may have a different feel then in the past but we wanted to start having data conversations. Typically at this time of the year we would be reviewing our State ISAT results and showing comparisons to our NWEA data. Unfortunately at this time we do not have our district PARCC data so we decided to use this presentation to begin laying the foundation of student growth.



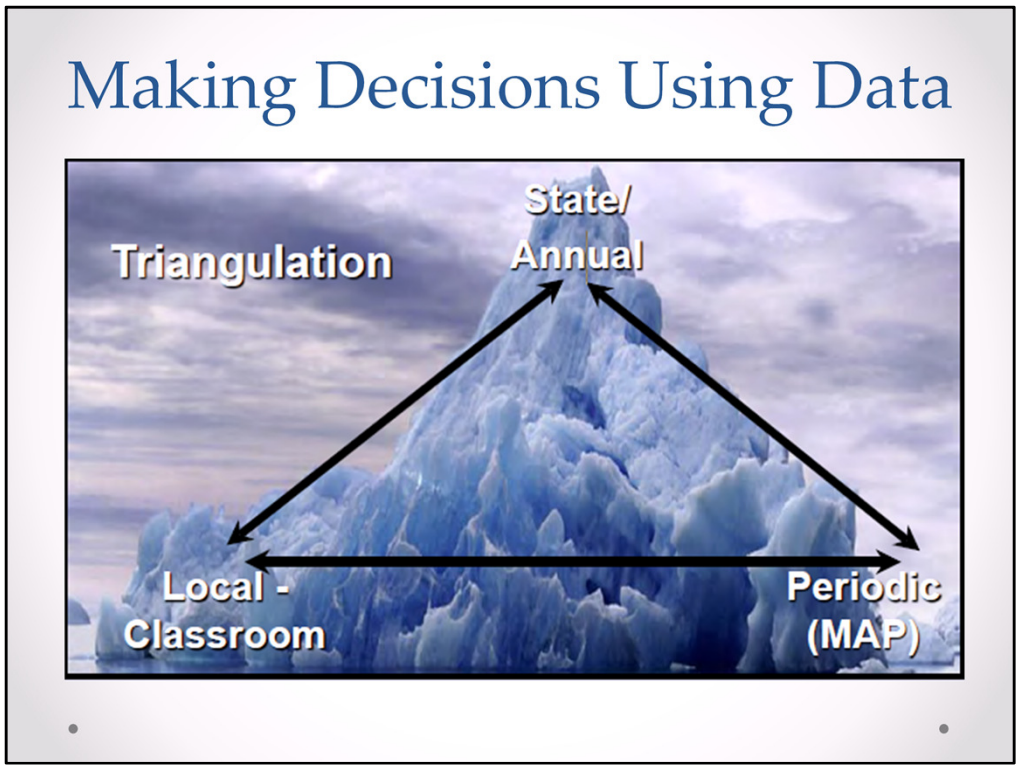
The goals for this presentation is to introduce you as the Board to CGI which stands for Conditional Growth Index. The CGI is currently used in our administrative evaluations.

Data Use & Our Strategic Plan

- (Vision) Commitment to continuous improvement
- (Core Value) We believe students learn in different ways and at different times
- (Goal) Continuous student growth and achievement



The use of data is a driving force of our strategic plan.



Using data to make decisions, this allows us to start with the end in mind.

PARCC - State assessment (hopefully will have results in November) – this is our end goal what we use as our end of year measuring stick. This is a once a year assessment.

Local Assessments (ELA and Math curriculum have grade level common assessments, we are working with AllofE solutions, who host our District Data Warehouse (Matrix) and we are currently starting to building our common assessments in an electronic database, this will allow us to use the data to make decisions.) These assessments happen frequently with each unit.

Periodic assessments – NWEA MAP, these assessments help us analyze gaps and adjust our local assessments which will then adjust the unit being instructed.

As a district we are working on building a system that will allow us to truly triangulate the data on each student. The next few slides will begin to show you our CGI with projected cohort outcomes, Grade level overall RIT scores for the Fall testing, and will explain the intervention process and the new tools we have to evaluate and track data.

NWEA

Northwest Evaluation Association

Partnering to help all kids learn®

NWEA Testing Windows

Testing Period	Dates
Fall	September 14 – October 2
Winter	January 11 – January 29
Spring	April 25 – May 13
Summer*	Window not set at this time

MAP Assessment (Each test is typically 40-50 minutes long)

- Reading
- Mathematics

*Summer NWEA Testing started during the 2015 summer school session

This slide represents when we administer NWEA testing. NWEA testing is giving to all student 1st-8th in reading and math.
This past Summer was the first time that our Summer School Students took the NWEA MAP assessment and we will now begin to use this data to make instructional decisions about summer programming now that we have a baseline.

