MAP Instructional Leadership Institute

THE BIG DIG 2023!

Informational Webinar | May 16, 2023 | 3:30 PM EST

LEARNING INTENTIONS

- How to use Zoom
- District expectations:
  - Paperwork for payment
  - Keep cameras on during the sessions
  - Sign-in for AM and PM for each day
- Where will my handouts be housed?
- Key Terms To Know
- Questions to ask about your data
- Which reports answer my questions?
- Materials you **MAY** receive:
  - Shadows of a Neanderthal
  - Math Game for Geometry & Measurement
  - Reading Strategies Book 2.0
  - Learning Link Take-Home Kit
- Show Us Your Digs!

ZOOM

- Do you know how to rename yourself?
- Do you know how to chat?
- How do I mute and unmute myself?
- How do I enter a breakout room?
- How do I raise my hand?

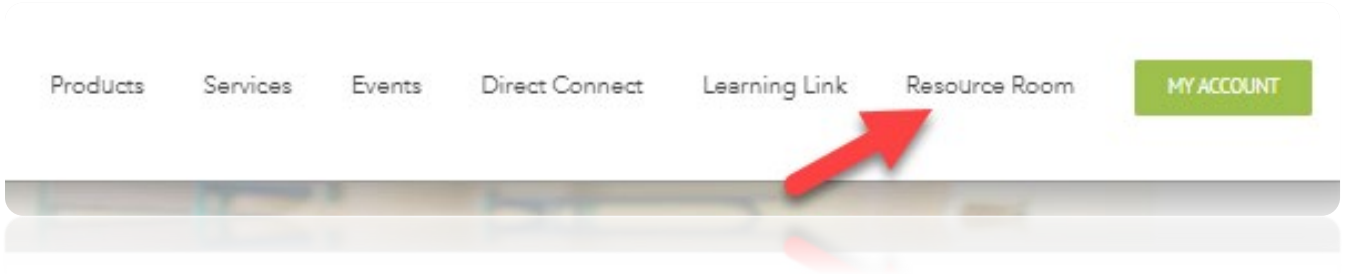
- Any issues during the session, text Nicole at (321) 863-3253

