



Junior & Senior High School for the Arts

Spring 2022 Data Report

NWEA-MAP

St. Claire Adriaan
Principal



Overview

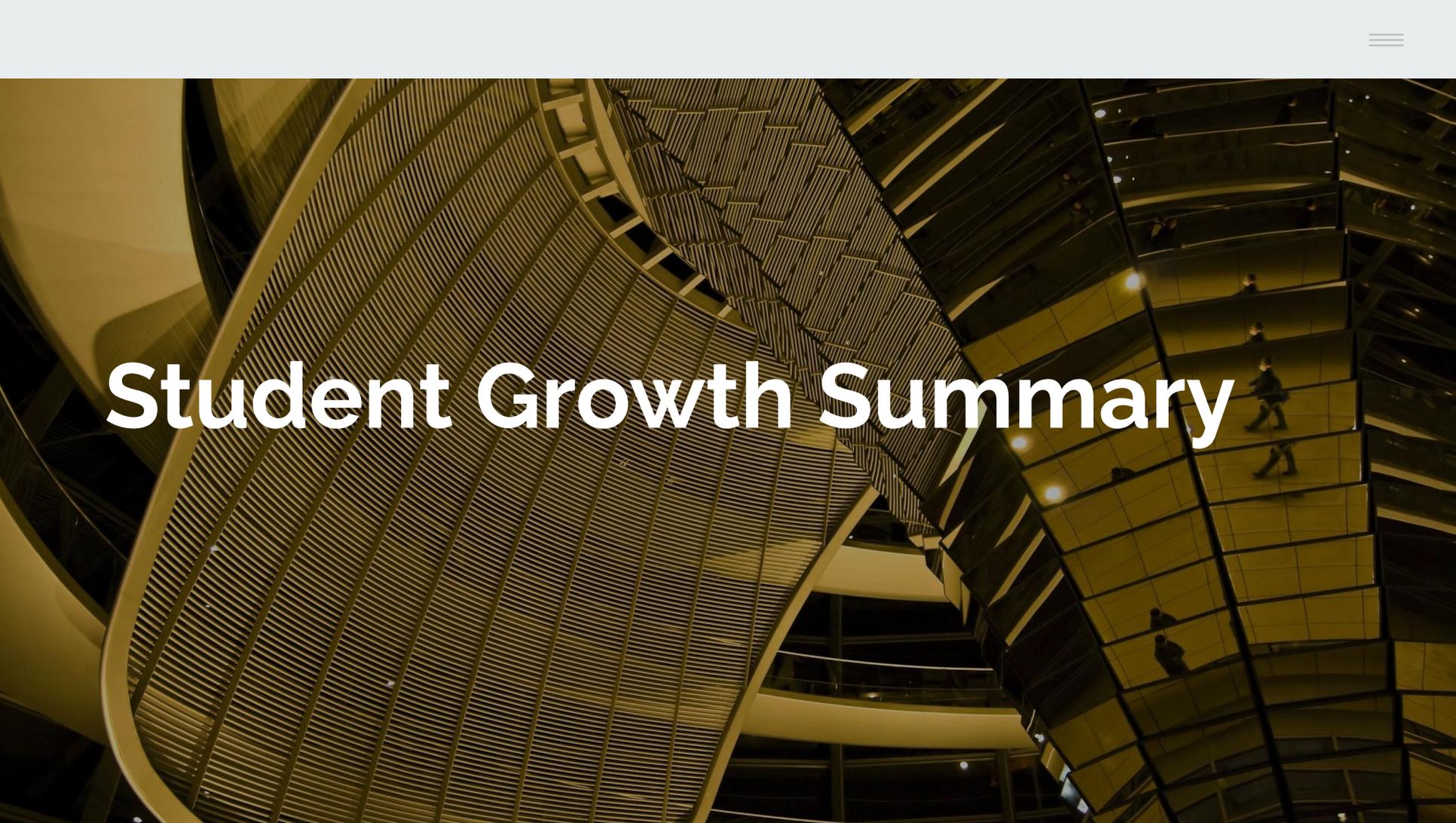
- What is NWEA/MAP assessment? review
- Analysis of spring data that took place in May/June 2022





What is NWEA/MAP Testing?

