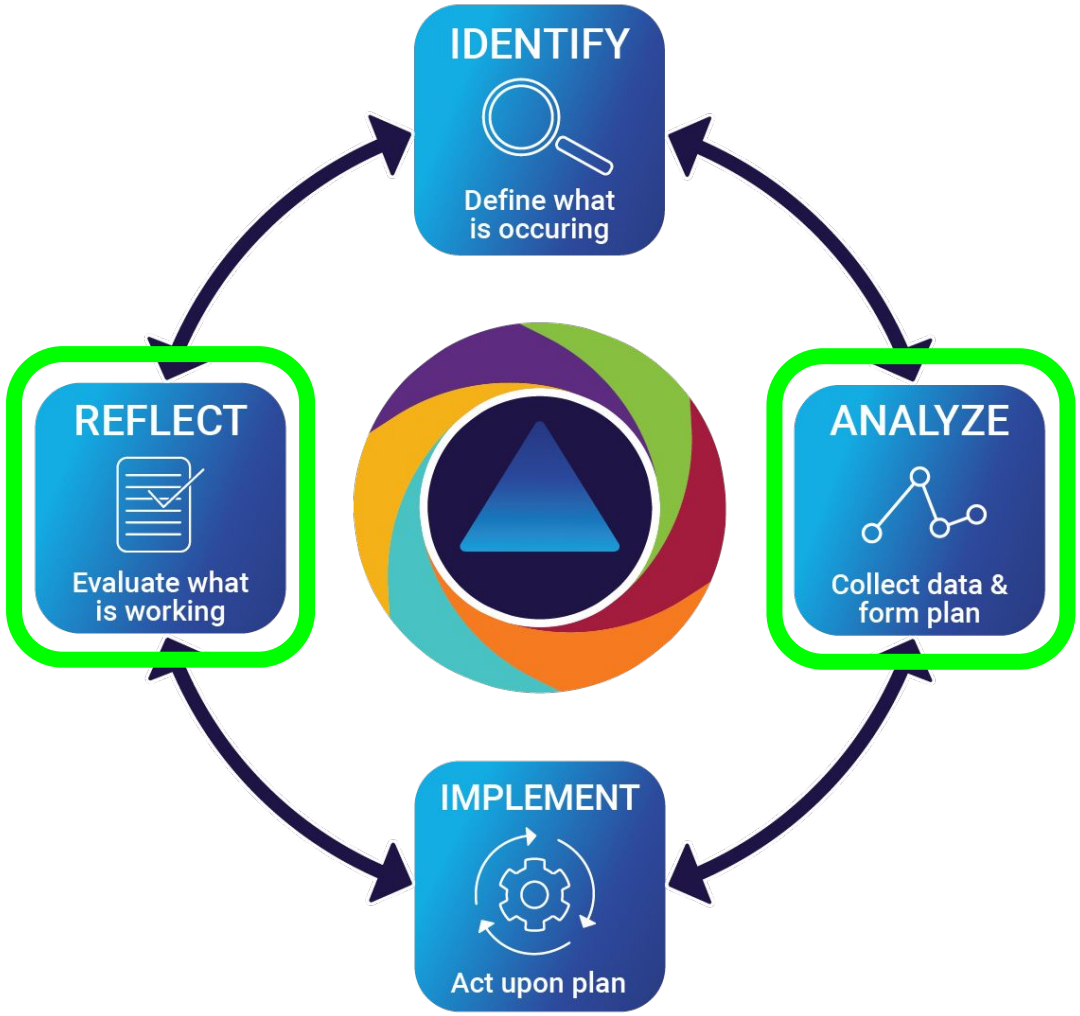
Understanding Your MAP Growth Data

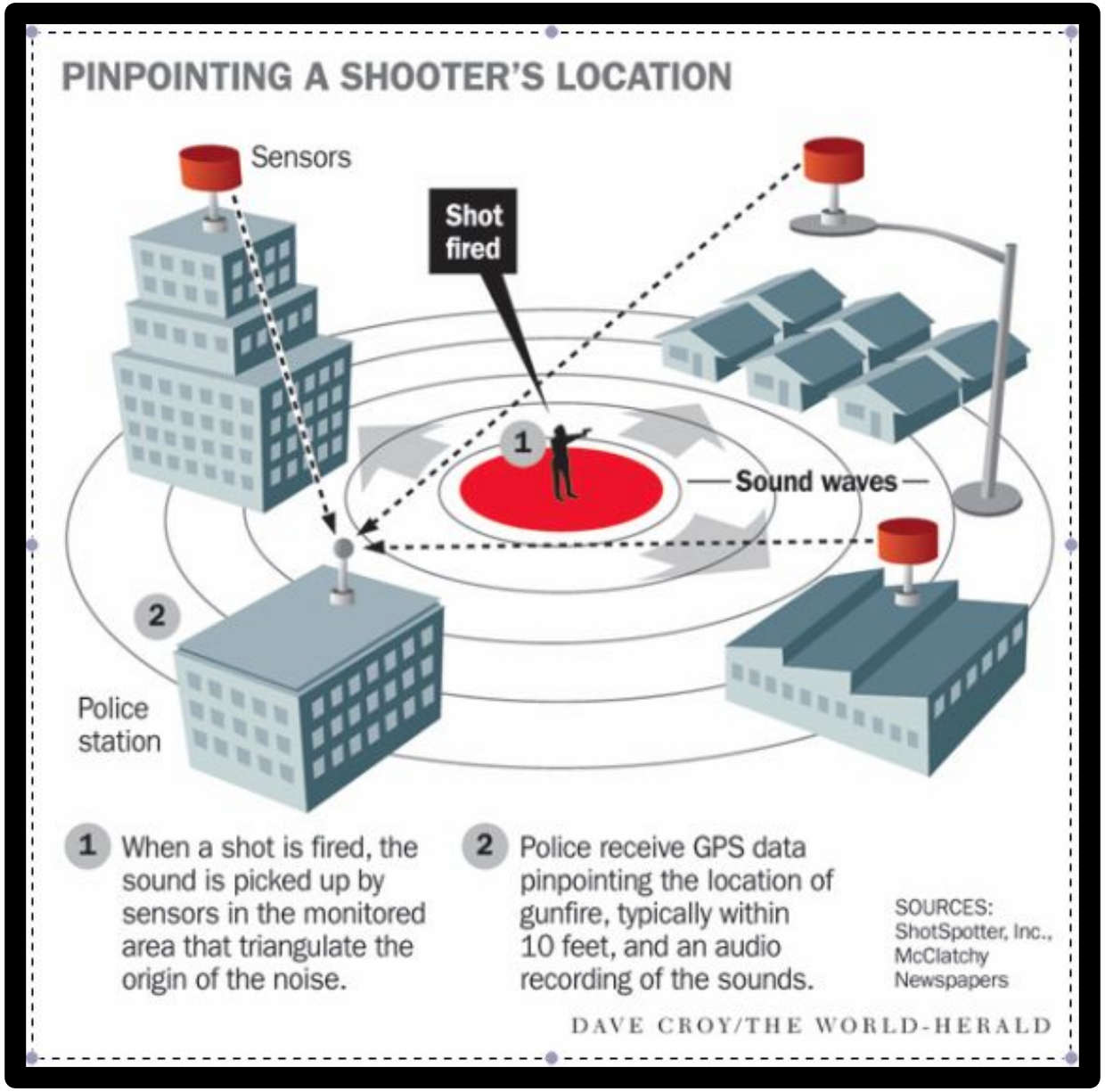
NeMTSS Summit 2019 – Better Together

