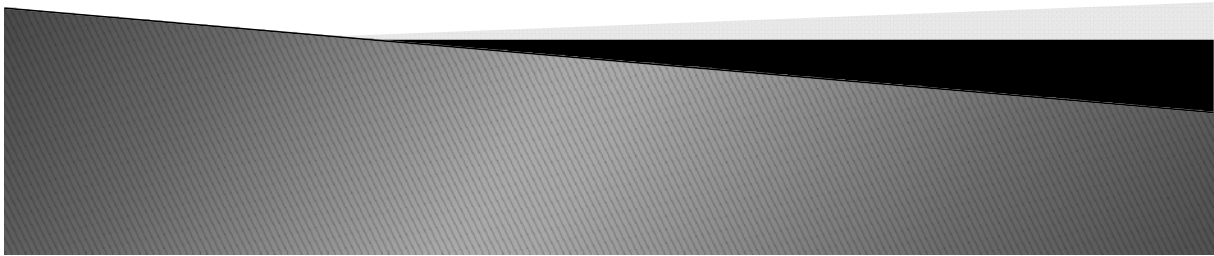


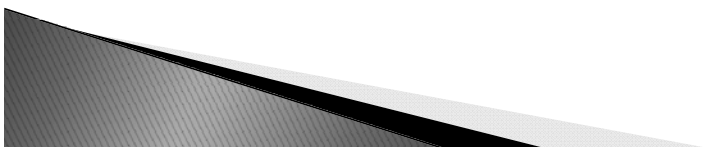
The Power of Growth Data

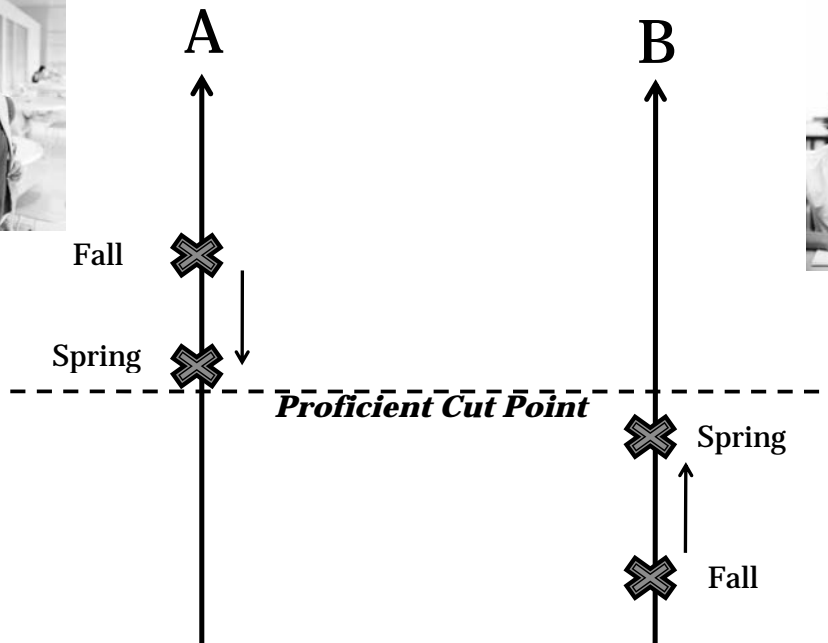
Sue Z. Beers
suebeers@netins.net



Stimulus Money...

What are we stimulating?





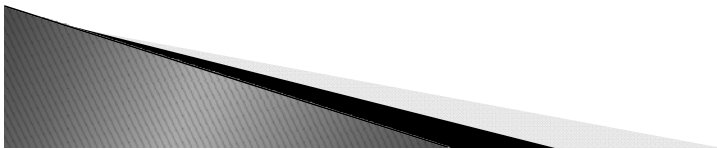
Which student had a “better” school year?

Making a Difference...

- ▶ It's the teacher in the classroom that makes the most difference in student achievement...
- ▶ In order to get a different result, we have to DO something DIFFERENT!

Typical growth

- ▶ Growth targets are created for each student based on
 - Grade level
 - Beginning RIT score



Internet Explorer browser window showing the NWEA Student Goal Setting Worksheet.

Address bar: <https://reports05.nwea.org/nwea/asp/Main.aspx>

Navigation links: Home, Search, Favorites, Back, Forward, Stop, Reload, Print, Mail, Share, etc.