- Computer-adaptive assessment normed across the nation
- Growth over time, thus done three times a year
- Purpose is for educators to know what students need to work on and improve on
- RIT score: “stable score”/student achievement score
- Help set goals/intervention



Student Growth Summary

Fall to Winter Data–Math



Grade	Fall Data	Winter Data	Spring Data	Growth Fall to Spring	Norm RITs
7	206.9	210.5	207.3	1	226.73
8	211.5	213.4	209.3	-2	230.3
9	211.7	214.7	212.3	1	230.03
10	219.4	222.4	220.1	1	232.42
11	225.1	225.8	226.2	1	234.35

Fall to Winter Data–ELA



Grade	Fall Data	Winter Data	Spring Data	Growth Fall to Spring	Spring Norm RITs
7	209.8	207.5	208.4	-1	218.36
8	208.8	206.6	207.1	-2	221.66
9	209.6	213.7	212.4	3	221.4
10	221.2	220.0	212.5	-9	223.5
11	225.1	219.6	219.2	-6	224.71

Fall to Winter Data–Language



Grade	Fall Data	Winter Data	Spring Data	Growth Fall to Spring	Spring Norm RITs
7	206.7	207.5	210.6	4	216.47
8	211.3	206.6	211.3	0	218.74
9	212.1	213.7	213.3	1	219
10	217.6	220.0	217.7	0	220
11	221.4	219.6	221,2	0	222.33

Fall to Winter Data–Science



Grade	Fall Data	Winter Data	Spring Data	Growth Fall to Spring	Spring Norm RITs
7	204	205.7	204.9	1	210.61
8	206.4	206.5	204	-2	213.44
9	206.2	208.0	208.7	3	213.99
10	211.6	214.2	210.7	-1	215.29
11	219	214.3	218.6	0	n/a



Students who met Projected Growth from Fall to Spring

Grade	Math (of students)	ELA (of students)	Language	Science
7	16	25	34	30
8	17	29	34	18
9	42	41	22	51
10	35	16	20	33
11	35	31	26	n/a





Students who met Projected Growth from Fall to Spring - 8th

	Math K-12	Reading	Language Usage	Science K-12
Percentage of Students who Met or Exceeded their Projected RIT Score	16.7%	29.0%	32.1%	18.2%
Percentage of Projected Growth Met	-31.8%	-30.0%	-0.6%	-45.1%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	96	93	106	88
Count of Students who Met or Exceeded their Projected Growth	16	27	34	16
Median Conditional Growth Percentile	14	23	29	20

Summary Data by Subject and Course

NWEA/MAP Family Report



map GROWTH

Shawn Tolosky
Spring 2018 Family Report

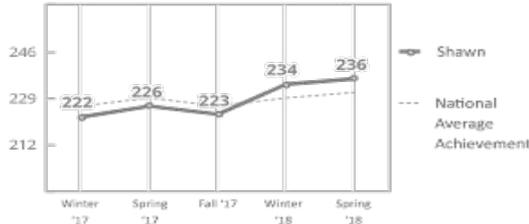
Page 1
Student ID: ST529811468 | Grade 11
Sample High School

What is this report? A summary of how your child is doing academically based on the MAP Growth assessment.

What do Achievement and Growth mean? Achievement: How well your child has learned skills.

Mathematics

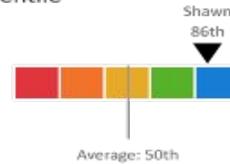
Average Achievement 60th Percentile



Shawn's overall score (RIT score) was a 236 on a scale of 100-350. Your child is in the 60th percentile, which means they scored better than 60% of their peers.

High Growth 86th Percentile

Your child's growth from Fall 2017 to Spring 2018 is in the 86th percentile, which means they made more progress than 86% of their peers.

