Richland One
SOUTH CAROLINA

Improving Student Health & Physical Education Through Data-Driven, Performance-Based Assessment

MC SUCCESS STORIES
To achieve their vision of driving instruction with data, a South Carolina health and physical education department needed a solution to track performance-based assessment in real time and across schools.

Read how MasteryConnect helped them

› track student learning objectives (SLOs)
› drive instruction using performance-based assessments
› facilitate teacher collaboration between schools

AN INTERVIEW WITH

DR. ANTHONY BOATWRIGHT
HEALTH & P.E. COORDINATOR
The health and physical education department at Richland One, a suburban school district in Columbia, South Carolina, had a vision for driving instruction with data. Their existing system provided the features teachers needed, but it was sometimes difficult for teachers to access it in a timely manner. “Under the older system,” explains Anthony Boatwright, Ph.D., Health and Physical Education Coordinator, “bubble sheets had to be printed, and teachers would have to wait for someone at the school to deliver the data, which could take anywhere from hours to days to weeks.”

Richland One turned to MasteryConnect as part of a district-wide initiative to support both benchmark and formative assessment. The health and P.E. department immediately realized the potential of this new solution for both formative and summative assessment needs—in real time.

“With MasteryConnect, teachers gained control over their data,” —Anthony Boatwright, Ph.D.
“With MasteryConnect, teachers gained control over their data,” says Boatwright. “They could deliver it online or on paper, and they had instant feedback to adjust instruction in the moment.”

In 2015-2016, as part of its SC Elementary and Secondary Education Act (ESEA) waiver, South Carolina began requiring the use of Student Learning Objectives (SLOs) in teacher evaluations as a student growth measure.

The health and P.E. teachers at Richland One use MasteryConnect to deliver pre- and post-assessments that include questions from cognitive, affective, and psychomotor domains that act as summative measures of student growth. These assessments measure students’ growth and determine whether they have met their SLOs. But the health and P.E. teachers do more than just measure student achievement at the beginning and the end of the SLO process—they also use MasteryConnect to effectively monitor student growth throughout the learning cycle.

“We had implemented data-driven instruction prior to MasteryConnect and making progress, but acting on daily formative data was still sporadic,” explains Boatwright. “With MasteryConnect, teachers easily work with the data, comparing classes and exploring different variables that may be contributing to student growth. With the data visually in front of them, they can see the big picture and experiment with new approaches to instruction to get the best results for all students.”

THE SOUTH CAROLINA DEPARTMENT OF EDUCATION defines an SLO as “a student academic growth goal that an educator sets for his or her students, [and then monitors] over the duration of time the students are with the teacher for instruction.”
The health and P.E. teachers have implemented instructional frameworks that support teachers in evaluating students using rubrics so they can monitor SLO progress. Teachers observe a skill visually to see if the student has mastered it—for example, dribbling a basketball in place for one minute without taking a step. Then teachers adjust the student’s task based on level of mastery. Students who have mastered the task extend to a more difficult one, while students who need refinement may change equipment in order to get the support they need to master the skill—like adding a hula hoop to help stay in place.

These skills require students to move around and teachers to adjust instruction on the fly. Historically this has proven difficult to monitor formatively as traditional paper and pencil approaches cannot effectively document psychomotor skills in a timely way. With the MasteryConnect Performance Grader, which provides a place to digitally track formative growth using rubrics, teachers quickly assess a class for a given skill and adjust instruction to meet the needs of the whole class and individual students.

The visual documentation of student progress has an added benefit. “Students sometimes complain about not being able to move to a new task,” explains Boatwright. “In the past, providing students with the understanding of why they couldn’t yet move onto a new task was difficult, because it was just the teacher’s word against theirs. But when teachers show students the data, they understand that in order to move forward, they must first master the task they’re working on. The data lets them see the big picture, too.”
Often there is only one elective teacher in a school, and most of these teachers have different schedules. This organizational reality can make it difficult for elective teachers like the health and physical education teachers at Richland One to collaborate in ways that provide support for instruction and professional growth.

This was especially problematic as it applied to the use of data to drive instruction due to a lack of visibility around common assessments. The health and P.E. teachers wanted to be able to accomplish what core teachers can: come together and look at the test data. MasteryConnect provided the solution.

“Teachers across the schools give common formative assessments on a regular basis. Before the implementation of MasteryConnect collaborating around this data was difficult, and could often only be done during special professional development days,” says Boatwright. “But with MasteryConnect, teachers can come together ‘virtually’ and look at the data.”

Teachers collaborate around MasteryConnect Teacher Reports to identify student learning, target students for intervention, and self-evaluate instructional practices. For example, the Item Analysis report empowers teachers to quickly identify student misconceptions and test item validity (which may be a rubric criteria). The Teacher Comparison report opens up discussions about effective instructional strategies that teachers can then share with each other. Sometimes teachers may have common planning times, and in these cases they can sit down “virtually” by calling or video conferencing. But even when planning times don’t coincide, teachers collaborate around the data they can all see through email and other electronic means.
CONCLUSION

Richland One seeks to “empower all students to achieve their potential and dreams.” For health and physical education, this means empowering students to be as healthy as they can be. Boatwright is confident that MasteryConnect—with its ability to empower teachers to use data to drive instruction—is helping the teachers achieve this mission.

“Teachers have taken district ideas and made them their own using MasteryConnect,” Boatwright explains. “The implementation of MasteryConnect has empowered our teachers to look more closely at curriculum and assessment as they use the data to drive instruction.”

GET MORE INFO

Learn more about how MasteryConnect can help you with standards-based grading, data-driven instruction, formative assessment, and teacher collaboration.

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