Valid and Reliable

- Normative data based on millions of students

Reading Norms (RIT VALUES)

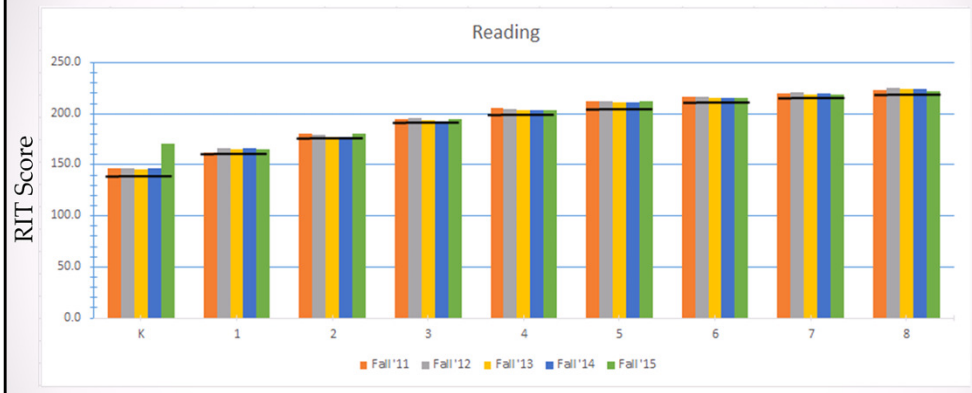
	Beginning of Year	Middle of Year	End of Year
Grade	Mean	Mean	Mean
K			155.1
1	160.0	170.1	176.1
2	175.9	183.4	189.2
3	190.2	194.8	199.2
4	199.6	203.0	206.3
5	207.1	209.9	212.4
6	212.5	214.2	216.2
7	216.6	218.2	219.6
8	219.5	221.4	222.6
9	221.8	222.2	222.9
10	222.9	223.3	223.9

Characteristics of the RIT Scale:

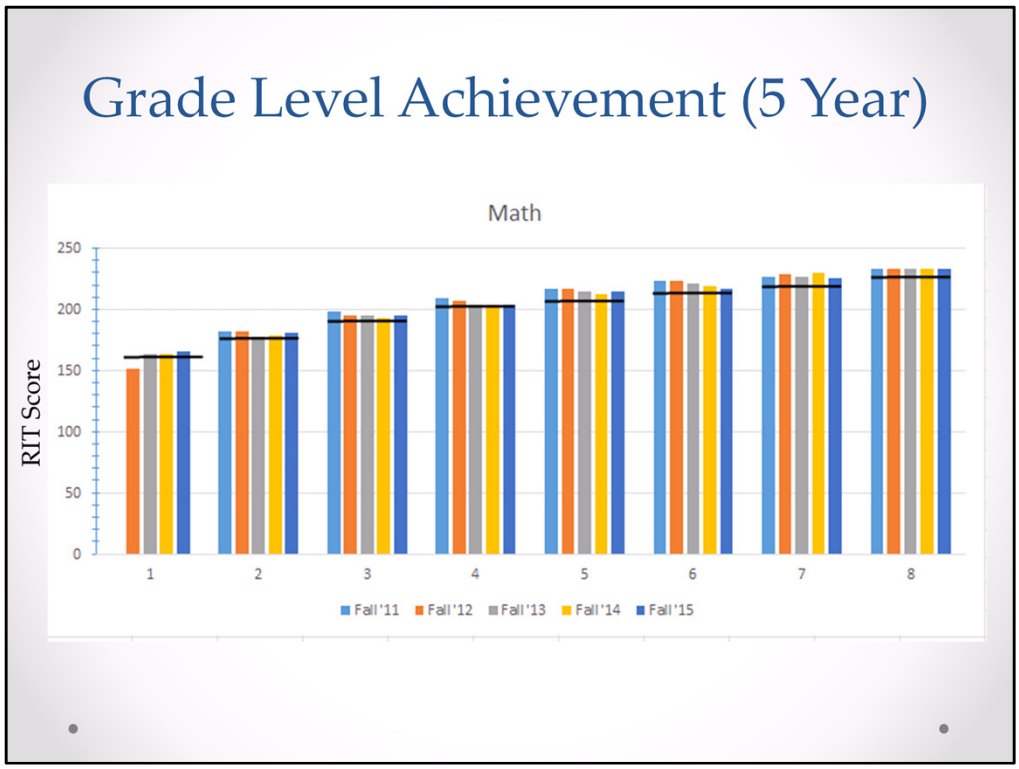
- Achievement Scale
- Equal-Interval
- Growth over time
- Independent of grade level

In 2015 NWEA re-normed their test. In this presentation all data has been re-normed using the 2015 NWEA norms.

Grade Level Achievement (5 Year)

