

Using Data to Drive Instruction and Improve Student Outcomes

www.menti.com



PRESENTERS:

LOTTIE MITCHELL, CHIEF ACADEMIC OFFICER, GILMER COUNTY SCHOOLS, LMITCHELL@GILMERSCHOOLS.COM

KELLY ROGERS, DIRECTOR OF ELEMENTARY AND EARLY LEARNING, MURRAY COUNTY SCHOOLS, KELLY.ROGERS@MURRAY.K12.GA.US





Gilmer County At-A-Glance



- ▶ **4184 Students**
- ▶ **3 Elementary Schools**
 - ▶ **Ellijay Primary– Pre-K – 1st grade**
 - ▶ **Ellijay Elementary – 2 – 4th grade**
 - ▶ **Mountain View Elementary – Pre-K – 4th grade**
- ▶ **2 Middle Schools**
 - ▶ **Gilmer Middle School – 5 – 6th grade**
 - ▶ **Clear Creek Middle School – 7 – 8th grade**
- ▶ **1 High School – 9-12**
- ▶ **1 Alternative School Program**
- ▶ **545 Employees/320 Certified**
- ▶ **66.78% Free and Reduced**
- ▶ **12.7% EL**
- ▶ **10% SWD**



Murray County At-A-Glance

7200 Students
6 Elementary Schools
2 Middle Schools
2 High Schools
1 Alternative School
800 Employees/550 Certified
77% Free and Reduced
11% EL
10% SWD

**160 Day Calendar Labor Day
to Memorial Day**

Interim Superintendent





Bringing MAP Growth to Murray County Schools

OUR JOURNEY

CHAPTER 1

The Heartbeat of our School System



Provide the best possible learning environment for all students.

Thriving classrooms where students are learning at high levels.

No Exceptions, No Excuses

Successful students post high school

HOW

ARE

WE

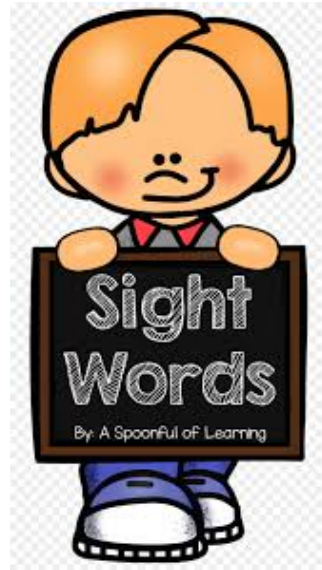
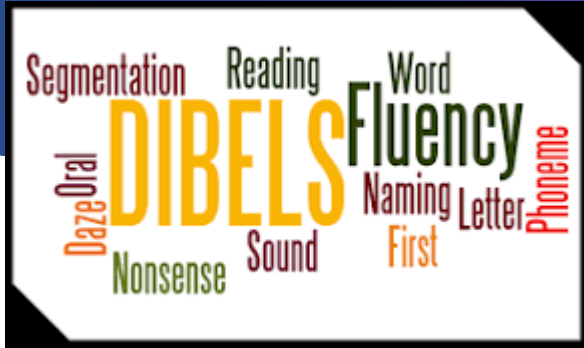
DOING?



Grade 3-8	2016	2017	2018	StateWide
ELA	70%	72%	68%	73%
Math	81%	80%	81%	79%
Science	75%	71%	75%	66%
Social Studies	77%	79%	80%	77%

Grade Level	2016	2017	2018	StateWide
3rd Grade	60%	66%	66%	67%
4th Grade	69%	67%	63%	73%
5th Grade	71%	74%	73%	76%
6th Grade	72%	71%	68%	69%
7th Grade	69%	71%	63%	71%
8th Grade	80%	82%	74%	79%

Grade Level	2016	2017	2018	StateWide
3rd Grade	72%	69%	66%	68%
4th Grade	54%	54%	53%	63%
5th Grade	72%	77%	64%	66%
6th Grade	60%	61%	59%	61%
7th Grade	71%	73%	62%	71%
8th Grade	82%	84%	67%	73%
9th Grade	79%	83%	77%	79%
11th Grade	62%	69%	66%	75%



Phonics
ee ur ow
wh y au

How are we doing?

