

Dropout Prevention Through Data and Assessment Literacy

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April 12, 2011



Solutions
to the Dropout Crisis



NATIONAL DROPOUT PREVENTION CENTER/NETWORK AT CLEMSON UNIVERSITY

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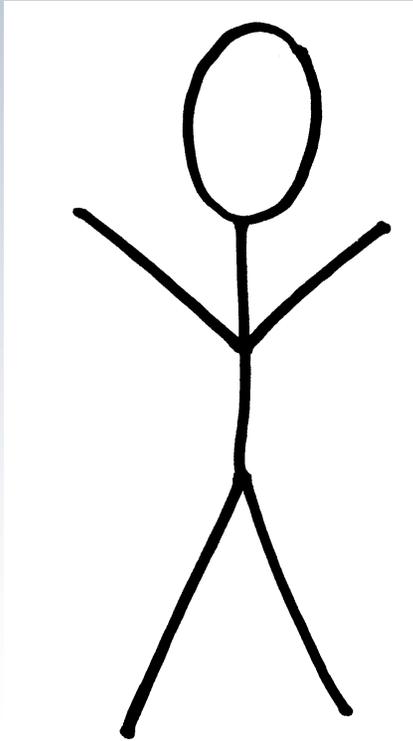


Today's Agenda

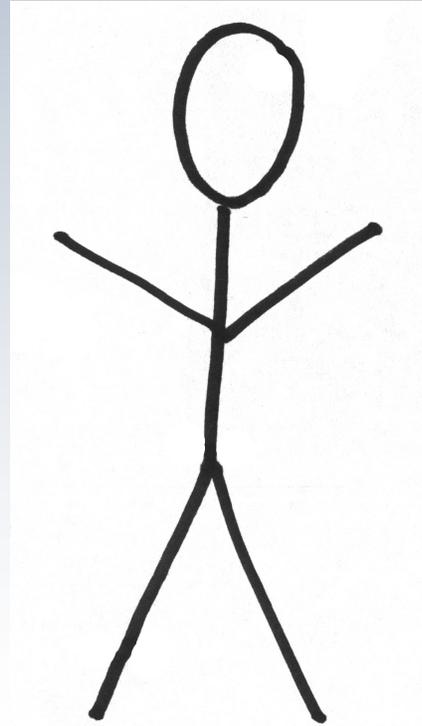


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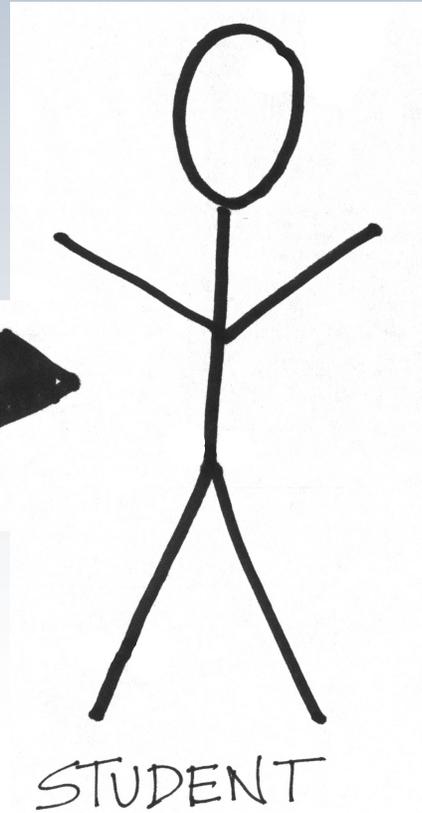
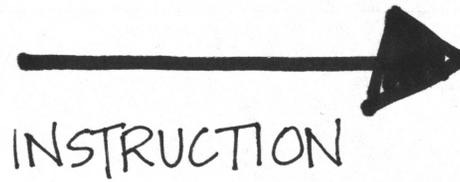
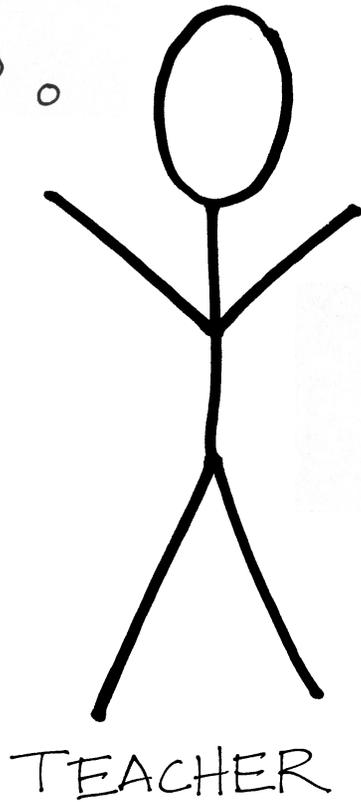
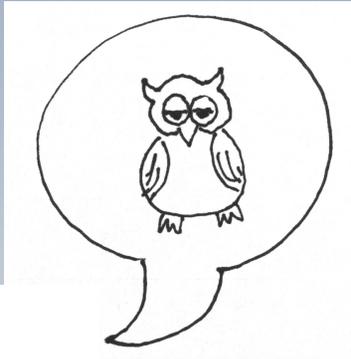
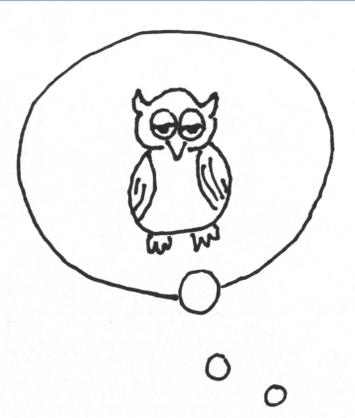