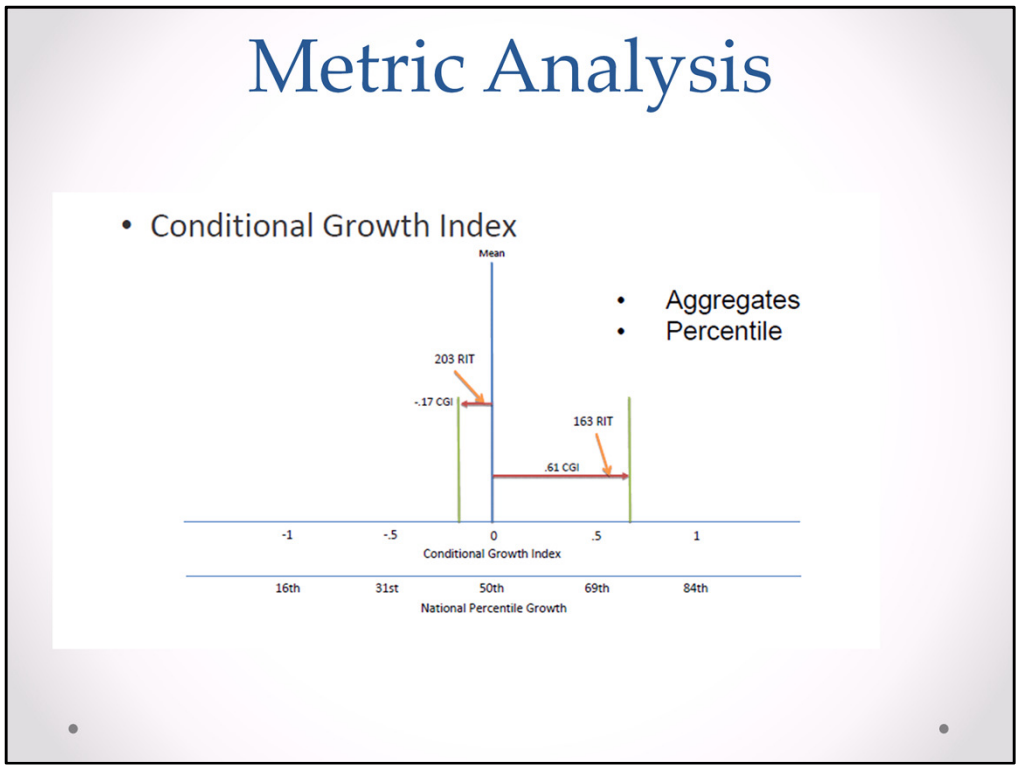


This graph represent 5 years of Fall NWEA Reading
The black bar is the 2015 NWEA Norm.
It is exciting to see the Kindergarten data!



This graph represents 5 years of Fall NWEA Growth
The Black Bar Represents the 2015 NWEA Norms.

Kindergarten does not have 5 years worth of Math MAP data. They only do Reading in the Fall.



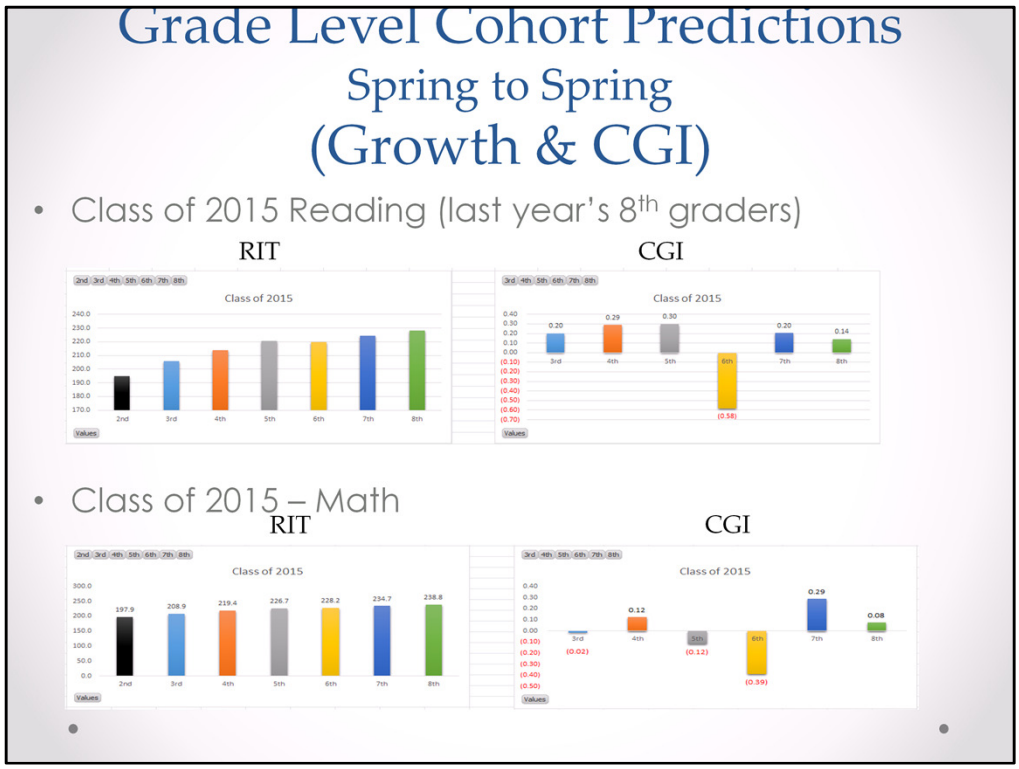
This metric shows how student growth compares to the growth of students across the nation, and allows for growth comparisons to be made between students performing at different points on the achievement distribution, and across different grades and subject areas.

A CGI score of zero indicates a student showed the same amount of growth as projected. A zero is good and is what we are expecting for the student.