RTI Hot Mess

Hundreds of students in RTI and none were improving

Literacy achievement was falling below expectation

Subgroups

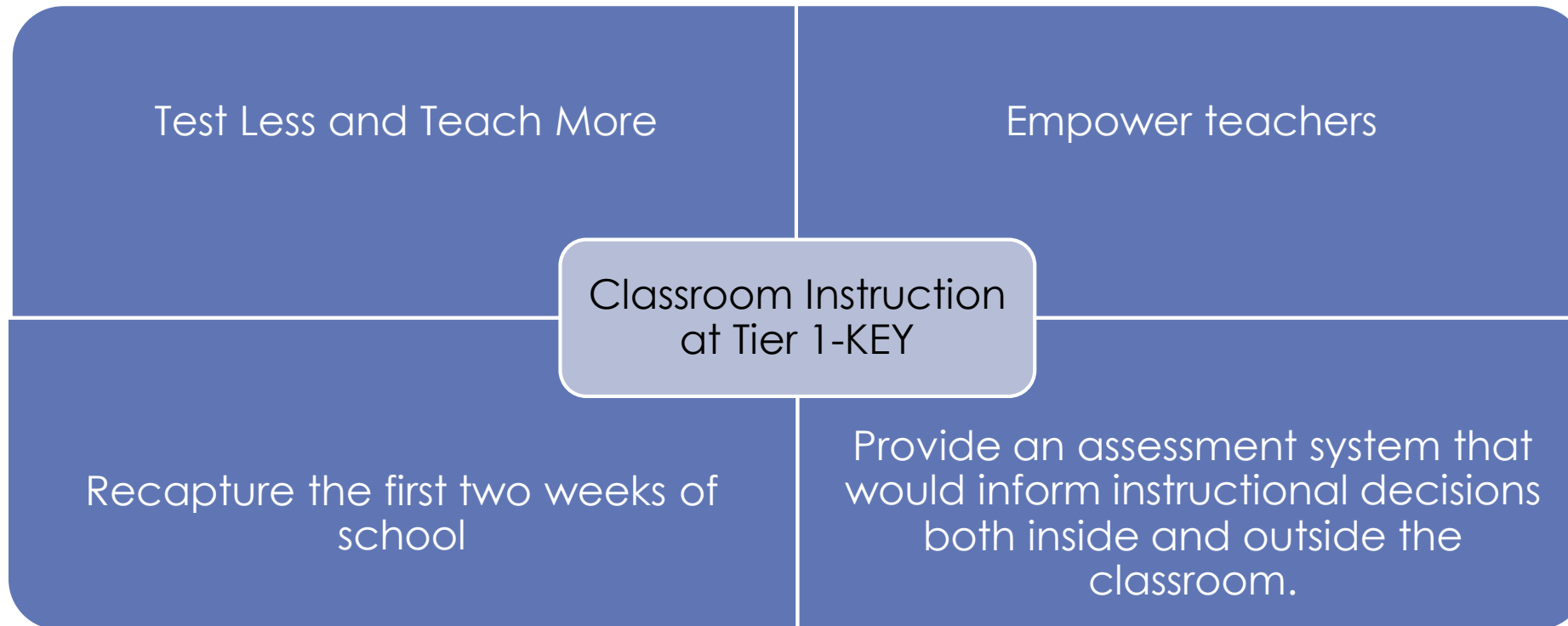
Special Education and Gifted population

Tier 1 Concerns
Lacking Rigor

Assessment Heavy

Flat to declining achievement in content areas and overall district performance

How can we take back the classroom?



“If we are not going to assess, then what do we do the first weeks of school?”

MAP Growth

Practical Answer to a Complex Problem

Reliable Data

RTI Resign
Tiered
Instruction

Eliminated
guessing game

Measure growth
as a result of our
decisions

District Priorities
and Professional
Learning Needs

Foundation for
all future work

Assessment Priorities with MAP Growth as the Foundation

- ▶ Eliminated DIBELS and SRI except in high school (SRI)
 - ▶ Eliminated several district benchmark tests at certain grade levels
- ▶ Hunted down those elusive “district” assessments and eliminated, shifted, or scaled down
 - ▶ Changed pacing guides to protect first two weeks of school
- ▶ Implemented standards-based report cards in first and second grade
- ▶ **Implemented MAP Growth in K-8 and two intervention English classes at the high schools**