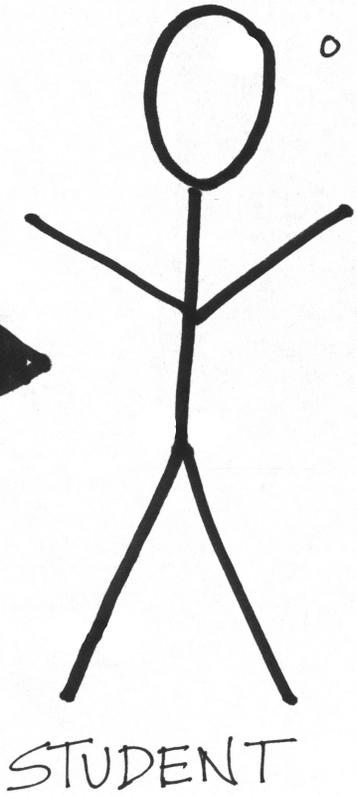
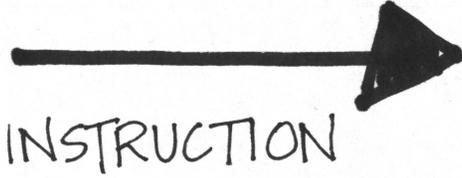
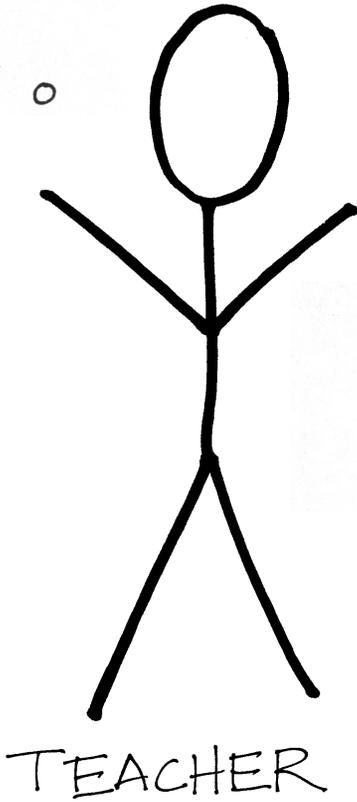
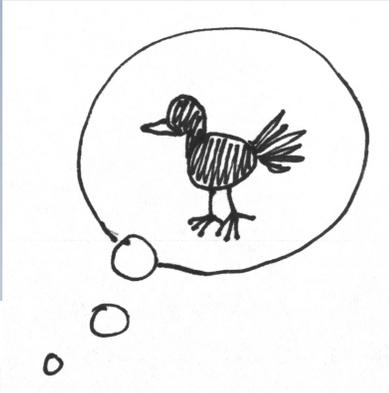
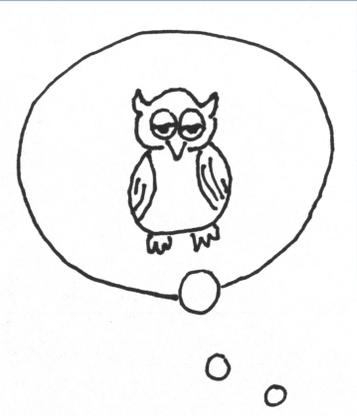
TEACHER