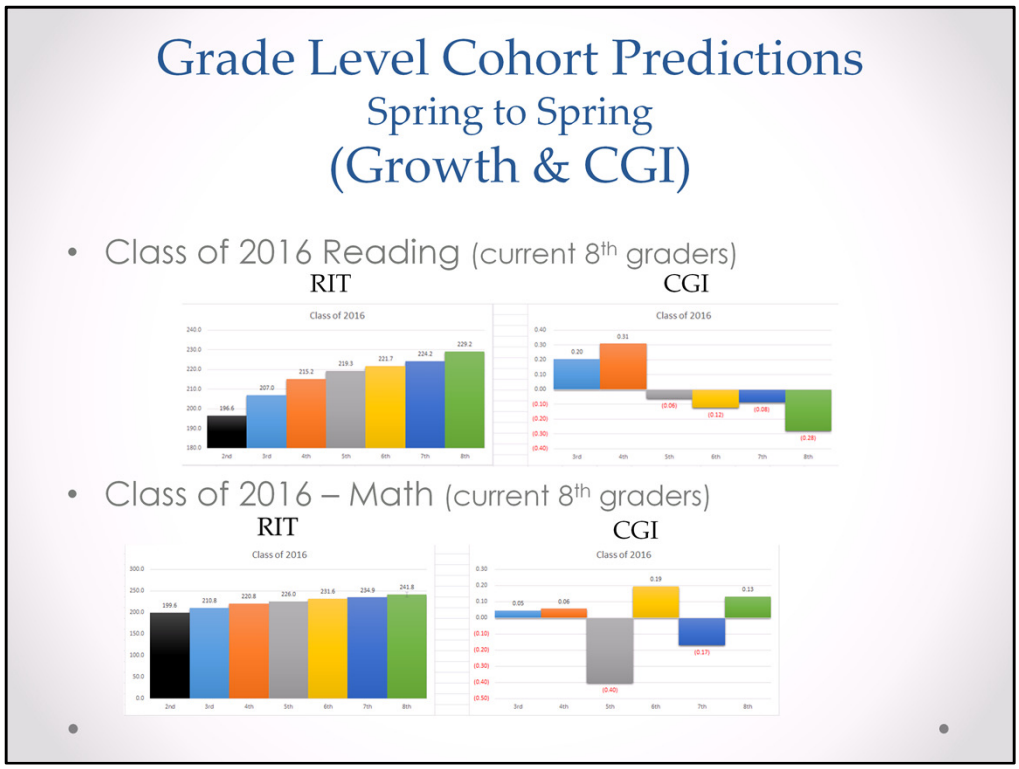
Positive CGI scores indicate that a student exceeded growth projection; negative CGI scores indicate that a student's growth was less than expected.

Specifically, a CGI score of 1.0 for example, means a student showed one std. dev. of growth **more** than his growth projection. Conversely, a student with a CGI score of -1.0 would mean the student showed growth one std. dev **less than** his growth projection.

It is important to remember that even if a student's individual RIT score increases there is still the potential for the CGI to be negative. This is because they have not me their projected growth.

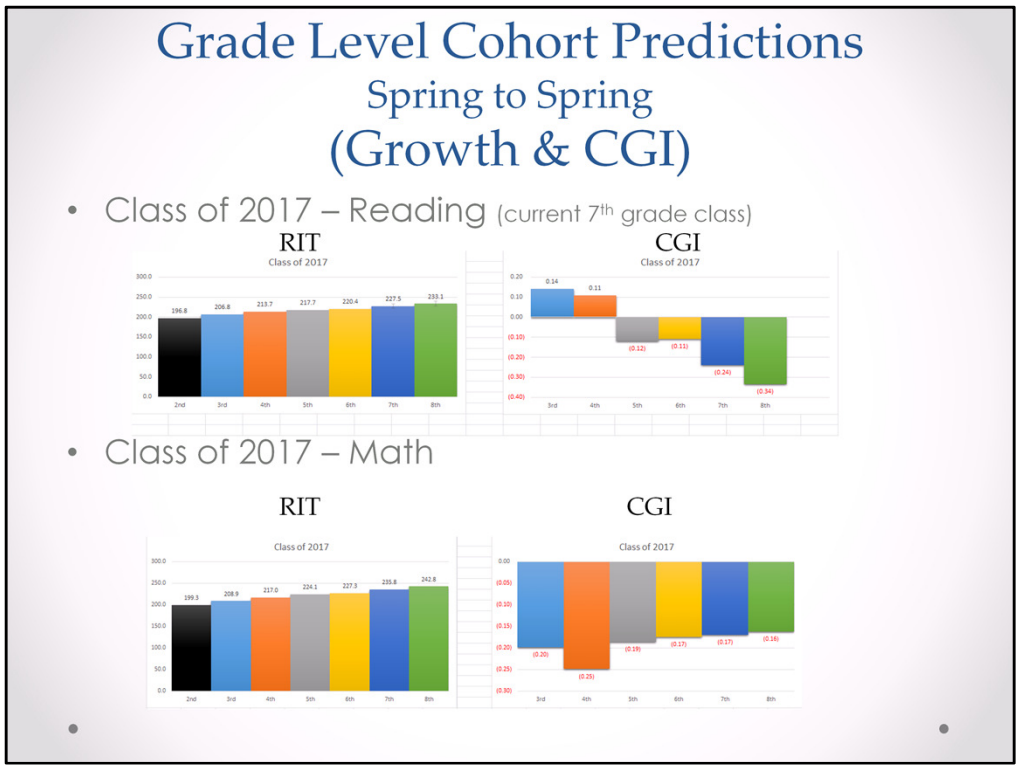


This first slide represents last years graduating 8th grade class. This data represent true cohort growth (students that were with us from 2nd grade until they graduated from 8th). If you look at growth it slightly grows in reading and is extremely flat in math.
Now when we look at this metric in a CGI you can see for lack of a better word we are all over the place. The yellow bar which is Spring of 2013 is the first year of taking the CCSS aligned NWEA assessment. Which we need to celebrate the positive bounce back the following year. This CGI is what helped drive curriculum changes.