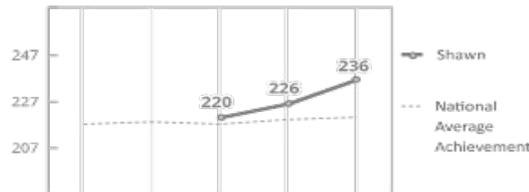


Shawn is likely to be:

- *Approaches* on the State XYZ Assessment (if taken in Spring 2018)
- *College ready* on the ACT College Readiness (if taken in Spring 2018)
- *Not On Track* on the SAT (if taken in Spring 2018)

Reading

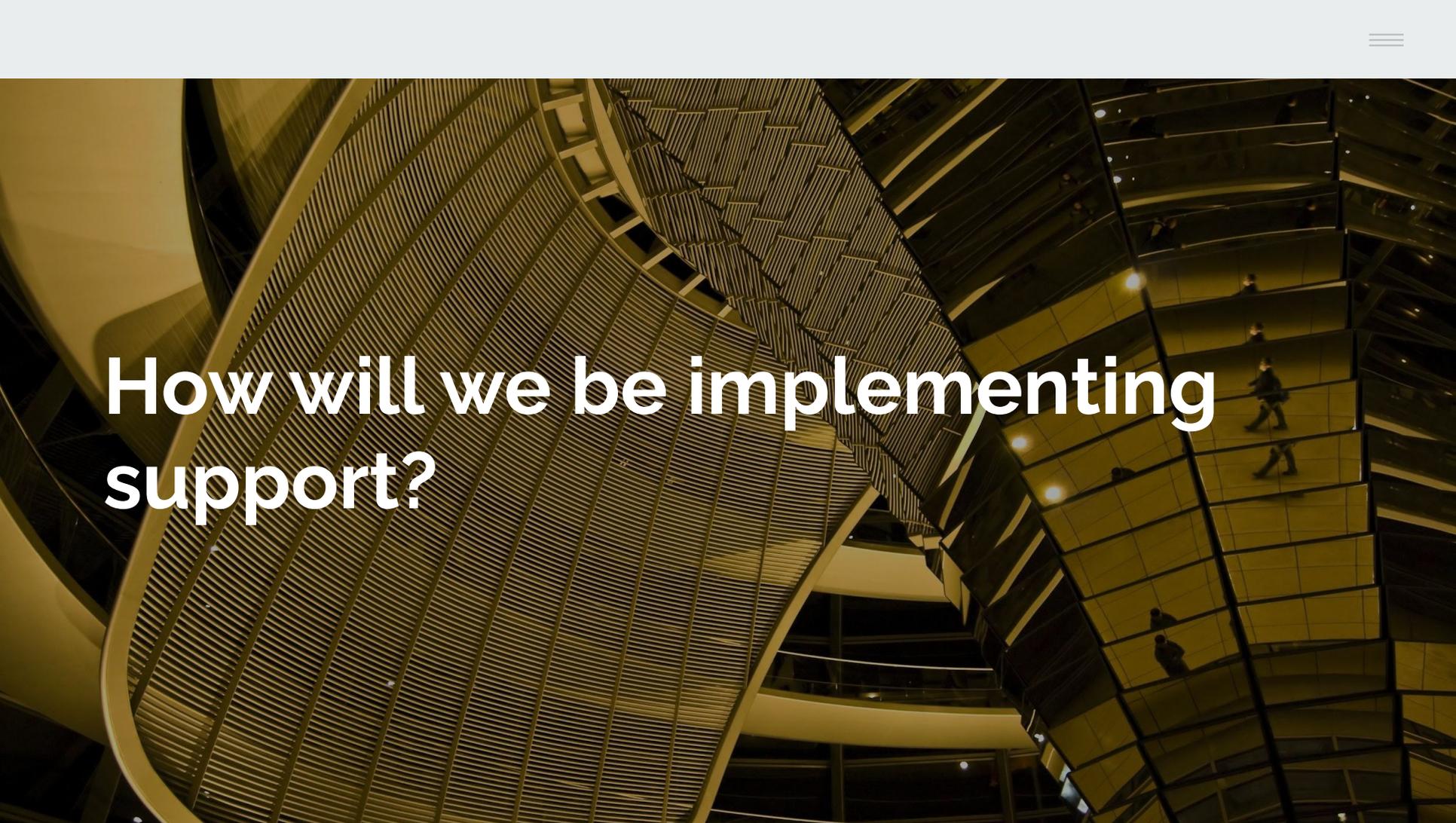
High Achievement 84th Percentile



High Growth 96th Percentile

Your child's growth from Fall 2017 to Spring 2018 is in the 96th percentile, which means they made more progress than 96% of their peers.