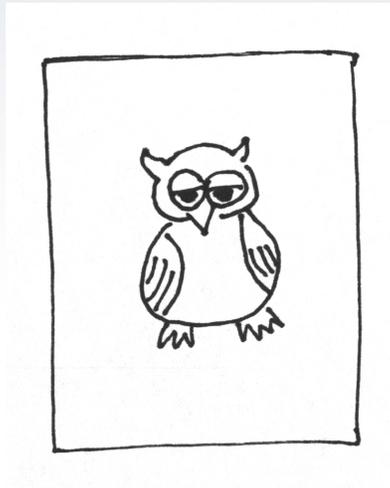
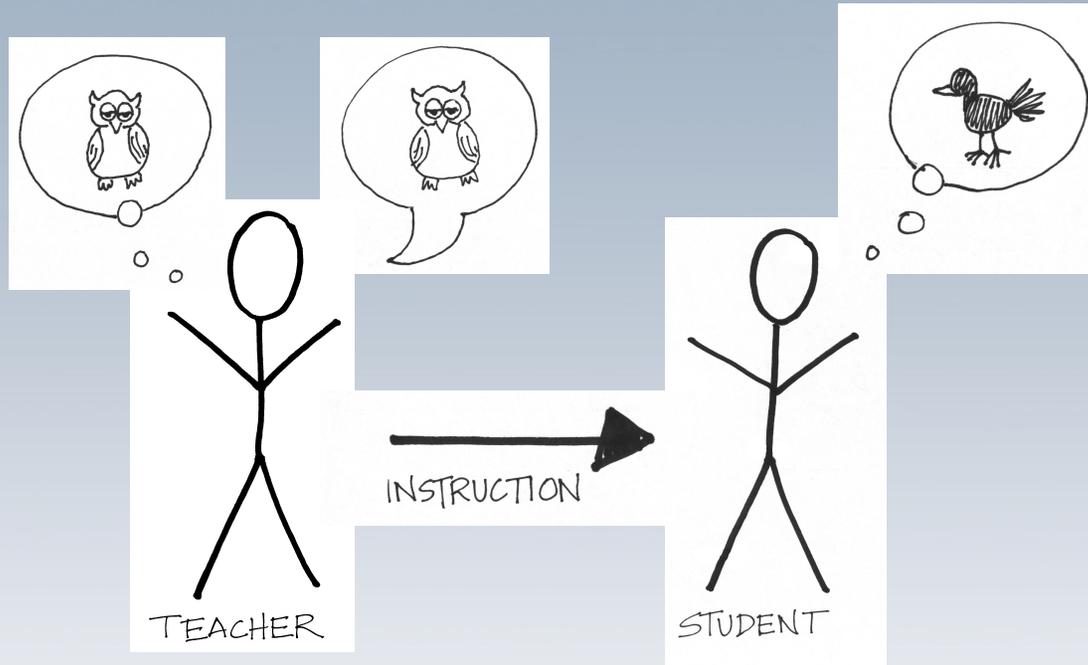


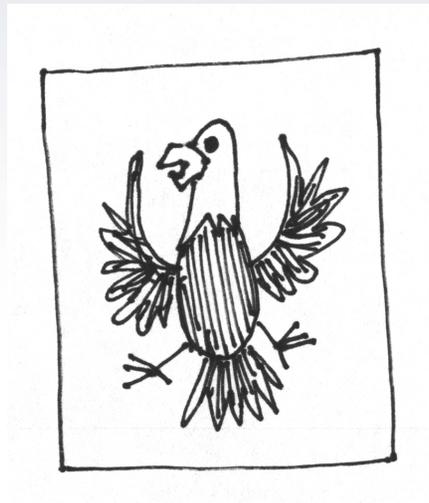
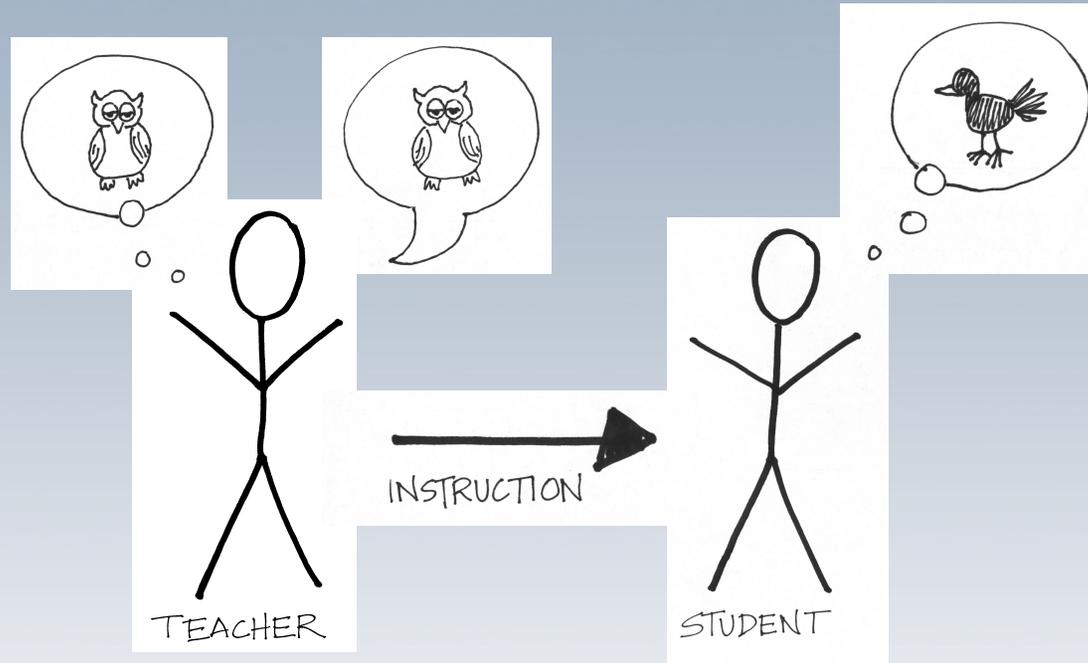
STUDENT