This is current 8th grade students and this is the projection on how they will do on NWEA MAP Spring 2016 testing. From 2nd grade until 7th grade this is their actual Spring to Spring Growth as well as overall RIT. Please notice the CGI dip in 2013 (gray bar) this is the year they took the CCSS aligned test.

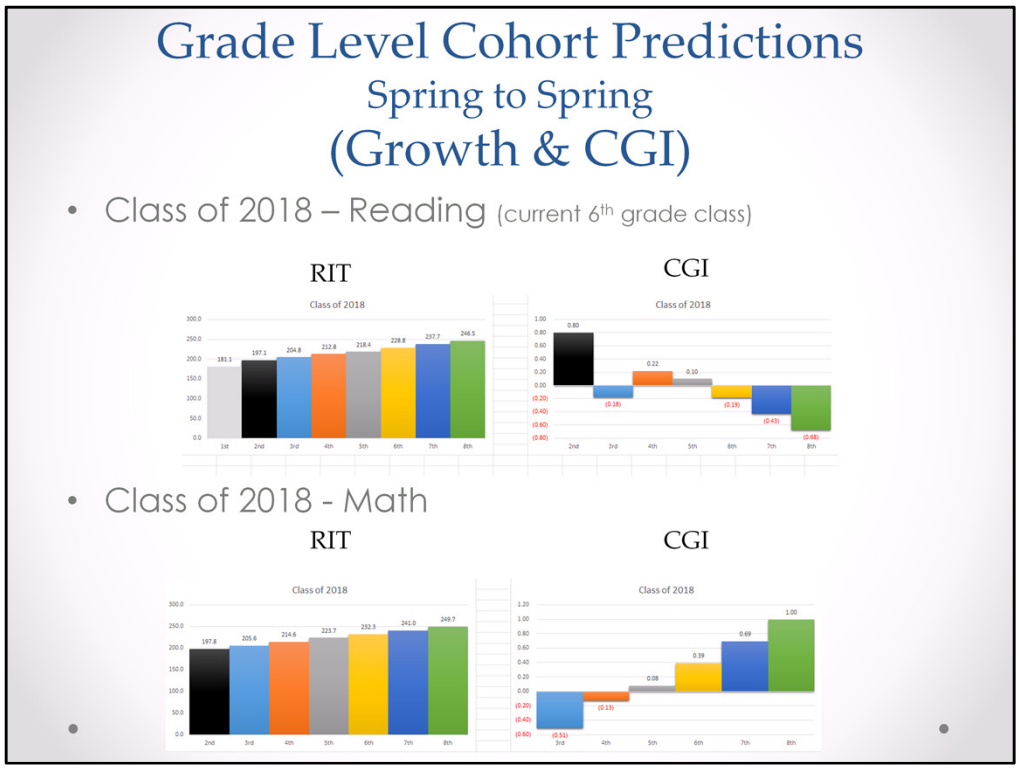
The prediction in reading and math is what helped make the decision to use Expeditionary Learning for ELA and Eureka Math for Math we needed to make a change in the curriculum tools that were being used.



This is current 7th grade students and this is the projection on how they will do on NWEA MAP Spring 2016 testing as 7th graders and then a prediction on how they will do on 8th grade Spring 2018 testing. 2nd through 6th grade is actual spring to spring data and the projection is for 7th grade spring and 8th grade spring based on the trends.

As you can see in growth it shows the cohort is growing yet when we analyze the CGI we are not meeting projected growth.

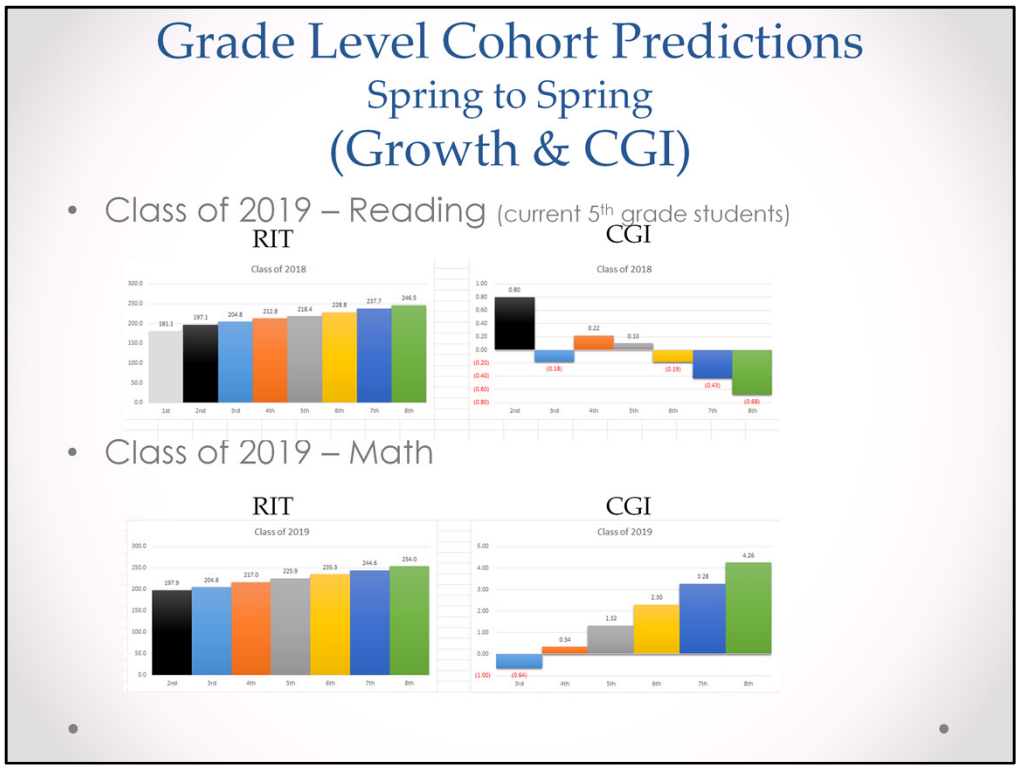
The prediction in reading and math is what helped make the decision to use Expeditionary Learning for ELA and Eureka Math for Math we needed to make a change in the curriculum tools that were being used.