How will we be implementing support?

NWEA/MAP Results

Assessment to form Intervention Groups



Subject: Course	Overall Score			
	181-190	191-200	201-210	211-220
Math: Math K-12	[Redacted] (181)	[Redacted] Mega (197) [Redacted] (197) [Redacted] (199) [Redacted] (200)	[Redacted] (202) [Redacted] on (203) [Redacted] o (208) [Redacted] ai (208)	[Redacted] gal (212) [Redacted] (213) [Redacted] (213) [Redacted] (214) [Redacted] (215) [Redacted] (219)
Language Arts: Reading		[Redacted] (193) [Redacted] (194) [Redacted] (194) [Redacted] s (195) [Redacted] ison (198)	[Redacted] (209) [Redacted] (210)	[Redacted] gal (211) [Redacted] (212) [Redacted] (213) [Redacted] gai (213) [Redacted] r (213) [Redacted] (214) [Redacted] (215) [Redacted] (217) [Redacted] ing (219)

Math Intervention

Based on data from the NWEA/MAP test, we will have to focus our math intervention efforts on all grades

Math intervention can take the following forms:

- **Push in support**
 - Students identified by test data and classroom observations
 - Support is focused on the skills currently being taught in class
- **Pull out support**
 - This support is more limited because it requires that students miss in class instruction
 - Students identified by test data and classroom observations
 - Support is focused on remediation-what skills do students need to access current course content?
 - Study Hall / Period 0 and 9 targeted intervention program with subject area teacher supervising
- **Differentiation Support**
 - In order to ensure that more students can access the material, we support teachers' ability to differentiate in class tasks/activities based on students mastery levels
 - This can include creating supplemental materials, like graphic organizers and other tools, or creating alternative tasks with broken down steps or less complex problems.
- **Instructional Support**
 - Regular Ed/ SPED / EL teacher strategizing support for students
 - Identify 'At Promise" students for corrective instruction
 - Using NWEA/MAP data, we have identified areas of weakness among each grade to focus on teaching or reteaching

ELA Intervention

Based on data from the NWEA/MAP test and F&P assessments, we are focusing on grades 5-8.

ELA intervention is taking the following forms:

- **Pull out support**
 - This support is more limited because it requires that students miss in-class instruction
 - Students identified by test data and classroom observations
 - This support is in the form of READ 180 and Edgenuity
- **Differentiation Support**
 - In order to ensure that more students can access the material, we support teachers' ability to differentiate in-class tasks/activities
 - Collaboration among all teachers/co-teachers
 - This can include creating supplemental materials, like graphic organizers and other tools, or creating alternative tasks with broken down steps or less complex problems.
- **Instructional Support**
 - Peer Observations
 - Instructional coaching
 - Professional Development

READ 180 Intervention Implementation

Whole-Group Learning

Students and teachers engage as a class and reinforce daily lessons together.

Student Application

Students work independently, following a personalized path that accelerates their learning.

Small-Group Learning

Students receive targeted, data-driven small-group reading instruction while building meaningful relationships with teachers.

Independent Reading

Students engage with their choice of content and apply newly acquired vocabulary and comprehension skills.