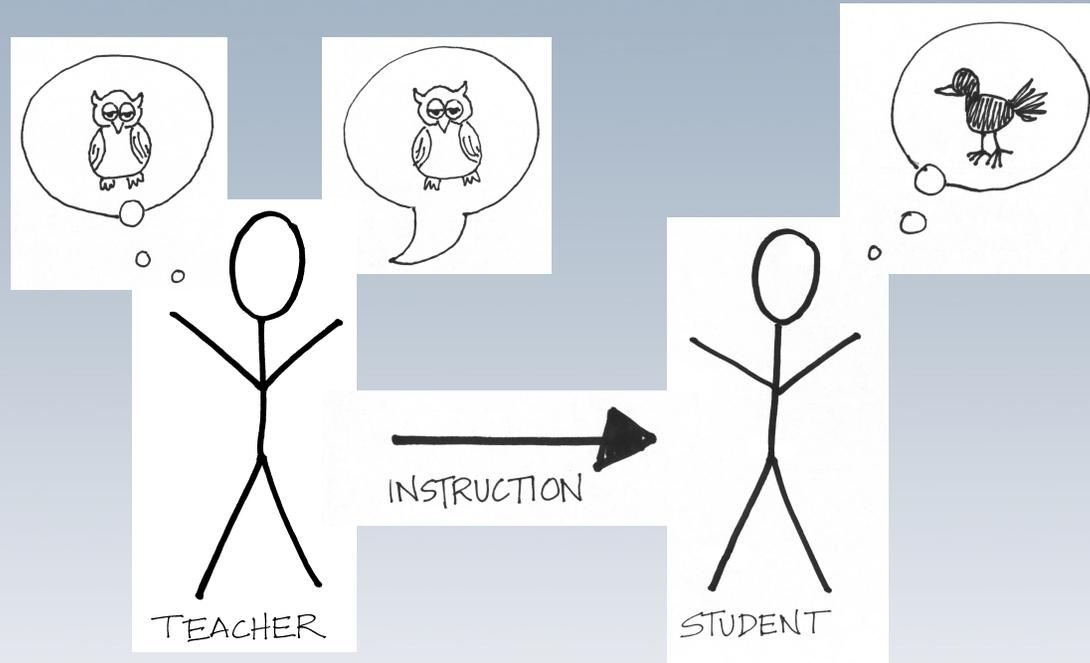












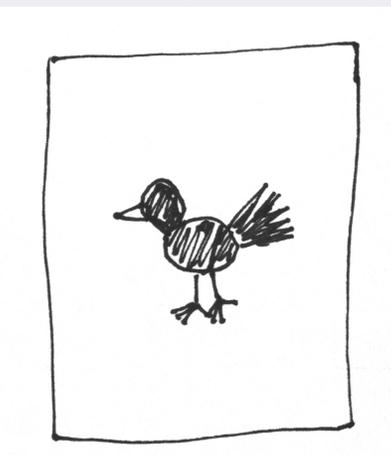
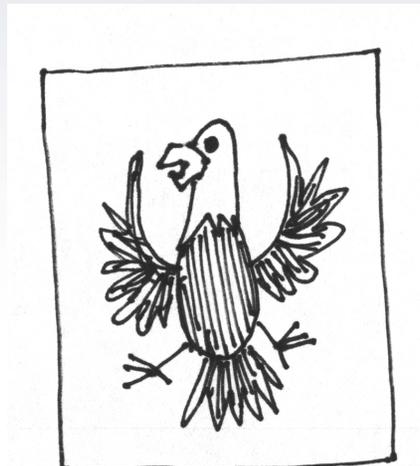
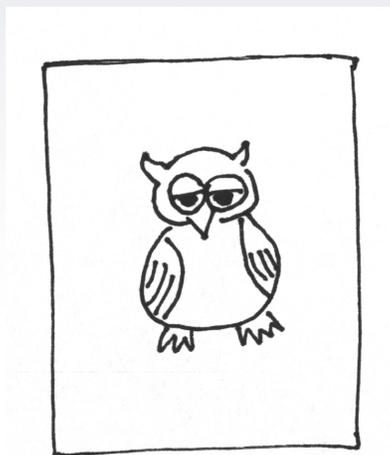
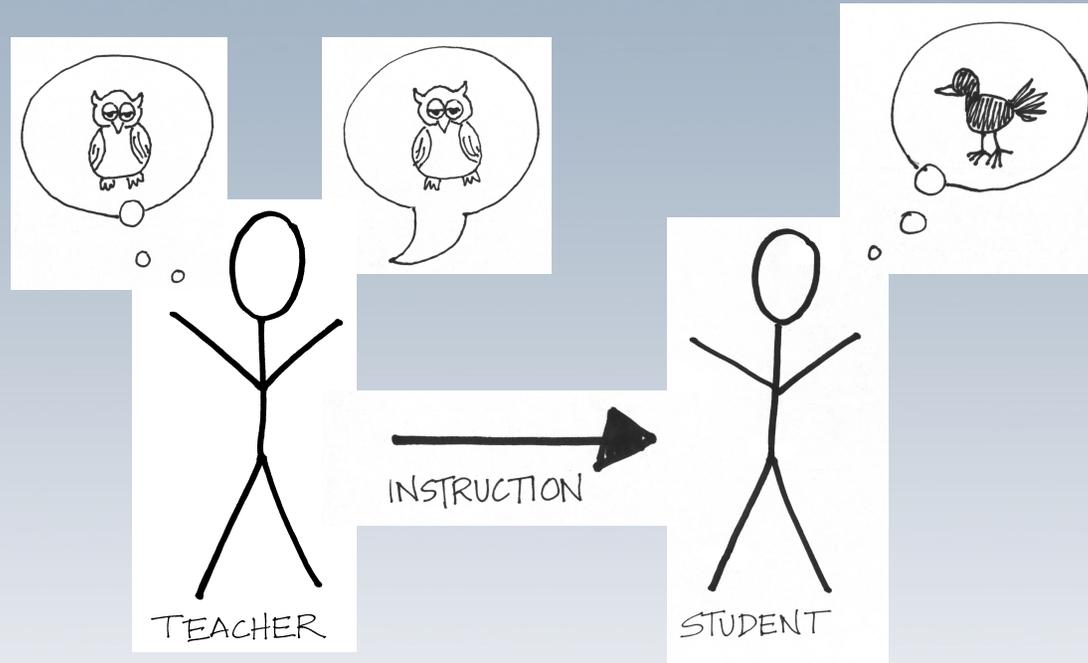