MAP Growth Data-Driver



Raise Achievement

Effective RTI

**Tiered Instruction with
remediation**

Effective PLCs

Sound Tier 1 Instruction

Solid foundation-MAP Growth

Next Steps for Murray County

Literacy Confirmed

Nonfiction
Vocabulary

Priority need for
school-wide
remediation

Principal
conversations with
district directors
and teachers

Teachers of
Reading
Summer Reading
Institute

Double down at
Tier 1 (learning
continuum) and
get serious about
remediation

A Time of Uncertainty and Challenges Gilmer

- ▶ Economic Recession – closed an elementary school and restructured to current structure in 2011
- ▶ The closing of the elementary school was extremely unpopular with part of the community and three board members lost elections in 2012
- ▶ A year later, the new board of education relieved the Superintendent of his duties
- ▶ A middle school principal became Superintendent for 1 ½ year before BOE relieved him of his duties.
- ▶ In a seven year period, GCSS had five superintendents.
- ▶ The moving of principals and other leaders resulted in changes in administration in almost every school.
- ▶ This was a time of turmoil and uncertainty.
- ▶ GCSS has now had the same superintendent for four years and the system has begun to experience stability and continuity under her leadership.



The Path to School Improvement

- ▶ The new Superintendent and district leadership worked together to focus on several initiatives.
- ▶ **The need for a common assessment to measure growth and proficiency – and provide insights to help tailor instruction – NWEA MAP pilot 2015-16 – K-4th grades. Year 2 – K – 8, Year 3 & 4 – K-8 and two 9th Grade Lit and Algebra I support classes with adjusted schedules.**
- ▶ New Elementary Schedule with built-in extensions – Tier I is protected. Extensions for math and reading – remediation - enrichment
- ▶ New Strategic Plan - Began process in 2015-2016 with committee made up of teachers, staff, administrators and community members. Sub committees for each target area– revisited and revised each year – living document – agendas from every meeting (Leadership, faculty, BOE) focus on target areas
- ▶ Professional Learning Communities – Partnered with Solution Tree in 2015-2018 – On-site Trainings, Global PD – Book Study, Learning By Doing, Culture Keepers Conference
- ▶ PBIS – District implementation – 2017-2018
- ▶ Growing Readers Grant – 2017-2018
- ▶ L4GA Grant – Literacy 2017-2018



Features of MAP – Measures of Academic Progress

- ▶ Data is individualized to show academic progress, yet is analyzed with respect to national norms set by NWEA
- ▶ Provides a Lexile Range for Reading
- ▶ Untimed and students will be tested 3 times per year in Reading and Math – computer adaptive assessment
- ▶ Data can be looked at from test to test, season to season, and year to year
- ▶ Projects Proficiency on High Stakes Testing (Milestones)
- ▶ Results are immediate, reports can be pulled in 24 hours
- ▶ Following each testing period, parents will receive a report showing their child's growth
- ▶ Identifies where students strengths are and where help is needed
- ▶ Promotes Informed Decision Making – Differentiated Instruction, Remediation, Acceleration
- ▶ “MAP is a tool to help students, parents, and teachers identify strengths and opportunities, and focus instruction on the areas of greatest need” NWEA
- ▶ MAP is an assessment *FOR* Learning, not *OF* Learning.



Class Breakdown by RIT

- ▶ Principals will Group Students by RIT Bands (Rasch unit – Ready for Instruction Today) for Extension
- ▶ Use for Extension Periods
 - ▶ Remediation – EIP – 34%ile and below
 - ▶ Acceleration – 90%ile and above-screen for gifted
- ▶ Use to Differentiate Instruction
 - ▶ Breakdown Domain Areas
 - ▶ Identify Strengths/Weaknesses
- ▶ Links to Learning Continuum
 - ▶ Learning Statements