This is current 6th grade students and this is the projection on how they will do on NWEA MAP Spring 2016 testing as 6th graders and then a prediction on how they will do on 7th grade Spring 2018 testing and the 8th grade Spring 2019 testing.

The blue CGI bar is the 2013 CCSS test and you will notice the similar decrease trend as the other grades.

This class started Eureka Math in January of their 4th grade year (orange CGI bar) and they had a full year of Eureka in Math in their 5th grade year (gray bar). This data prediction helped us make the decision with moving toward Eureka Math as a core math resource. The prediction in reading and math is what helped make the decision to use Expeditionary Learning for ELA and Eureka Math for Math we needed to make a change in the curriculum tools that were being used.



This is current 5th grade students and this is the projection on how they will do on NWEA MAP Spring 2016 testing as 5th graders and then a prediction on how they will do on 6th grade Spring 2017 testing and the 7th grade Spring 2018 testing and 8th grade 2019 testing.

We are excited to see the prediction with Math as we are in our second year of full implementation of Eureka Math.
The data prediction is why we moved towards using Expeditionary Learning as our core ELA curriculum resource and are focusing our efforts in ELA with professional development, coaching, and lesson studies.

The reading CGI prediction data is also what helped us realize we needed to improve our Reading Intervention Model.

Interventions

- Students who qualified for Interventions.
  - Tier III lowest 10%
  - Tier II 11%-24%

School	Math (Tier II & III)	Reading (Tier II & III)
AUGS	52 (5.2%)	44 (4.1%)
Oakland	22 (5.0%)	30 (6.7%)
AES	13 (4.1%)	27 (8.5%)
Petty	20 (4.3%)	24 (5.2%)
Hillcrest (1st grade only)	20 (6.8%)	11 (3.7%)

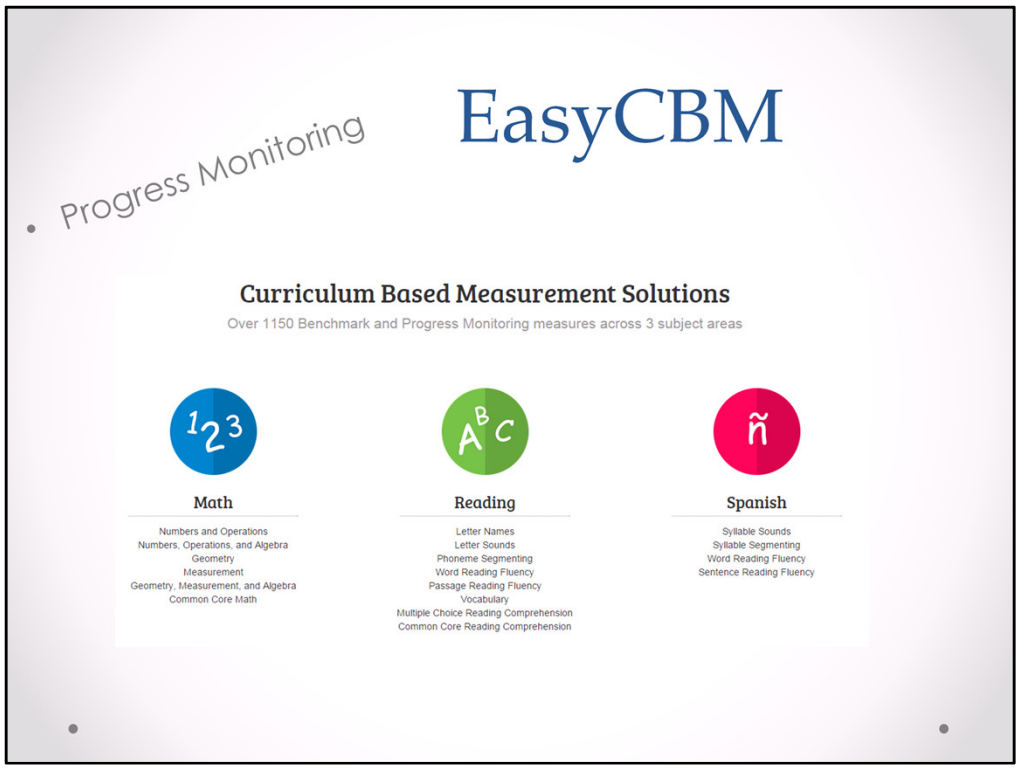
During the 2015-2016 school year we have a new model in place utilizing District Interventionist. At the beginning of the school year district interventionist reached out to classroom teachers to support students, administer Fountas and Pinnell text level testing, provide support with Rocket Math Fluency placement, provided support with the DOLCH word list for 2nd graders, among other duties. Interventionist supported teachers and students by collecting data to start the school year.