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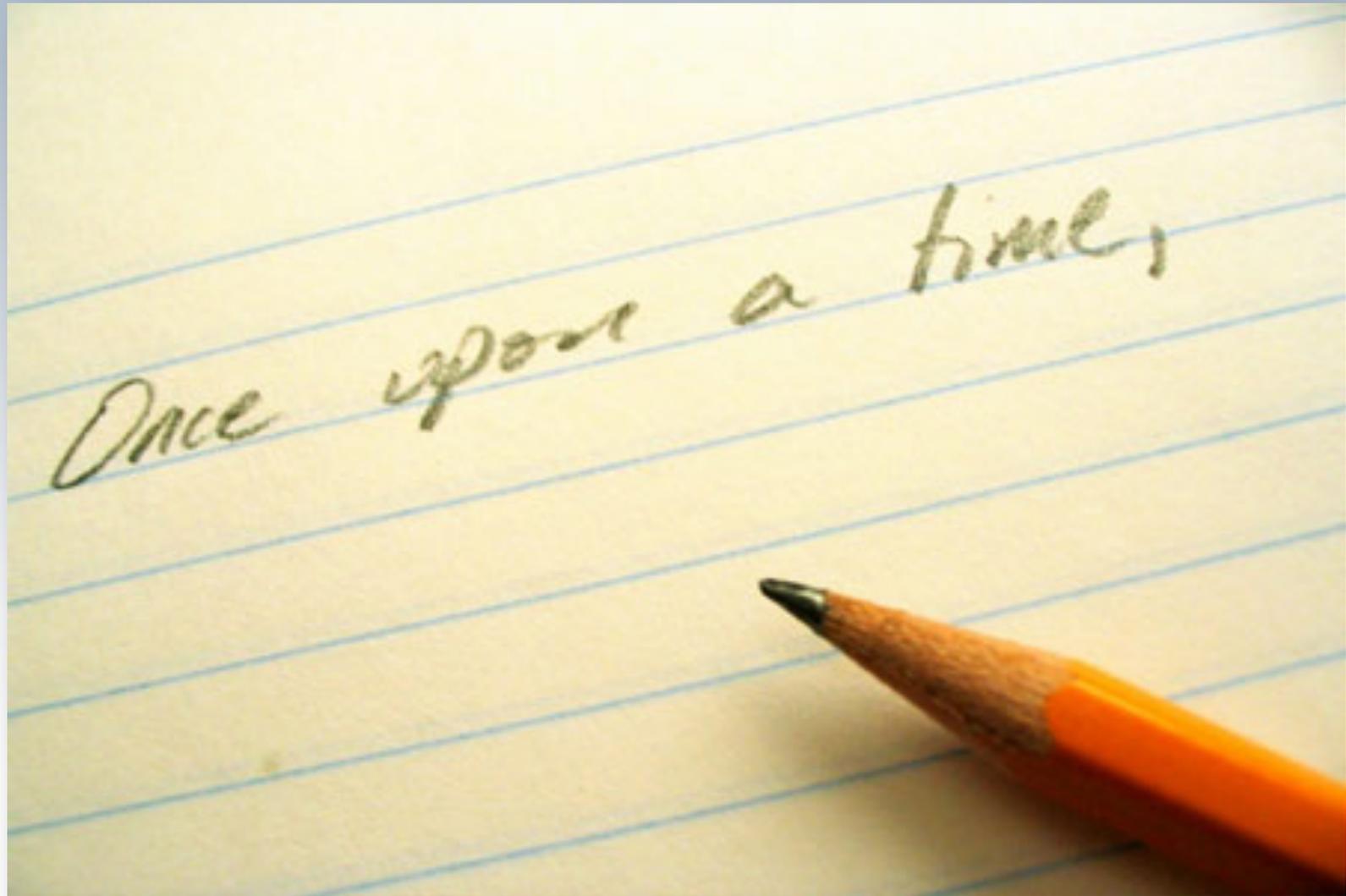
Solutions
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Reliability = the extent to which an assessment (consistently) measures what it is supposed to measure