Breakdown by RIT shows the high level

Class Breakdown by: RIT

Create a PDF version of this report: Letter 8 1/2x11" Create PDF

Subject	Overall Score			
	121-130	131-140	141-150	151-160
Mathematics	J.A. Dahlquist (125) J.E. Sirgo (128)	F.E. Davidson (134) T.S. Bitterman (138) C.L. Berns (139)	J.N. Felipe (142) B.R. Lawrence (142) R.C. Carson (144) L.A. Smith (144) L.S. VanAllen (144) B.N. Linton (146) N.R. Biaggi (150) B.D. Dallman (150)	H.I. Carston (153) B.O. Glander (154)
Reading	J.E. Sirgo (127) J.N. Felipe (130)	T.S. Bitterman (136) L.A. Smith (137) B.D. Dallman (140) B.O. Glander (140)	H.I. Carston (141) J.A. Dahlquist (142) B.R. Lawrence (144) C.L. Berns (145) F.E. Davidson (145) L.S. VanAllen (148)	B.N. Linton (151) R.C. Carson (152) N.R. Biaggi (155)

Each subject links to the breakdown by goals

Class Breakdown by: Goal

Subject: Reading

Create a PDF version of this report: Letter 8 1/2x11" Create PDF

MAP: Reading Primary Grades Common Core 2010 / Common Core English Language Arts K-12: 2010

Goal	Goal Score					
	111-120	121-130	131-140	141-150	151-160	161-170
Foundational Skills		J.E. Sirgo (127)	J.N. Felipe (130) B.D. Dallman (140) J.A. Dahlquist (142) L.S. VanAllen (148)	T.S. Bitterman (136) L.A. Smith (137) B.O. Glander (140) H.I. Carston (141) B.R. Lawrence (144) C.L. Berns (145) F.E. Davidson (145) R.C. Carson (152) N.R. Biaggi (155)	B.N. Linton (151)	
Language and Writing	J.E. Sirgo (127)	L.A. Smith (137)	J.N. Felipe (130) T.S. Bitterman (136) H.I. Carston (141) B.R. Lawrence (144) F.E. Davidson (145)	B.D. Dallman (140) B.O. Glander (140) C.L. Berns (145) R.C. Carson (152)	J.A. Dahlquist (142) L.S. VanAllen (148) B.N. Linton (151) N.R. Biaggi (155)	
Literature and Informational		J.E. Sirgo (127) J.N. Felipe (130)	T.S. Bitterman (136) L.A. Smith (137) B.D. Dallman (140) H.I. Carston (141)	B.O. Glander (140) J.A. Dahlquist (142) C.L. Berns (145)	F.E. Davidson (145) L.S. VanAllen (148) B.N. Linton (151) N.R. Biaggi (155)	R.C. Carson (152)

Links to the Learning Continuum and applicable learning statements

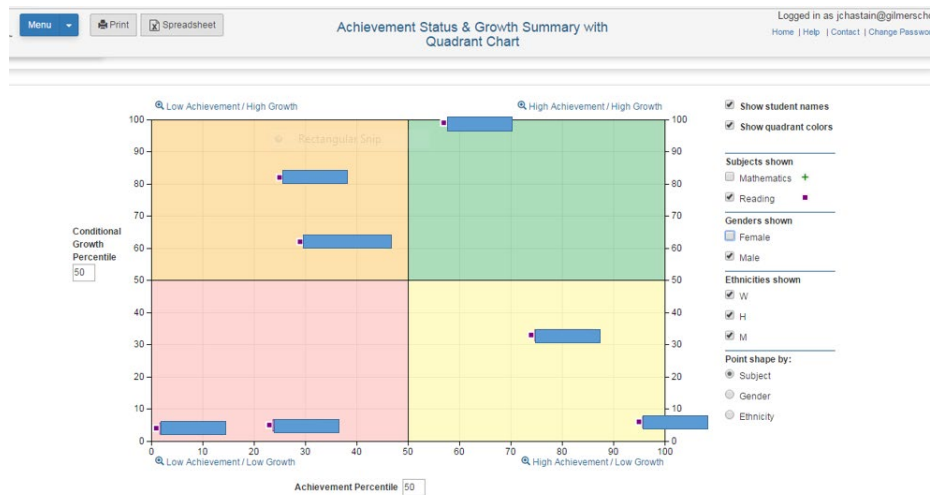
Learning Continuum

- ▶ What Students are Ready to Learn
- ▶ Teachers use Learning Continuum
- ▶ Create Skill-Based Workgroups
- ▶ Guides Extension Period Classroom Instruction
- ▶ Skills and Concepts Listed
 - ▶ Domains
 - ▶ Standards
 - ▶ Grade Levels