In October after the completion of NWEA testing District Interventionist participated in school level cycle meetings. These discussions helped identify students who would be direct services from the District Interventionist. The numbers above reflect the number of students who qualified for either Tier II or Tier III support.

These students are now currently being benchmarked using EasyCBM and will be assessing specific skill deficits and aligning interventions with those deficits. We will be collecting frequent data on these students and will be able to analyze what interventions are working and when interventions need to be adjusted.

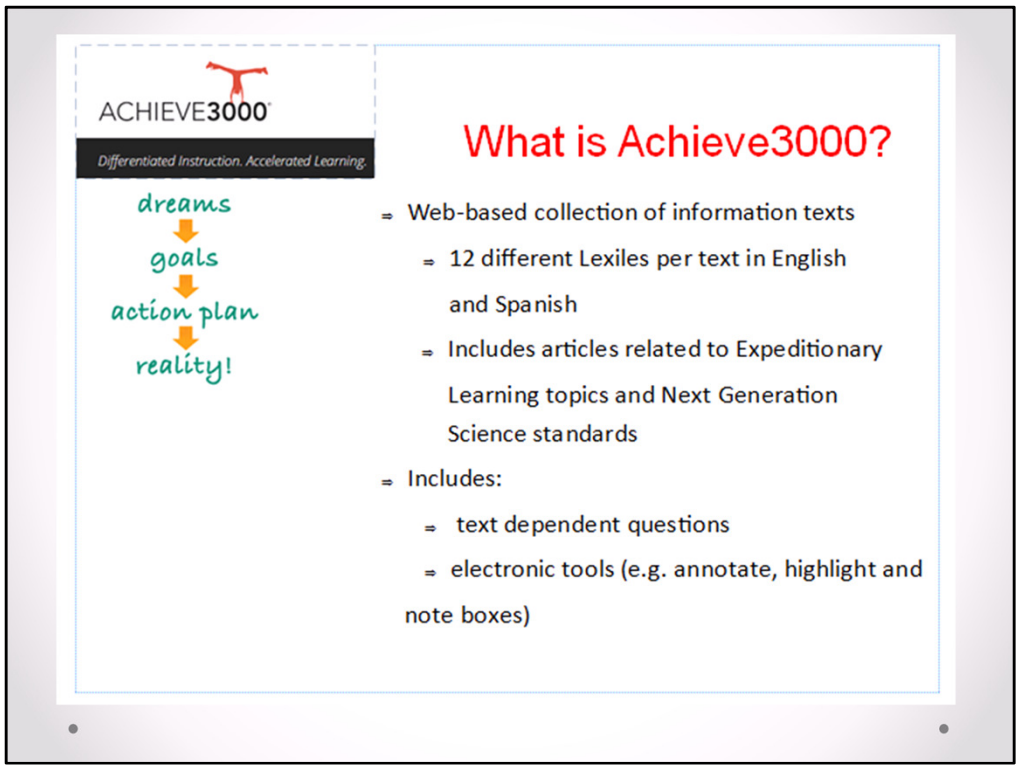
The numbers reflected above are not the only students receiving services but this is are starting point as we analyzed the NWEA data and had our first cycle meetings. Through the Problem Solving Team meetings held at each school students may be added to the list of serviced students.

The next few slides will showcase a few of the available tools to our district interventionist and classroom teachers.