Left sidebar menu:

- PORT LINKS
- Teacher Class
- view Default
- Teacher Class
- view
- al by RIT Band
- ade by RIT
- and
- xile Report
- udent Booklist
- udent Goal
- etting
- orksheet
- udent Projected
- rformance

GROUPING: Teacher: (All) Class: (All) Student: (All) Subject: (All)

NWEA Student Goal Setting Worksheet

Student: **Baker, Caitlyn** Term Range: **Fall 06 - Fall 07**

Teacher: **V Miller** Initial Grade: **7**

Students may want to challenge themselves for higher RIT growth than what is typical. The My Goal space can be used to identify that higher goal. Classroom assessment data should also be considered to ensure targeting the correct skill.

| Subject | RIT Score | | Fall 06 - Fall 07 | | | |
|-------------|-----------|-------------|-------------------|------------|---------|------------|
| | Fall 2006 | Spring 2007 | Typical Growth | RIT Target | My Goal | RIT Growth |
| Reading | 202 | 196 | 6 | 208 | | (4) |
| Mathematics | 199 | 201 | 7 | 206 | | 9 |

Reading

RIT ranges in bold indicate a relative area of strength, those in italics represent possible areas of concern.

| Goal Strand | RIT Range | |
|-----------------------------|----------------|----------------|
| | Fall 2006 | Spring 2007 |
| Information / Understanding | 197-210 | 197-210 |
| Lit Response / Expression | 200-214 | 193-206 |
| Analysis & Evaluation | <i>186-200</i> | <i>182-197</i> |
| Competencies | 195-209 | <i>182-197</i> |
| Lexile Range | 529-679 | 426-576 |

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Making a Difference...

| % Targets in Math | | % Targets in Reading | | % Targets in LA |
|-------------------|----|----------------------|----|-----------------|
| 100 | 73 | 94 | 65 | 100 |
| 100 | 71 | 88 | 64 | 88 |
| 100 | 70 | 85 | 63 | 87 |
| 90 | 50 | 83 | 63 | 84 |
| 90 | 45 | 83 | 60 | 80 |
| 87 | | 81 | 60 | 78 |
| 82 | | 80 | 57 | 76 |
| 79 | | 80 | 50 | 72 |
| 79 | | 74 | 50 | 71 |
| 78 | | 72 | | 71 |
| 78 | | 71 | | 68 |
| 75 | | 71 | | 65 |
| 74 | | 68 | | 64 |
| 74 | | 67 | | |

How do we get this level of student achievement?

- ▶ We **CHANGE** the way we teach!!!
- ▶ Pay attention to what the RIT score means: **Ready for Instruction Today!**

Des Cartes & Its Continuum



Des Cartes

- ▶ *Developed by NWEA, Des Cartes uses student RIT scores to show teachers what skills each student needs to:*
 - *Enhance*
 - *Develop*
 - *Introduce*

Des Cartes Layout

- Each Des Cartes Strand shows the spectrum of student skills for that RIT range.

THREE COLUMN LAYOUT

At a glance, educators can see the spectrum of skills and concepts a student may be learning.

Subject: Mathematics
Goal Strand: Measurement
RIT Score Range: 211 - 220

| Skills and Concepts to Develop 201 - 210 | Skills and Concepts to Develop 211 - 220 | Skills and Concepts to Develop 221 - 230 |
|--|--|--|
| Length, Weight, Mass, and Capacity Knows the approximate size of a container Knows the approximate size of a liquid Measures length in the real world Compares between inches and feet Solves simple problems involving measurement of length Knows the approximate size of a plate Knows the approximate size of a pencil Compares between milligrams and grams Compares between cups and pints Compares between cups, pints, and quarts | Length, Weight, Mass, and Capacity Knows the approximate size of a container Knows the approximate size of a liquid Measures length in the real world Measures length in the real world Compares between inches, feet, and yards Compares between inches, feet, and yards Solves simple problems involving measurement of length Solves simple problems involving measurement of weight Compares between cups, pints, quarts, and gallons Solves simple problems involving capacity | Length, Weight, Mass, and Capacity Knows the approximate size of a container Measures length in the real world Compares between feet, yards, and miles Compares between ounces, pounds, and tons Compares between cups, pints, and quarts Compares between cups, pints, quarts, and gallons Compares between cups, pints, quarts, and gallons Compares between cups, pints, quarts, and gallons |
| Time, Temperature, and Money Solves simple problems involving elapsed time, with the conversion of hours Compares the price of items among units of time | Time, Temperature, and Money Solves difficult problems involving elapsed time, with the conversion of hours Compares the price of items among units of time | Time, Temperature, and Money Solves difficult problems involving elapsed time, with the conversion of hours Compares the price of items among units of time |

So how do we “stimulate” student growth?

- Pay attention to the data! If you're not going to USE the data, don't give the test!
- Use intrinsic motivation
- Focus on growth, not status
- Use the tools to inform instructional decisions
- Believe you can make a difference!
- Our new mantra: It's not where we are, but where we are going!