<u>161-170</u>	<p>3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p> <ul style="list-style-type: none"> • Multiplies one-digit whole numbers by multiples of 10 using models 	No Students
<u>171-180</u>	<p>3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <ul style="list-style-type: none"> • Adds whole numbers with sums within 1,000, no regrouping • Adds whole numbers with sums within 1,000, with regrouping • Composes or decomposes whole numbers to create equivalent expressions • Subtracts whole numbers within 1,000, no regrouping • Understands the inverse relationship between addition and subtraction, whole numbers within 20 	No Students
<u>181-190</u>	<p>3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <ul style="list-style-type: none"> • Adds three or more whole numbers with sums greater than 100 • Adds whole numbers with sums within 1,000, with regrouping • Composes or decomposes whole numbers to create equivalent expressions • Subtracts whole numbers within 1,000, no regrouping • Subtracts whole numbers within 1,000, with regrouping • Understands the inverse relationship between addition and subtraction, whole numbers within 20 <p>3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p> <ul style="list-style-type: none"> • Multiplies one-digit whole numbers by multiples of 10 	<p><u>Griffin, Sabrina</u> Overall RIT: 185 Goal Range: 183-195</p> <p><u>Raymundo-Lopez, Amalia</u> Overall RIT: 185 Goal Range: 179-191</p> <p><u>Ramos-Ramirez, Eric</u> Overall RIT: 184 Goal Range: 184-196</p> <p><u>Lopez-Reynoso, Gladys</u> Overall RIT: 183 Goal Range: 183-195</p> <p><u>Guzman-Pantoja, Jessica</u> Overall RIT: 182 Goal Range: 182-194</p>

MAP Data Dig – Tier III

- ▶ After the Mid-Year Map Administration, Ellijay Elementary School's leadership team consisting of the principal, assistant principal and academic coach lead their teachers through a Data Dig.
- ▶ First they conducted a Tier III Data Dig with the Intervention Teachers to determine continuation of service or eligibility for Tier III interventions.
 - ▶ They reviewed the Quadrant Report and Student Achievement Reports to measure progress and achievement. They also reviewed the Projected Proficiency Classroom Reports, which predicts performance on the GA Milestones – Beginning, Developing, Proficient or Distinguished Learners.



Quadrant	Name	WI 2017 Grade	WI 2017 Date	Achievement Status				Growth				Comparative			
				Fall 2016		Winter 2017		Student				Conditional Growth Index	Conditional Growth Percentile		
				RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE			Growth Index	Met Projected Growth
▼ Reading: 7 students															
		2	12/5/16	184-187-190	75-81-86	189-192-195	67-74-81	194	7	5	4.7	-2	No	-0.4	33
		2	12/5/16	153-156-159	10-13-18	181-185-189	48-57-66	167	11	29	4.7	18	Yes	3.3	99
		2	12/5/16	168-171-174	36-44-53	168-171-174	17-23-30	180	9	0	4.6	-9	No	-1.7	5
		2	12/5/16	143-147-151	3-5-7	145-149-153	1-1-3	159	12	2	5	-10	No	-1.7	4
		2	12/5/16	153-156-159	9-14-19	169-172-175	18-25-33	167	11	16	4.8	5	Yes	0.9	82
		2	12/5/16	208-211-214	99-99-99	203-207-211	92-95-97	216	5	-4	4.8	-9	No	-1.6	6
		2	12/5/16	158-162-166	17-24-32	171-174-177	22-29-37	172	10	12	5.1	2	Yes	0.3	62

MAP Data Dig – Tier I

- ▶ The leadership also conducted a Tier I Data Dig with all homeroom teachers
- ▶ Purpose - To identify instructional strengths and areas of focus in relation to ELA and math instruction, as well as effectiveness in reaching students of varying achievement levels
- ▶ Homeroom teachers were asked to list their students, their extension teacher. Teachers recorded each child's Fall and Winter RIT score. Teachers also recorded the child's percentile and color coded it as seen on the class report.
- ▶ Teachers also had to indicate if the student met his/her growth, achievement and growth as high or low and indicate the GMAS projection.