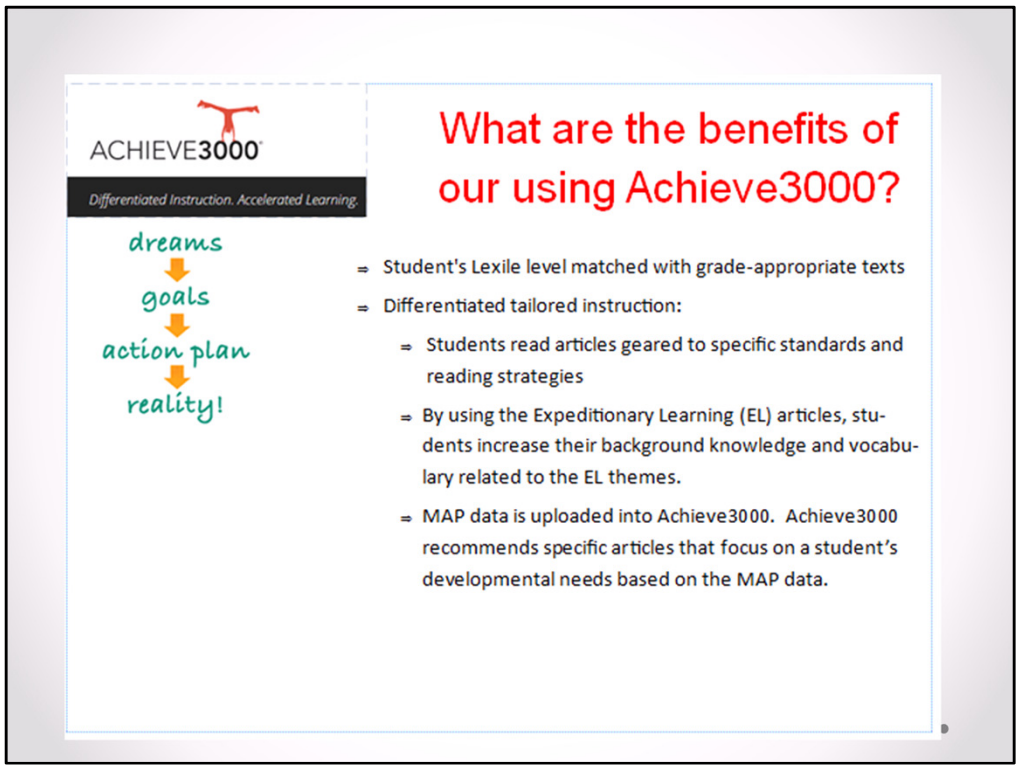


Designed by researchers at the University of Oregon as an integral part of the RTI (Response to Intervention) model, easyCBM brings 30 years of peer-reviewed research into the hands of classroom teachers. Beginning with a grant from the federal Office of Special Education Programs in 2006, easyCBM has been refined with over $5 million of additional grant funding from the Institute of Education Sciences. easyCBM is widely recognized as one of the most state-of-the-art systems in support of Response to Intervention available today.

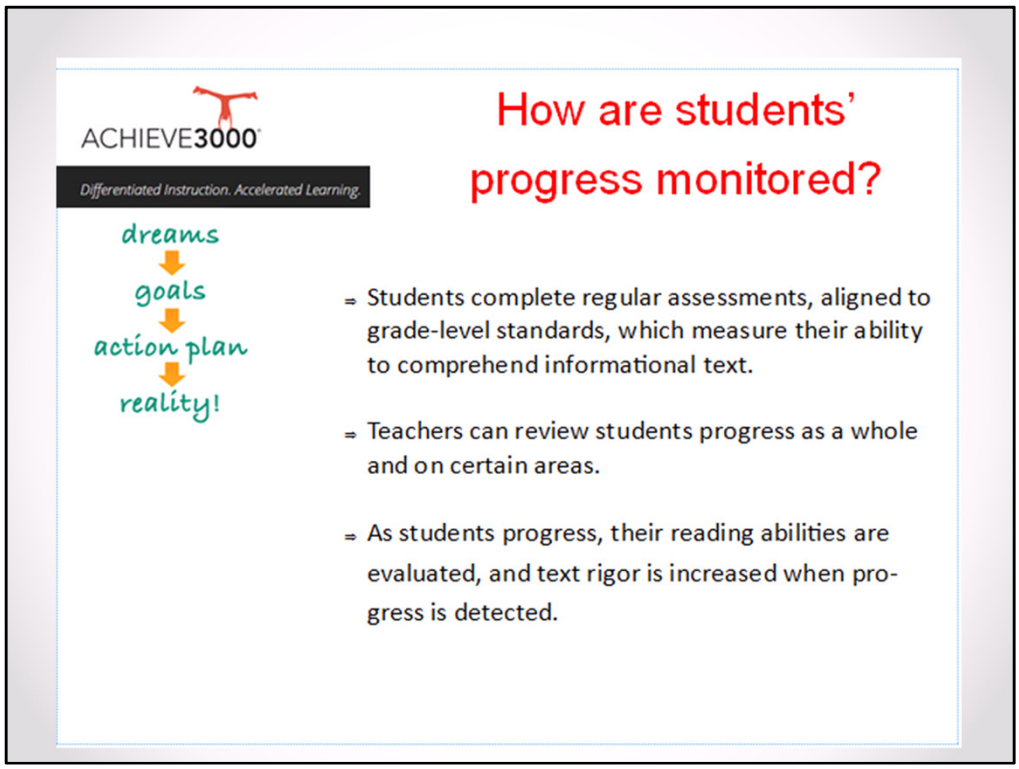
The Antioch District 34 Interventionist are using EasyCBM to progress monitor students in Math and ELA and will be able to share data on our RtI students at the end of the school year.



Achieve 3000 is a tool that Interventionist and classroom teachers have access to. Achieve 3000 has also worked directly with the district to align their resources to our ELA curriculum.
Achieve 3000 gives us a web-based collection of informational texts that meet the rigor of the common core standards and have topics aligned to the Next Generation Science Standards. This tool also allows the students to complete performance task that are similar to what they will see on PARCC including the electronic tools they will utilize on PARCC.



NWEA MAP data is uploaded into Achieve 3000. Achieve 3000 recommends specific articles that focus on student's developmental needs based on the MAP data.
The individual goal strands of NWEA will be uploaded into Achieve 3000 and text will be directly aligned to the students strength and weakness. We will also run data reports based on the students work in Achieve 3000 that will further guide our ability to provide appropriate instruction.
Achieve 3000 is for all students not just our low achievers. This program will also allow us to provide enrichment opportunities for students based on the students individual data.



The program will allow us to progress monitor students and provide the Interventionist and classroom teachers with data to drive their instruction.

LearnZillion is a learning platform that combines video lessons, assessments, and progress reporting. Each lesson highlights a Common Core standard. All Antioch D34 teachers have access to the programs and the Interventionist are using it with their Intervention students. The performance task in the program are PARCC like questions that students actually complete by using the computer.
LearnZillion is for all students.

What we look for?

- Stable and accurate views into students achievement and growth patterns
- Comparisons between grades and subjects that are statistically defensible
- Ability to explore longitudinal data
- A way to focus improvement efforts towards areas of greatest need

With our new tools that are being implemented these are the questions we want to be able to answer.

Thank you