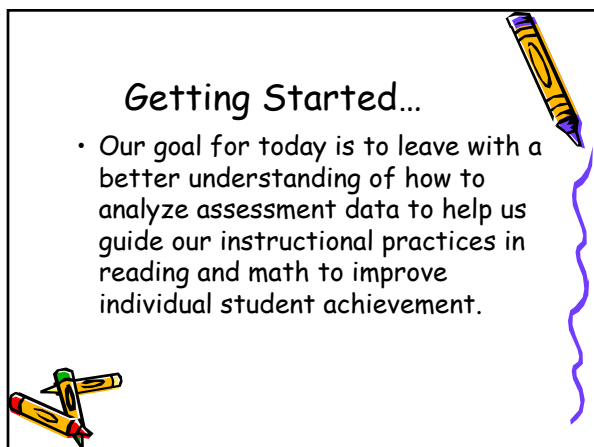


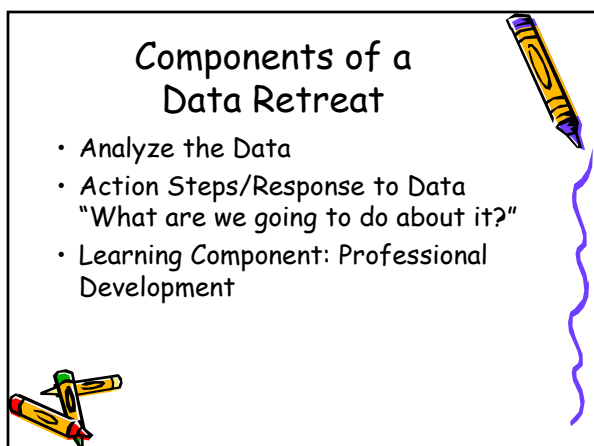
Data Retreats: Maximizing Student Success

Presented by:
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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.



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

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)

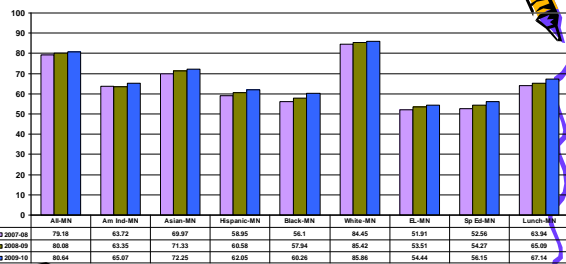


Looking at the Data:

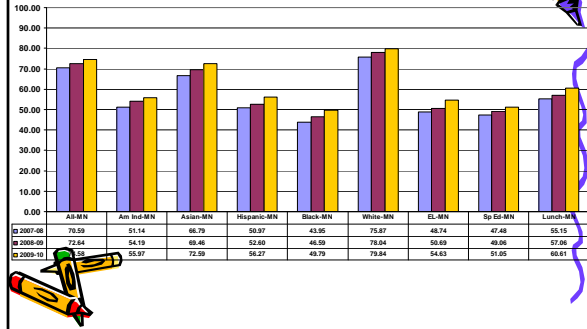
- We will review how to find different reports and analyze the data. We will look for trends, improvement, negative growth, etc.



MCA-II: MN Index Rates Reading



MCA-II: MN Index Rates Math



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.

SHARE

MDE Website

- Does the achievement gap still exist for black students who are not EL?
- Do our white students who are on an IEP perform better or worse than statewide white students who are on an IEP?
- School Report Card
 - Analyze Your Results
 - Edit Analysis Options



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)
 - READ 180



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?



Student Goal Setting

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



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)	



- ROLE PLAY ACTIVITY



Elementary

- 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.



Tracking Progress

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



Success story

- Integrated services delivery
- Grade level collaboration assignments



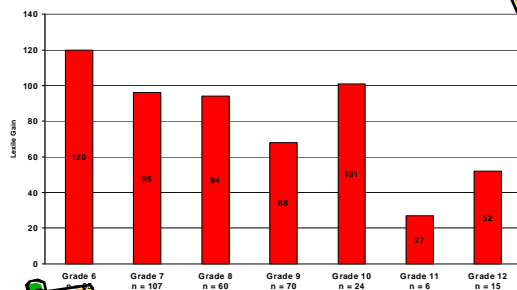
Success story

- 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.



ALL GRADES SHOWED POSITIVE GAINS

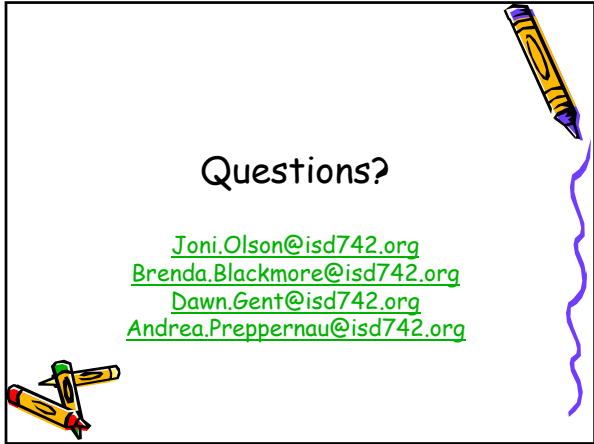
Mean Lexile Gain for READ 180 Students by School



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



A graphic element featuring three crayons (yellow, green, and red) in the bottom-left corner and a purple wavy line extending from a yellow crayon in the top-right corner.

Questions?

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