Tier I Data Dig... Grade 3 Core – Math

Data Dig...Winter 2016-17						Math			
Student Name	EXT. Teacher	Fall RIT		Win. RIT		Met Growth	Achievement	Growth	Current Grade/ GMAS Projection
HR Student 1	West	182	29	197	52	Yes	High	High	Developing
HR Student 2	Adams	173	11	194	43	Yes	Low	High	Developing
HR Student 3	Mull	191	55	196	49	No	High	Low	Developing
HR Student 4	Adams	170	7	179	9	Yes	Low	High	Developing
HR Student 5	Adams	172	9	187	24	Yes	Low	High	Beginning
HR Student 6	Sanford	199	77	206	77	Yes	High	High	Proficient
HR Student 7	Adams	172	9	187	24	Yes	Low	High	Developing
HR Student 8	Mull	193	61	206	77	Yes	High	High	Proficient
HR Student 9	Kries	185	37	194	43	Yes	Low	High	Developing
HR Student 10	Callihan	192	58	195	46	No	Low	Low	Developing
HR Student 11	Mull	200	79	205	74	No	High	Low	Proficient
HR Student 12	Eubanks	189	49	202	67	Yes	High	High	Proficient
HR Student 13	Gearhart	165	3	184	17	Yes	Low	High	Developing
HR Student 14	West	188	46	191	34	No	Low	Low	Developing
HR Student 15	West	182	29	193	40	Yes	Low	High	Developing
HR Student 16	Mull	202	83	200	61	No	High	Low	Proficient
HR Student 17	Mull	195	67	205	74	Yes	High	High	Proficient
HR Student 18	Eubanks	187	43	197	52	Yes	High	High	Developing
HR Student 19	Sanford	202	83	223	98	Yes	High	High	Distinguished
HR Student 20	Bennett	175	14	193	40	Yes	Low	High	Developing
HR Student 21	Sanford	194	64	192	37	No	Low	Low	Developing
HR Student 22	Watkins	170	7	194	43	Yes	Low	High	Developing
HR Student 23	Sanford	209	93	215	92	Yes	High	High	Distinguished
		Number	Color	Number	Color	Yes/No	High/Low	High/Low	Report Card

Class Report

Mathematics

Summary	
Total Students With Valid Growth Test Scores	37
Mean RIT	206.7
Median RIT	207
Standard Deviation	9.9
District Grade Level Mean RIT	203.1
Students At or Above District Grade Level Mean RIT	24
Norm Grade Level Mean RIT	211.9
Students At or Above Norm Grade Level Mean RIT	10

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Mathematics	10	27%	11	30%	7	19%	8	22%	1	3%	205-207-208	207	9.9

MAP Data Dig – Tier II

- ▶ The leadership team lead a Tier II data dig with all extension teachers.
- ▶ Purpose – To determine teacher effectiveness in reaching the individual needs of students and to evaluate structure of the instructional plan.
- ▶ Extension teachers were asked to list their students, their homeroom teacher. Teachers recorded each child’s Fall and Winter RIT score. Teachers also recorded the child’s percentile and color coded it as seen on the class report.
- ▶ Teachers also had to indicate if the student met his/her growth, achievement and growth as high or low and indicate the GMAS projection.