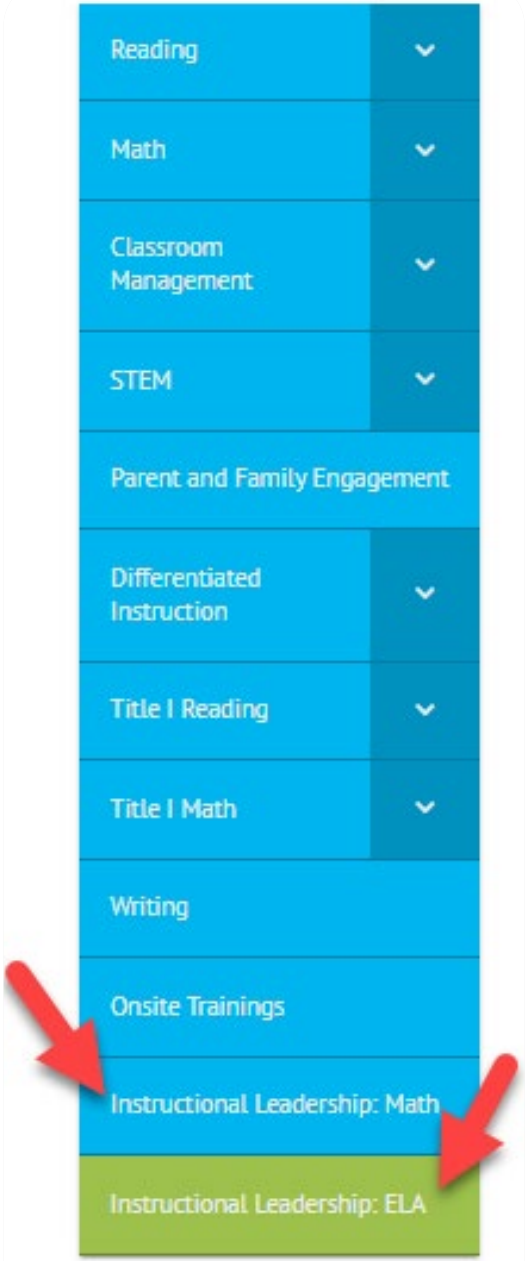
DISTRICT EXPECTATIONS

- Paperwork for payment:
  - If you are new and eligible, then Diane will email you the forms that need to be completed
  - If you have moved or had a name change then you need new paperwork (Email Diane Owens at diane.owens@palmbeachschools.org)
- Keep cameras on during the sessions
  - If you have a team of teachers at your school, then we will also have someone at your school type their names in the chat
- Sign-in for AM and PM for each day
  - Google form emailed to you in the AM & PM

TRAINING RESOURCES

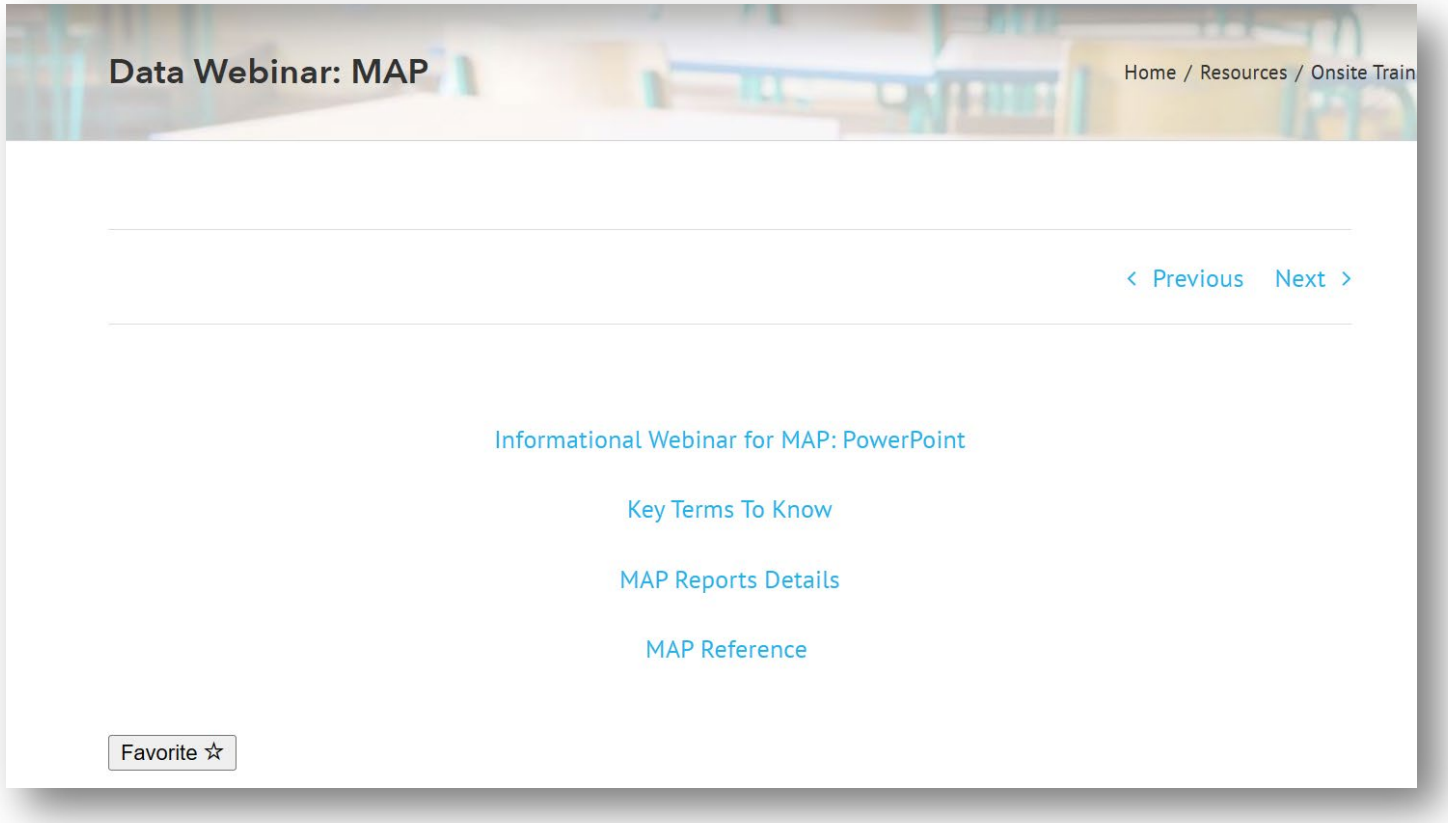
- https://connectedclass.com/
- Resource Room
- Instructional Leadership: Math or ELA