Introductions

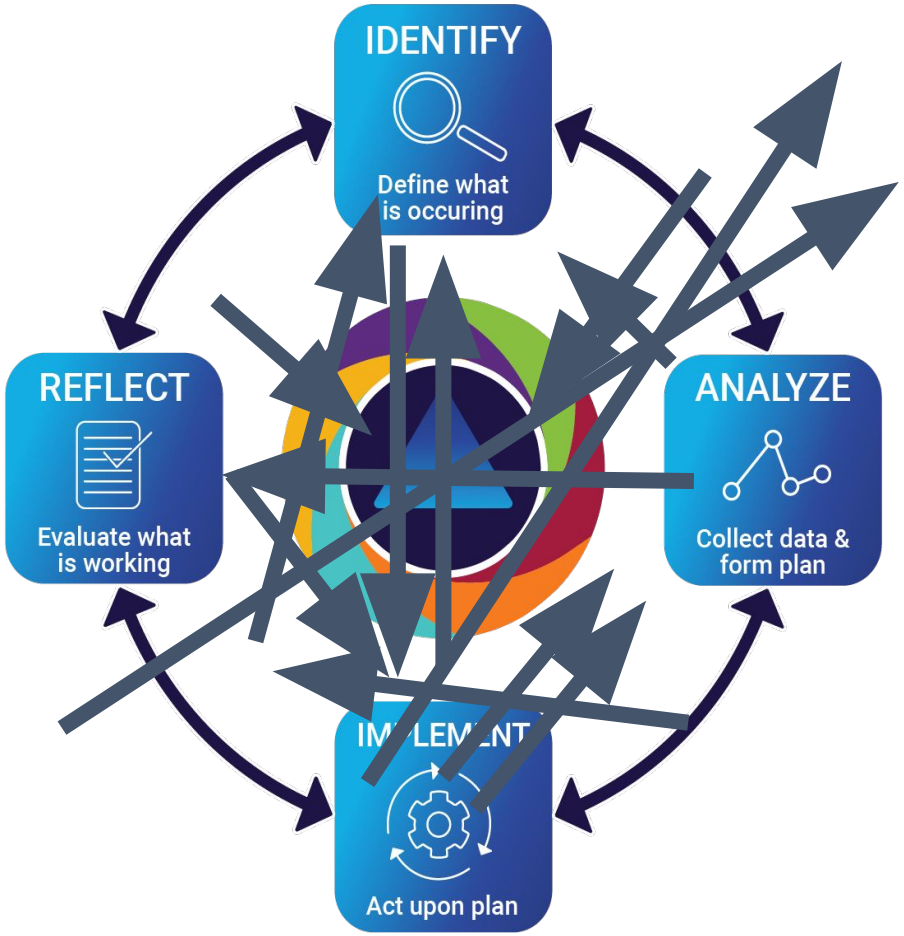
Presentation Overview:

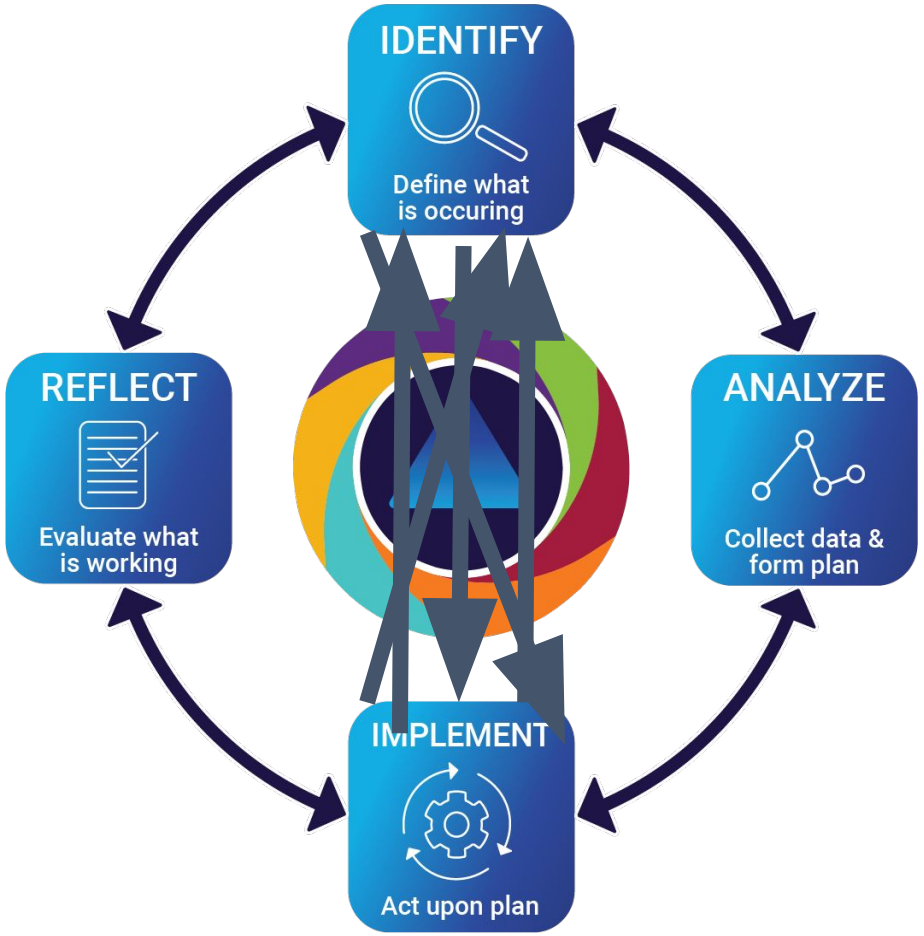
- MTSS Focus
- MAP Reports:
  - Student Progress
  - Class/Grade
  - Class Breakdown
  - Student Profile
  - Quadrant Chart
  - Student Growth Summary Report
- MAP Data Lenses
- Using MAP as a Reflective Tool