MATH 180 Intervention Implementation

Whole Group Do Now

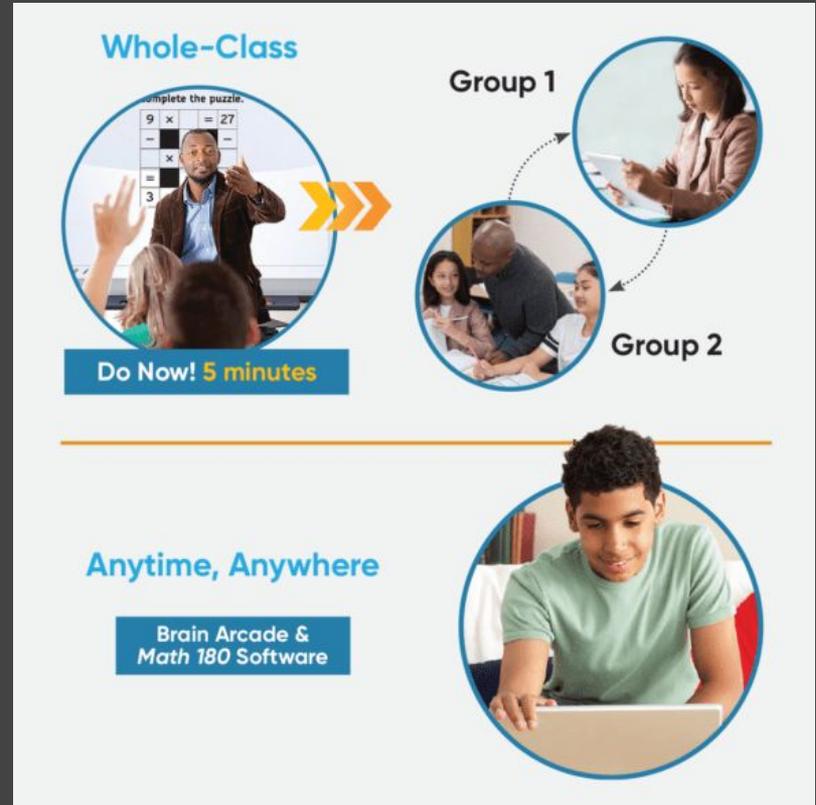
Instruction begins with a "Do Now" exercise to encourage thinking and make connections to prior topics.

Group Instruction Rotation

Students break into two groups. In one group, the teacher focuses on building understanding, reasoning, and communication skills.

Personalized Software Rotation

Students use the adaptive software for additional instruction and scaffolded practice with routine and non-routine problems.



In addition.....ELA Mock State Testing

Math Mock State Testing

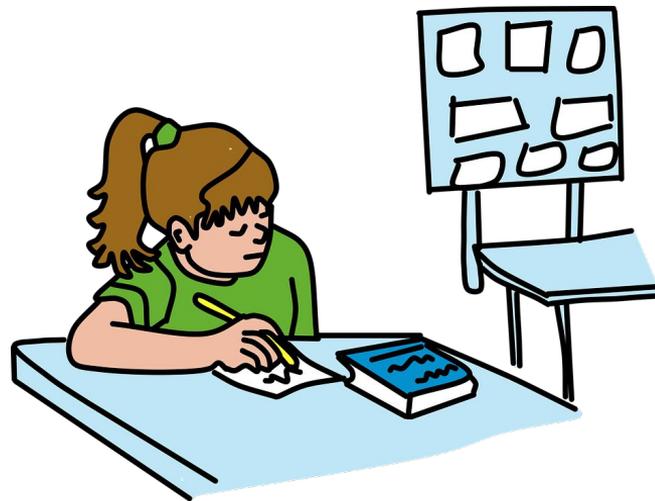
<https://www.caaspp.org/ta-resources/summative.html>

<https://www.caaspp.org/practice-and-training/>

INTERIM ASSESSMENTS

<https://www.caaspp.org/ta-resources/interim.html>

<https://www.caaspp.org/ta-resources/tools-for-teachers.html>



Tutoring - NHS and Test Taking STRATEGIES

Tutoring

Arrange specific days where NHS students tutor Math and ELA

Intentionally implement our online platforms (adaptive) for students to independently work on Math and ELA.

Test Taking Strategies

- ★ Endurance
- ★ Focus
- ★ Elimination
- ★ Highlighting etc.





Thank you.

St. Claire Adriaan - Principal