TRAINING RESOURCES

- Data Webinar: MAP



KEY TERMS TO KNOW

Terms: Score Types

Scale Scores: A type of test score that converts a student's raw score (the actual number of questions answered correctly) into a score on a common scale for a particular state's test, in order to control for slight variations between different versions of the same test. Scale scores are helpful because each year most testing programs use a different version of their test, which may differ from a previous version in the number or difficulty of questions. Scale scores make it possible to compare performance on different versions of the same test from year to year. Scale scores are the best score to use when showing growth at the individual student level. Some assessments give you charts to show you what an average year growth looks like.

National Percentile Scores (NP): represents the percentage of students in the national norm group whose score was at or below a student's score. Example: A student whose NP is 70 performed better than 70% of those students who took the test when it was normed. NP scores range 1 to 99. NP scores are NOT percent correct scores. NP scores should not be added or subtracted because they are not an equal-interval scale score. Since the NP are on a bell curve and not an equal interval scale, you should not report an NP score to represent individual student growth. One advantage to using the NP is easier to explain and understand. Percentile ranks are especially useful for profile analysis determining the areas of relative strength and weakness for an individual student, class or grade group. If a student makes "normal" growth for his/her achievement level, percentile ranks will not change much from year to year. A student achieving at the 90th percentile will need to grow more than a student achieving at the 20th percentile level to remain at the 90th percentile the following year.

Normal Curve Equivalent (NCE): see attached handout for even more detail.

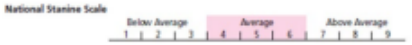
The Normal Curve Equivalent (NCE) is a score that is based on national percentiles (NP), but has an advantage over NP scores when comparing results for groups of students and when assessing changes in achievement over time. NCE scores based on national norming samples will always be set so that the mean is 50, no matter the grade level of the test. The average student in the United States will be a better reader in grade 5 than in grade 4, but this average student would have an NCE 50 in grade 4 and a 50 in grade 5. The NCE gain for this student is 0. **A student with a positive NCE gain score would have improved more than the average student; a student with a negative score would have learned less than the average student. Differences of fewer than 11 NCE units would not be considered educationally significant for an individual student.** Unlike NP scores, you can average NCE scores for a group, like all students in your class. If you are teaching seventh grade mathematics, you could find the average NCE gain for your group of students by taking the difference of the average seventh grade math test scores minus the average sixth grade test scores. If the difference is zero or close to zero, the class has learned as much mathematics during seventh grade as the average seventh grader in the nation. **Differences of 7 or more NCE units represent educationally significant changes for a classroom of students.**

NCE scores are good for showing grade to grade level growth, school comparisons and growth across time.

NP of the Mean NCE: This score allows comparison between groups. (Example: teacher can see his students' performance in relation to all schools in the system or nation. To break it down, this score is simply a statistically correct way of showing what the "average national percentile score is for a group" so that you can compare groups.
For example,

1) A principal may want to report how an average 4th grader is performing at their school. Rather than use NCE scores that may confuse a parent or someone that is not an educator, by averaging the NCE scores and associating the NP of that score, it would be correct to say, our average 4th grader at our elementary school is scoring at the 70th percentile in Reading.
2) Teacher may use this score to know how her class is ranked in comparison with other 4th graders locally or nationally.

National Stanines: The stanine (like the scale score and NCE score) has the advantage of being an equal-interval scale, meaning that it can be treated arithmetically to add, subtract or average group gains. The Stanines are single digit numbers are less likely to be confused with the percentage of items answered correctly. The Stanine is usually a simple, easily understood score that shows whether or not a student, class or school is performing below, average or above average with their representative peers.



