Using MAP Data and Instructional Strategies to Improve Student Achievement

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NESA Fall Leadership Pre-Conference
Dubai, UAE
October 17, 2012

Essential Questions
• What are the indicators of an AERO Standards/MAP embedded school focused on student learning?
• How can MAP data be used with other data to plan for student learning?
• How do I use aggregated and disaggregated data with faculty to help them understand program needs?

Essential Questions
• What do I need to consider administratively as I plan for an AERO standards, MAP embedded environment?
• What is the connection between analysis of data, instruction, assessment, curriculum and time in a standards-based environment?
• How can I anticipate and respond to obstacles to faculty use of data?
Participants will:

• Define a standards-based environment, and identify the indicators of a learner focused classroom and school.
• Analyze the MAP data analysis and planning process necessary for a standards-based environment and mindset.
• Expand your instructional leadership skills to assist teachers in becoming data collectors, reflectors and planners.

Learner Outcomes

• Identify the critical attributes of a differentiated classroom based upon incorporating MAP and other data into instructional planning.
• Understand the obstacles that need to be considered when starting to use data to plan for instruction.
• Design an action plan and timeline of next steps to implement upon your return to your school site.

Three Guiding Questions in a Standards-Based School

What are the indicators in moving from the adoption or adaptation of standards to a fully implemented system that is focused on learning?

**Indicators for a Standards-Based School**
- Standards-Based Curriculum
- Standards-Based Assessment
- Standards-Based Instruction

**Standards-Based Schools that Are Focused on Learning**

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A focus on teaching</td>
<td>A focus on learning</td>
</tr>
<tr>
<td>An emphasis on what was taught</td>
<td>A focus on what students learned</td>
</tr>
<tr>
<td>Coverage of content</td>
<td>Demonstration of proficiency</td>
</tr>
</tbody>
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Adapted from DuFour, DuFour, Eaker, Professional Learning Communities at Work, 2006, Solution Tree, Bloomington IN.
Standards-Based Schools that Are Focused on Learning

FROM
• Providing individual teachers with a set of standards
• Individual teachers attempting to discover ways to improve results

TO
• Engaging teams in building shared knowledge with documents
• Teams helping each other to improve

Adapted from DuFour, DuFour, Eaker, Professional Learning Communities at Work, 2006, Solution Tree, Bloomington IN

Standards-Based Schools that Are Focused on Learning

FROM
• Teachers gathering data from their individually constructed tests in order to assign grades

TO
• Teams building a shared understanding from important assessments in order to inform their individual and collective practice

Adapted from DuFour, DuFour, Eaker, Professional Learning Communities at Work, 2006, Solution Tree, Bloomington IN

Using MAP and Other Data to Improve Learning

Kathy Stetson, CEESA
Using data itself does not improve teaching.

Improved teaching comes about when we implement curriculum, instruction, assessment and professional development practices that will strengthen student learning.

“What do our data tell us?”

In the fall
• What are our strengths and weaknesses?
• What are our growth targets?
• What strategies will we use to accelerate growth for those most at risk?
• What strategies will we use to create appreciable growth for all others?

Midyear
• Are our students progressing?
• Are our strategies effective-----how do we know?
• Reflect: What adjustments need to be made for next year?
In the spring

- Did students meet growth targets----
  why or why not?
- Were our strategies effective----
  how do we know?
- Reflect: What adjustments
  need to be made for next
  year?

Key Reports

Class Breakdown by Overall RIT
Teacher Report
Student Goal Setting Reports
District Summary Reports

Interpreting the Class Breakdown by Overall RIT Report
Applying DesCartes

Workbook pp. 8-9

Interpreting the Teacher Report

• Student Data
  – Test Type
  – Standard Error
  – RIT/RIT Range
  – Percentile/Percentile Range
  – Lexile
  – Goal Performance Area

• Summary Data
  – Mean/Median
  – Standard Deviation

Workbook pp. 10-11

Interpreting the Online Individual Student Progress Report

• Key points on the text version
  – District Average
  – Norm Group Average
  – Student Growth
  – Typical Growth
  – Descriptors

• Key point on the graph version
  – Grade(G/x)
Interpreting and Applying the Student Goal Setting Worksheet

- Conference with each student
- Review performance
  - Celebrate success
  - Set content goal
  - Set growth goal
- Make a plan
  - The teacher will _____.
  - The student will _____.

Workbook pp. 14-15

Based on the analysis of MAP data, how do I modify my instruction?
Questions for my Planning

1. What should students know and be able to do with what they know as a result of this lesson?
2. How will students show what they know and what they can do with what they know? What will be the assessment criteria and what form will it take?
3. What do I need to do to differentiate instruction so that the learning experiences are productive for all students?
4. What is the MAP data suggesting?

Questions for my planning, continued

5. What else could I do to extend the thinking of students ready to go beyond the basic lesson? What other external resources could they use?
6. What have I learned from pre-assessments about your struggling learners? What support systems could I include?
7. How might I re-teach or help students who are struggling with mastering this concept?

Nice to Know

Important to Know

Essential to Know

Adapted from Jay McTighe and Grant Wiggins
Building Instructional Ladders

Examples and Questions
What it looks like in a school…

- Dan Hovland, Elementary Principal at The American International School of Muscat, Oman
- Examples of the uses of MAP data at TAISM from a micro and macro perspective.