Tier II Data Dig...Grade 3 Math Extension

Data Dig...Winter 2016-17					Math....Extension				
Student Name	HR Teacher	Fall RIT		Win. RIT		Met Growth	Achievement	Growth	Current Grade/GMAS Projection
EXT Student 1	Ledford	202	83	202	67	No	High	Low	Proficient
EXT Student 2	Mull	191	55	196	49	No	Low	Low	Developing
EXT Student 3	Barnes	206	90	205	74	No	High	Low	Proficient
EXT Student 4	Barnes	195	67	208	81	Yes	High	High	Proficient
EXT Student 5	Mull	193	61	206	77	Yes	High	High	Proficient
EXT Student 6	Adams	194	61	200	61	No	High	Low	Proficient
EXT Student 7	Barnes	201	64	204	72	No	High	Low	Proficient
EXT Student 8	Callihan	201	81	202	67	No	High	Low	Proficient
EXT Student 9	Barnes	199	81	204	72	No	High	Low	Proficient
EXT Student 10	Callihan	196	77	206	77	Yes	High	High	Proficient
EXT Student 11	Mull	200	69	205	74	No	High	Low	Proficient
EXT Student 12	Eubanks	206	90	205	74	No	High	Low	Proficient
EXT Student 13	Mull	202	83	200	61	No	High	Low	Proficient
EXT Student 14	Callihan	196	69	212	88	Yes	High	High	Proficient
EXT Student 15	Mull	195	67	205	74	Yes	High	High	Proficient
EXT Student 16	Callihan	197	72	204	72	Yes	High	Low	Proficient
EXT Student 17	Barnes	198	75	206	77	Yes	High	High	Proficient
EXT Student 18	Watkins	204	87	208	81	No	High	Low	Proficient
EXT Student 19	Ledford			201	64				Proficient
EXT Student 20	Watkins	194	64	202	67	Yes	High	High	Proficient
EXT Student 21	Callihan	202	83	208	81	Yes	High	High	Proficient
		Number	Color	Number	Color	Yes/No	High/Low	High/Low	Report Card

Teacher Effectiveness

Teacher Effectiveness Measures TIER I & TIER II

Mid-Year Conferences

- All TKES evaluated teachers
- Teachers were asked to share data, personal analysis, and how this data would drive instruction in their classroom.
- Discussed importance of PLCs in building teacher capacity.

3rd Grade Math	
Teacher A	80.00%
Teacher B	79.20%
Teacher C	76.20%
Teacher D	73.90%
Teacher E	72.70%
Teacher F	65.20%
Teacher G	63.20%
Teacher H	48.00%
Teacher I	41.70%
	66.68%

3rd Grade Math Extensions	
Teacher A	95.00%
Teacher B	92.30% EIP
Teacher C	83.30% EIP
Teacher D	83.30% EIP
Teacher E	81.80% EIP
Teacher F	77.80%
Teacher G	72.70% EIP
Teacher H	70.00% EIP
Teacher I	61.10%
Teacher J	56.30%
Teacher K	45.00%
Teacher L	41.70% EIP
Teacher M	27.80%
	68.32%

District Uses of MAP Data

- ▶ After the MAP window is closed, district results are available within 24 hours.
- ▶ In leadership meetings, scores for all schools and district scores are shared and discussed.
 - ▶ Review Achievement for each grade level, reading and math for each school and as a district
 - ▶ Review Progress for each grade level, reading and math for each school and as a district
 - ▶ Closing the gap – look at RIT compared to national norms.
- ▶ Principals and directors conduct data digs.
- ▶ Trends are identified.
- ▶ Data is used...
 - ▶ to guide school and district improvement plans.
 - ▶ to measure effectiveness of programs and initiatives
 - ▶ to plan professional learning.

Improvement Journey

- ▶ Gilmer is now in its fourth year of utilizing MAP data.
- ▶ We now have four years of data on our students.
- ▶ Each year we become more proficient in understanding reports and utilizing all the data available at our finger tips.
- ▶ It drives discussions (learning continuum) in PLCs.
- ▶ We have immediate feedback on student progress and achievement
- ▶ We have accountability in K – 2nd grade.
- ▶ No longer is third grade the first year students are exposed to on on-line assessments.
- ▶ Our students have a better understanding of MAP and each student sets personal goals.
- ▶ Our parents are more familiar with the reports
- ▶ The use of MAP data is playing a role in moving our district forward.

2012 – 2018 Gilmer District CCRPI Scores

Gilmer	2012	2013	2014	2015	2016	2017	2018 *
Elementary	70.9	68.9	71.9	71.1	67.6	74.3	82.8
Middle	77.6	83.5	76.8	77.6	80	79.1	80.7
High School	60.9	73	71.1	68.1	68.9	71.0	70.4
District	69.8	73.9	72.9	71.7	71.3	75.2	78.6
	4.3	1.9	0.6	3.8	2.3	.2	2.00
Georgia	2012	2013	2014	2015	2016	2017	2018
Elementary	74.5	77.8	72.7	76	71.7	72.9	77.8
Middle	73.8	74.6	73.8	71.2	71.5	73.0	76.2
High School	72.8	71.8	68.4	75.8	75.7	77.0	75.3
State	74.1	75.8	72.3	75.5	73.6	75.0	76.6