RIT Score: Rasch Unit Scale. RIT scales are stable, equal interval scales that use individual item difficulty values to measure student achievement independent of grade levels (across grade levels). Useful for measuring growth.

ESSENTIAL QUESTION

How can we use the information gathered from summative assessments to help focus our instruction and increase student achievement in 2023-2024?

QUESTIONS TO ASK ABOUT YOUR DATA

- What do you want to know?

1. What growth have we seen since the fall?
2. How did our students perform compared to last year's students? Year before?
3. How did our students compare to the nation and/or other schools in our district?
4. What are our areas of strength?
5. What are our Greatest Areas of Need?
6. Did our new curriculum impact student scores?

MAP: SCHOOL/DISTRICT REPORTS

School or District Level

Required Role: Administrator or District Assessment Coordinator. Also School Assessment Coord. for marked* reports.

Name	Key Data	Key Uses
District Summary Report	Aggregate results across all terms	Present district results
Grade Report *	Performance for a selected term, including norms	Analyze current needs
Grade Breakdown*	Performance for a selected term in spreadsheet format (CSV)	Sort and group students
Projected Proficiency Summary Report	Aggregated projections of performance on state and college readiness tests	Adapt instruction
Student Growth Summary Report*	Aggregated growth compared to norms	Adapt instruction and curriculum

Grade Report

Student Growth

- https://teach.mapnwea.org/assist/help_map/Content/Data/MAPReportsSummary.htm#School

MAP: CLASS REPORTS

Class Level

Required Role: Instructor, Administrator, or Assessment Coordinator (School or District)

Name	Key Data	Key Uses
Achievement Status and Growth Report	Growth projections, comparisons, quadrant chart	Plan, evaluate, and visualize growth
Class Report	Performance for a selected term, including norms	Analyze current class needs
Class Profile Report (Beta)	Interactive class performance data for a selected term, including norms and direct access to individual Student Profile reports	Analyze current class needs
Class Breakdown by RIT, Class Breakdown by Instructional Area	Students grouped by scores	Group students + adapt instruction
Class Breakdown by Projected Proficiency Report	Projected performance on state and college readiness tests	Adapt instruction
Learning Continuum	Learning statements	Adapt instruction

Video

MAP: STUDENT REPORTS

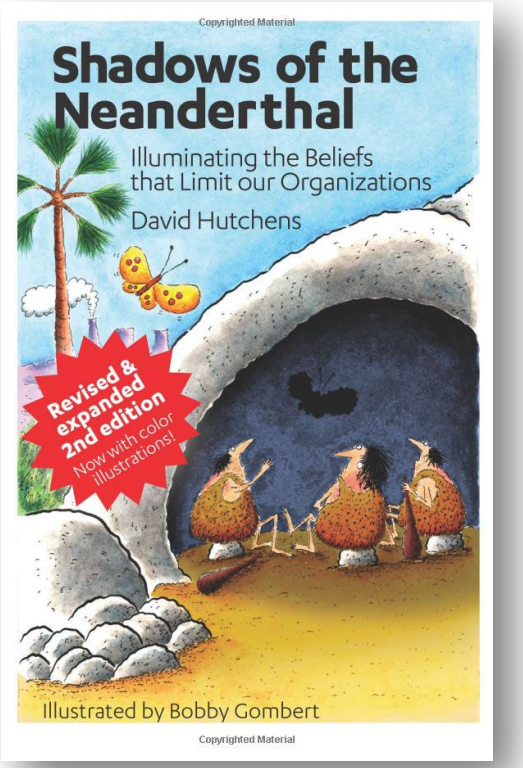
Student Level

Required Role: Instructor, Administrator, or Assessment Coordinator (School or District)