Validity = the degree to which a teacher can make accurate inferences about student learning from an assessment

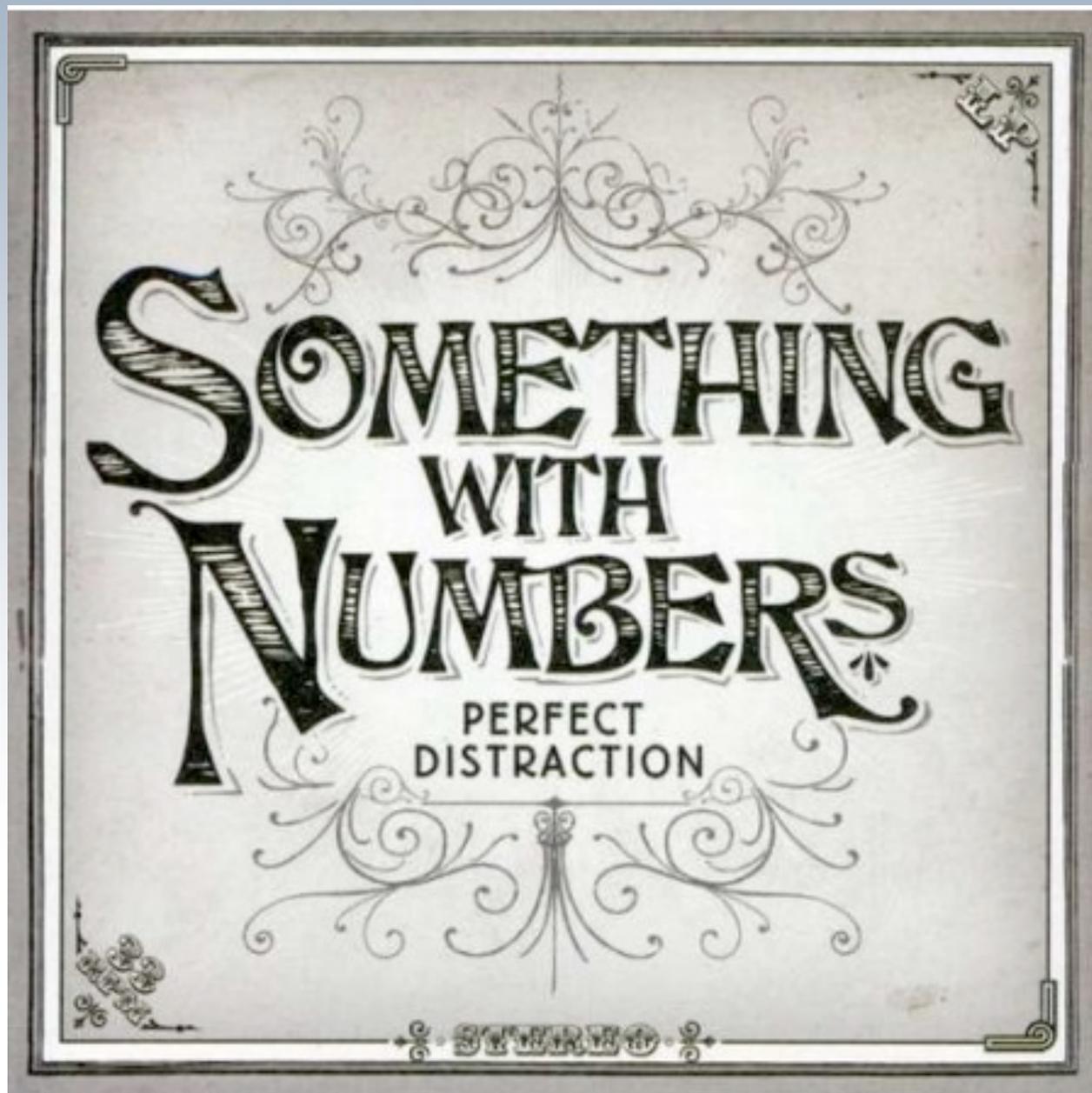






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Gaining data and assessment literacy is about understanding the story.



Data

What are they? How are they used?



Data Literacy

“Data literacy is the ability to interpret and use multiple data sources effectively to improve teaching and learning.”

-Nancy Love

Using Data to Improve Learning for All:

-A Collaborative Inquiry Approach



NOT



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Principal: I received our state test results earlier this week, and I've got nothing but good news to share. Our average score is in the 88th percentile – that's the highest it's been in the last 10 years. Congratulations to all of you, and keep up the good work.



Principal: Mr. Grant, we need to schedule an appointment to go over your class's test scores from earlier this year and talk about what we need to be doing in the coming months.