Measure of Academic Progress Reminders--MAP ...

- Is meant to be a model for showing student growth over time
- Is meant to assist teachers, administrators and schools in looking at trends in data to identify areas of need and areas of excellence in our programs
- Should validate that what a school is looking for students to learn is being learned… by some, all or none.

Applied MAP Data

- A model for providing teachers with reflective questions as well as answers.
  - Professional Learning Communities looking at data
  - Professional Development Focus
  - Programmatic Planning
  - Communicating growth
In short…. MAP is…

• A tool to Monitor Student Growth and Plan for Instruction based on student’s specific needs.
  – “By asking relevant, thoughtful questions (about data), educators can have a lasting impact on student learning.”

What might be…

What might be the benefits to using some of the following questions as a starting point begin to collaboratively look at student and programmatic needs?

Data Discussions – Instructional Planning

Discussion Prompts for an Individual and Group Learning Focus

• What questions do we have as a result of the data we’re seeing?
• How does our students’ MAP data compare with their other data?
• Is what is being asked of students at grade level on the MAP reflective of what we expect our students to know and be able to do?
• What does our MAP data tell us about our students instructional needs as a group and as individuals?
Data Discussions Prompts
Continued...

- How do the MAP RIT scores for our students compare to our curricular themes, standards or content for the grade level?
- What might be some next steps to consider regarding addressing specific student needs?
- What might be some next steps to consider regarding addressing programmatic needs?
- Is what we are teaching what is considered at grade level on the test?
- What does the data tell about our students’ growth over time?

Data Discussions Prompts
Continued 2...

- How might our instructional planning be affected by the data we have?
  - Differentiation
  - Review
  - Grouping based on needs
- Evaluative Focus- Is what WE are doing instructionally effective?
  - Curriculum
  - Pedagogy
  - etc

Requirements for using MAP data successfully with staff

Time
- Understanding MAP and its purpose
- Professional Development

Planning
- Analysis and Discussion
  - Trends, curricular alignment, instructional practices

Safe Environment for Staff Conversations
- Focus of the work is on improving learning opportunities and understanding student needs.
Micro Level MAP Usage

- Small Group Instruction
- Addressing Individual Student Needs
- Class Needs Assessments

CASE STUDY 1
Math Instructional Planning

- Data Analysis
- Triangulation – Pre Assessments
- Collaborative Planning and Differentiation

Using MAP with Math Instruction

- Components
  - MAP Data
  - Unit Assessments
  - Other available data
  - Triangulation of data
- Process
  - Data driven grouping for the unit based on instructional needs.
CASE STUDY 2

Data Share

• Grade 6 Data Share
• 5th Grade Data Template
• Transition Conversations Grades 5-6
• Initial Data before Fall MAP

Data for Parents

• Letter to Parents
• What Parents Need to Know
  – Individual Student Performance - One Measure at One Point in Time
  – Overall School Data
  – Used for Instructional Planning
• Allow them to experience the test - Parent Information and Testing Night
• What Parents Don’t Need
• Interpreting Components of Report

Challenging Discussions and How to Respond

What does it mean when OR What do you do when...

• The results on the MAP are lower than the results seen in class for a student.
• There is a strong discrepancy between the results on the MAP data and other data for a significant number of students.
• The results on the MAP are significantly higher than the results seen in the classroom.
• A student’s scores drop significantly from a previous testing period.
CASE STUDY 3
Parent Conference over Data Concerns

- Consistently poor MAP scores not reflective of student performance in class.
  - Interventions – Test Taking Skills
- Consistently poor MAP scores reflective of student performance in class.
  - Interventions – Instructional Focus Areas

CASE STUDY 4
Literacy

- Language Usage – Determining Correlation to Curriculum and Instruction
  Triangulation
  - DRA Data
  - Running Records
  - Curriculum and Guided Reading

School Level Planning

- Identify Trends
  - Group, Individual and Subgroup Growth
- Identify Questions to Be Investigated
- Prioritization of Focus and Resources
- Identify Organizational Strengths vs Deficits
- Identify Appropriateness of Curricular Program and/or MAP program in measuring students and program growth.
Macro View Data Discussions

Discussion Focus or Prompts for the School Organization

• What questions do we have about our students or our program as a result of the data we’re seeing?
• How does our MAP data compare with our other data?
• Is what is being asked of students at grade level on the MAP reflective of what we expect our students to know and be able to do?
• What trends are we seeing with our MAP data?
• How do the MAP RIT scores for our students compare to our curricular themes, standards or content for the grade level?
• What might be some next steps to consider regarding programmatic needs in our school?
• What does the data tell about our students’ growth over time?

Places and Ways to Share at the Macro Level

What should it look like for…

• School Board
• General Admin Group
• Parents

How we aren’t using MAP Data at TAISM

• To Arrive at Admissions Decisions
• As Continual Assessments for individual or groups of students.
• Exit or Entrance exams to programs.

Because….
MAP is a tool for measuring growth in student learning.

One School’s Perspective

• There are many ways to use MAP data appropriately and efficiently. This is one.

I used to…..

But now I…..