More help:
NWEA Support

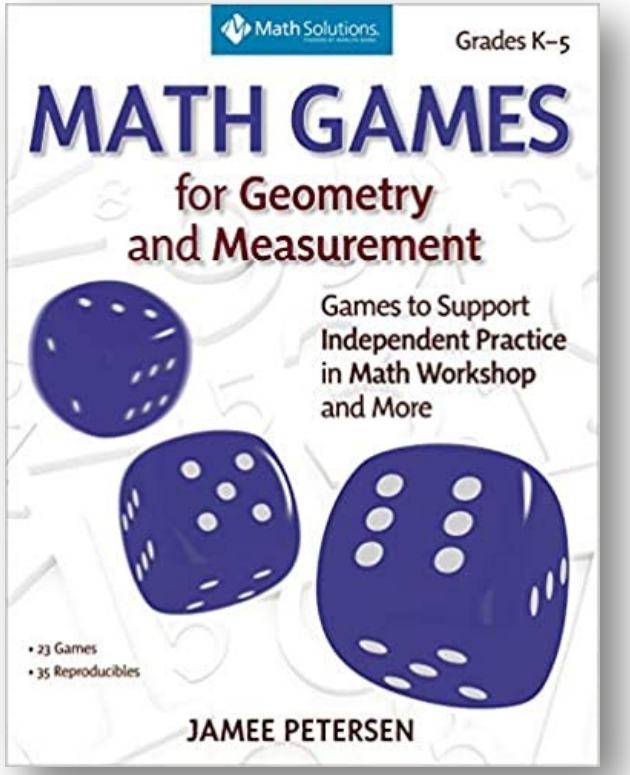
Name	Key Data	Key Uses
Family Report	One stop for all student data	Advise each student + talk with family + set growth goals
Student Profile Report		
Student Progress Report	Overall progress from all past terms	Communicating growth
Student Goal Setting Worksheet	Growth projections and form to complete	Setting growth goals

MATERIALS YOU MAY RECEIVE



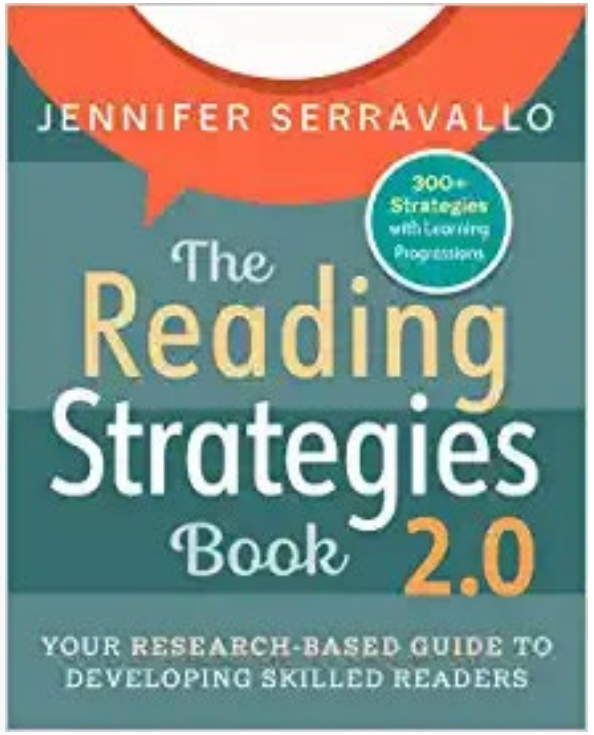
If you signed up before April 7th you will receive:

- Shadows of the Neanderthal by David Hutchens



If you signed up for Math ILI before April 7th you will receive:

- Math Games by Jamee Petersen



If you signed up for ELA ILI before April 7th you will receive:

- The Reading Strategies Book 2.0 by Jennifer Serravallo

If you signed up for either ILI before April 7th and did not attend last year you will receive:

- Learning Link Kit

SHOW OFF YOUR DIGS!

DAY ONE:

BIG DIG DATA DAY!

- Dissect data with Point and Ponder

Study Human Activity Day:
Dress as an Archeologist or Caveman!

DAY TWO:

BIG DIG: MATH/ELA

- Determine your Greatest Area(s) of Need
- Develop a goal you want to reach
- Reflect on target standards and curriculum

I See What You Mean Day:
Bring a magnifying glass and/or a pair of sunglasses.

DAY THREE:

BIG DIG: MATH/ELA

- Develop an action plan
- Review resources to help your school reach the targeted goal

Button Down Your Plan Day:
Wear your favorite button-down shirt to create your action plan!