Teacher: I agree – but I already know those test scores don't paint an accurate picture of what's going on in my classroom now. Since my kids took their tests, I've seen a radical improvement in both math and reading skills using other assessments.

Principal: That's a valid point. In that case, can we augment our test score analysis with some more recent data? Also, I know you have been working on classroom procedures. When we meet, can we also look at the learning environment surveys you gave and see how things are improving?





Teaching has changed.

Yesterday and Today: What's the big difference?



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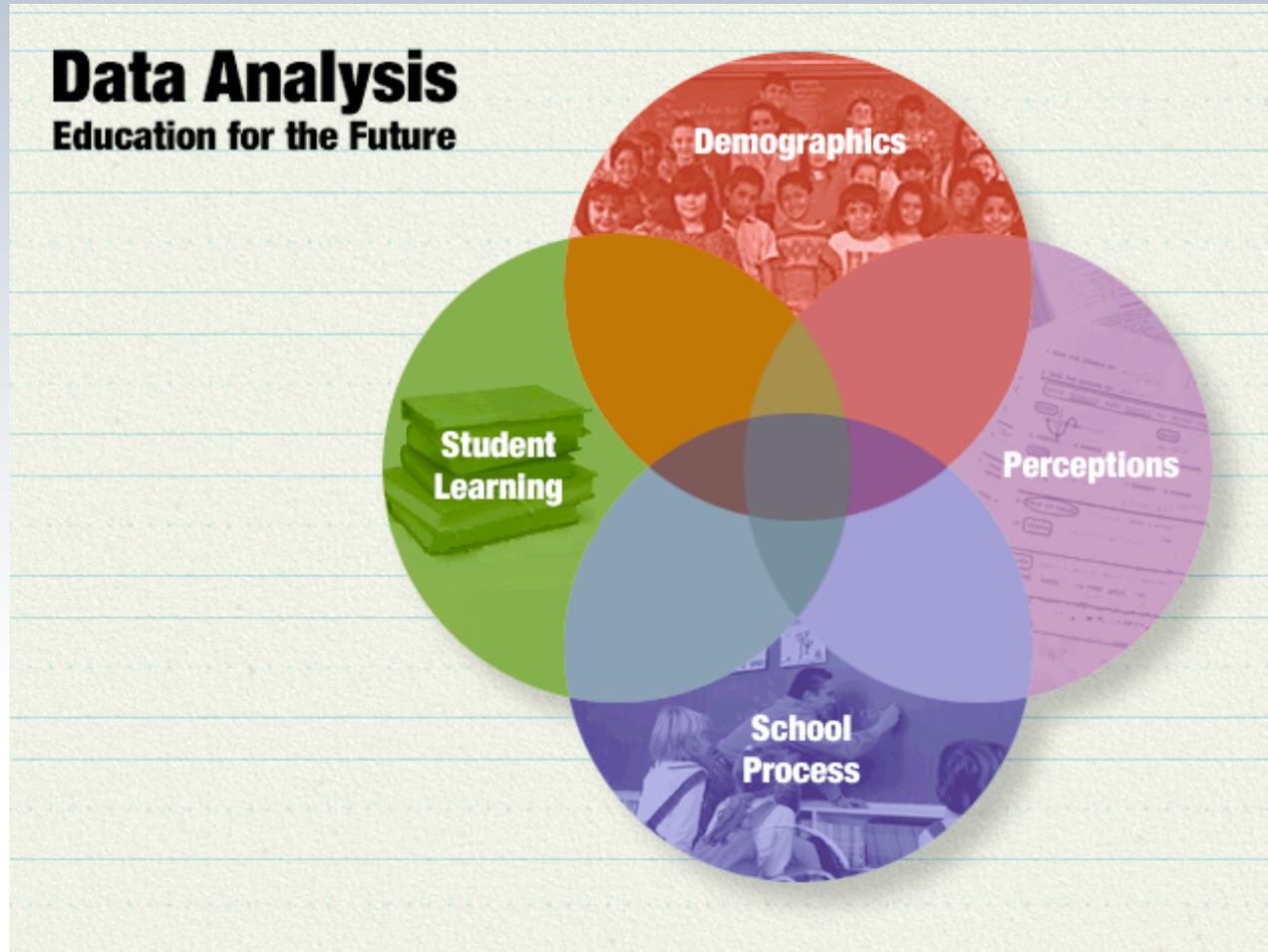
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“...so few educators have received training in educational measurement that many of us continue to perceive assessment as intimidating. Educators unfamiliar with measurement have allowed all sorts of assessment-rooted policies to be imposed on them. This acquiescence, as we have seen, has permitted assessment programs to have a decidedly negative effect on teaching and learning. One of my first pleas to educators is quite straightforward: please become at least reasonably assessment literate.”

-James Popham, *The Truth about Testing*



#1 – Use all four types of data to design instruction and make interventions.



Source:
Victoria
Bernhardt,
*Data
Analysis for
Continuous
School
Improvement*



What do the data make you think?

- Susie scored a Level 2 on her 2007-08 Grade 8 Reading EOG.
- Susie scored a Level 2 in sixth and seventh grades, but her elementary scores were consistently higher.
- Susie is the oldest of three children who are being raised by a single mother.
- Susie's mother is a college-educated registered nurse.
- Susie hates to read, but she likes soccer.
- For the past two years, Susie's reading teachers have used the *Sharpen Up!* EOG test-prep series.



#2 – Develop a critical consciousness.



EDU 224 Exam – MC

Name: MIDTERM
SPRING 2011

Date: _____

1. D I
2. B III
3. A I
4. C ~~II~~ II
5. C II
6. A IIII
7. C ~~II~~ I
8. B ~~III~~ III
9. C ~~II~~ II
10. B ~~III~~ III
11. A ~~II~~ ~~II~~ ~~II~~ II A ~~II~~ ^{IIII} B ~~II~~ C IIII D IIII
12. A ~~II~~ I
13. C ~~III~~ III
14. D IIII
15. A ~~III~~ IIII
16. B I
17. A II
18. B ~~III~~ III
19. D ~~II~~ ~~II~~ I ^{IIII} A ~~II~~ B C II D ~~II~~ ~~II~~ I
20. A ~~II~~
21. A ~~II~~ II
22. C ~~III~~ IIII
23. B ~~III~~ III
24. C ~~II~~ ~~II~~ I A I B ~~II~~ C ~~II~~ ^{II} I D ~~II~~
25. C III



Name: _____ Block: 3A Date: 5/26/09

Essay Comparison and Reflection

Fall Score: 3 Spring Score: 4.5 Change: +1.5

How do your scores compare to other students' scores?

I improved 1.5 points on my second essay and the
class improved 2.1 points.

Using the SAT Rubric and what you know about your own writing, please reflect on and explain your scores.

I did not feel 100% confident with my second
essay. I thought that I would have done better
if I was totally into the topic. I just couldn't
get into it and I felt that it affected my grade. Wow,
my first essay was ... interesting. No indents or paragraphs,
absolutely no use of vocabulary, and it was just not
good. My second essay was a little better but not very
satisfying.

Have you grown as a writer this year? Please explain.

Yes I have. I have learned different ways of
analyzing data and having more educated ways
of putting it on paper. I have learned a lot more
vocabulary & when to use it. I also learned
how to get deep into a topic therefore allowing
me to write with more heart.



#3 – Assess on target (vs. on topic)

For classroom assessments to be reliable in regard to state standards, assessment items must be on target, not just on topic.

Are yours?



#4 – Focus on relevant, classroom data that answer teachers' most important questions.





Suppose you came into possession of a crystal ball that would reveal reliable data for any question you have about the learning of the students in your classroom and/or school. What would you ask it? What are the questions that will make a significant difference to the performance of your students?

Contact Information

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