PINPOINTING A SHOOTER'S LOCATION
Sensors
Shot fired
1
Sound waves
2
Police station
1 When a shot is fired, the sound is picked up by sensors in the monitored area that triangulate the origin of the noise.
2 Police receive GPS data pinpointing the location of gunfire, typically within 10 feet, and an audio recording of the sounds.
SOURCES: ShotSpotter, Inc., McClatchy Newspapers
DAVE CROY/THE WORLD-HERALD

We want to avoid...

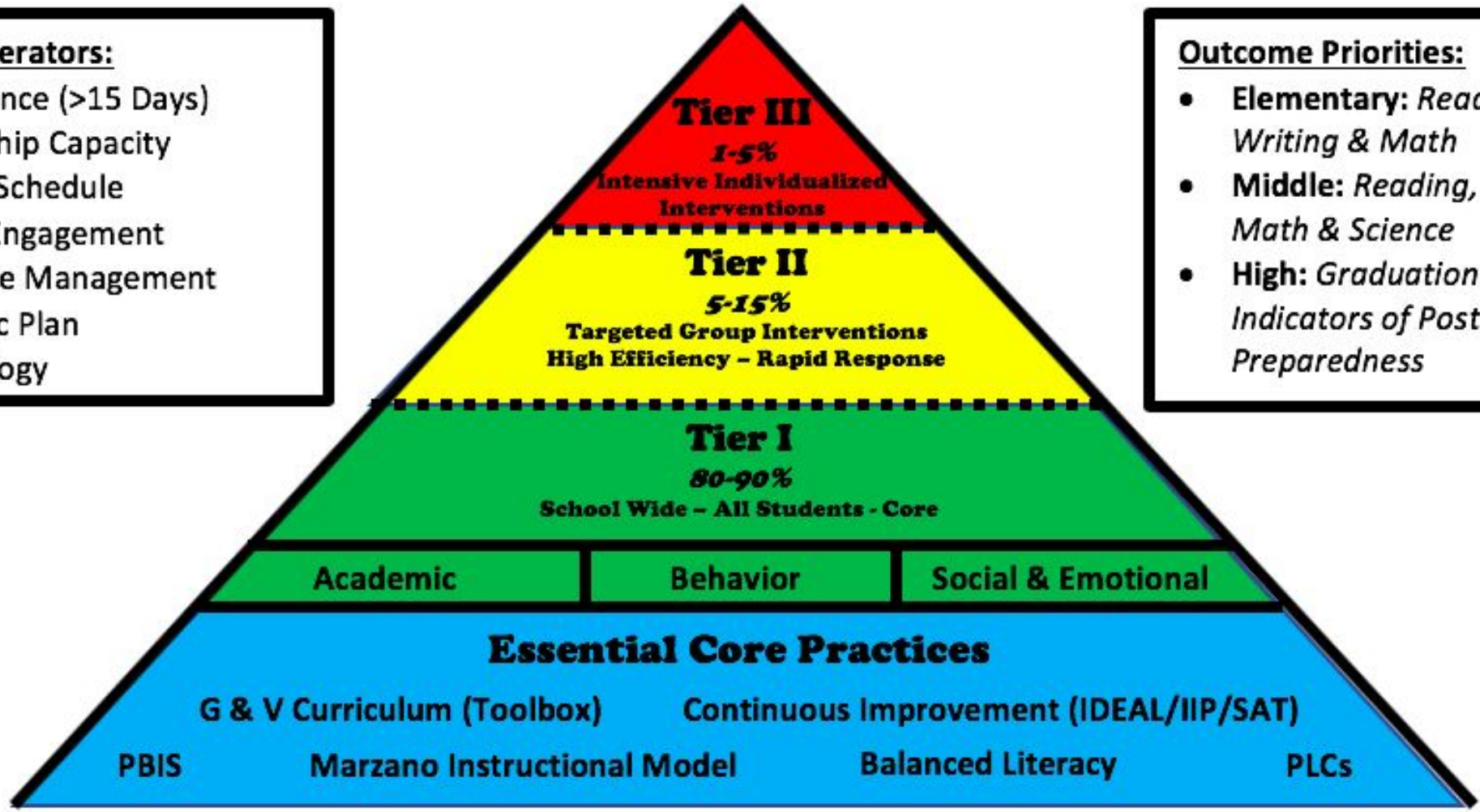





“If you chase too many rabbits, all will escape.”
Chinese Proverb

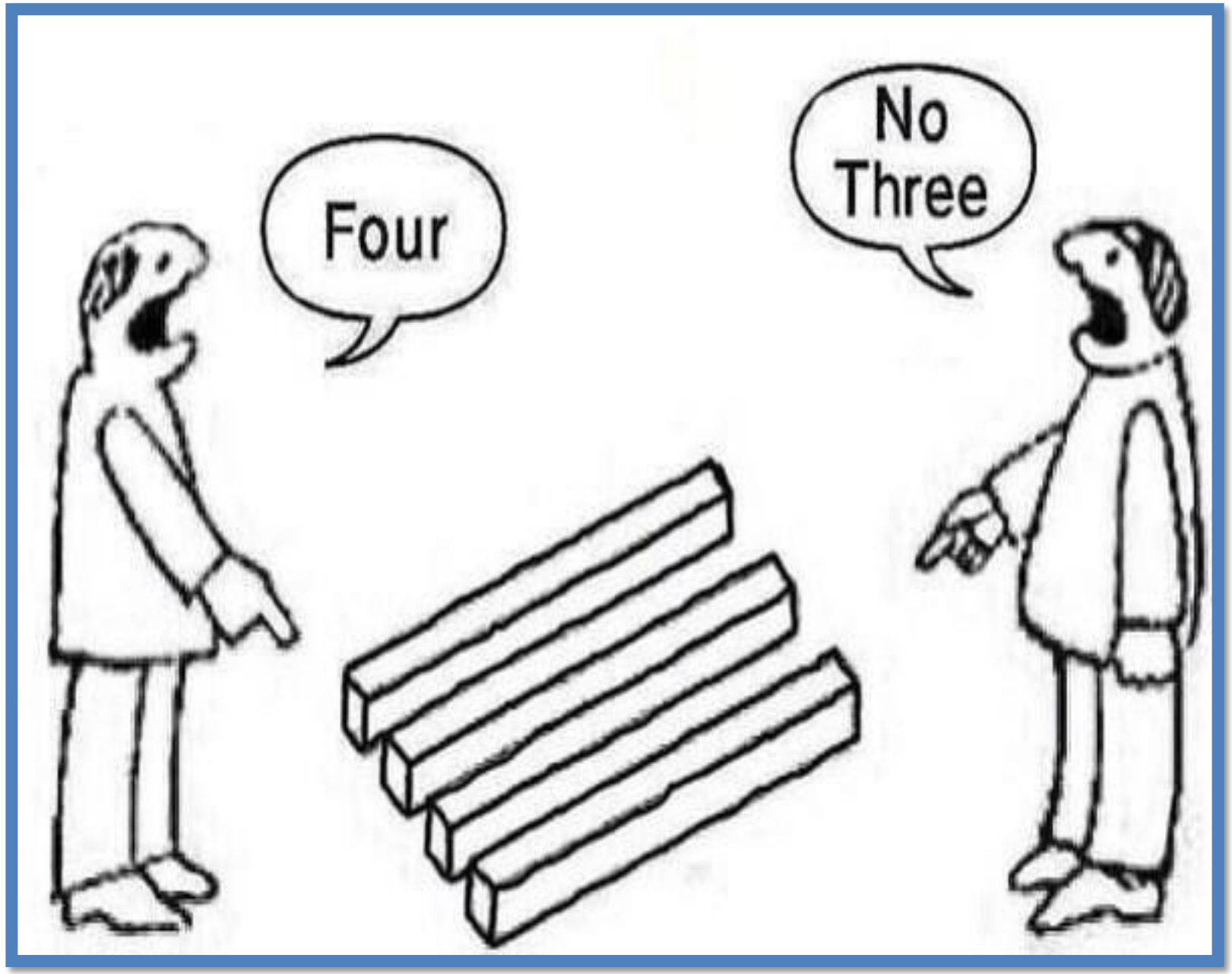
MTSS Accelerators:

- Attendance (>15 Days)
- Leadership Capacity
- Master Schedule
- Family Engagement
- Resource Management
- Strategic Plan
- Technology



Outcome Priorities:

- **Elementary:** *Reading, Writing & Math*
- **Middle:** *Reading, Writing, Math & Science*
- **High:** *Graduation & Indicators of Post-Secondary Preparedness*


Four
No
Three

Quick Review - MAP RIT Scale

- Zone of Proximal Development
- Equal interval scale
- Same meaning regardless of grade or age of the student
- Measures growth over time

60

True or False

A student at the 50th Percentile is performing on grade level.

Class Breakdown Report

MAP: Math 6+ NE 2015 / NE Academic Standards Mathematics: 2015

Goal	Goal Score						
	181-190	191-200	201-210	211-220	221-230	231-240	241-250
Number		J.E. WINTER (194)	H.O. TOBAR ECH... (192)	S.N. MYERS (217) V. SIMS (221)	N.C. WILES (209) L.L. THOMPSON (212) D.A. HOLWEGER (220) E.M. MADSEN (222) M.D. BONGE (227) F.M. SWAN (227) C.G. KOEBEL (228) K.D. STEUBEN-A... (228) T.J. BOGANOWSK... (232)	J.T. COBERLY (220) M. LAMP (223) S.J. BALWANZ (235) J.M. MALLORY (237) K. WALLINGFORD... (237)	H.R. ELLWEIN (241)
Algebra	H.O. TOBAR ECH... (192) J.E. WINTER (194)		N.C. WILES (209)	L.L. THOMPSON (212) J.T. COBERLY (220) D.A. HOLWEGER (220) V. SIMS (221) E.M. MADSEN (222)	S.N. MYERS (217) M. LAMP (223) M.D. BONGE (227) F.M. SWAN (227) C.G. KOEBEL (228) K.D. STEUBEN-A... (228) T.J. BOGANOWSK... (232) K. WALLINGFORD... (237)	S.J. BALWANZ (235) J.M. MALLORY (237) H.R. ELLWEIN (241)	
Geometry	H.O. TOBAR ECH... (192)	J.E. WINTER (194)	N.C. WILES (209) L.L. THOMPSON (212) S.N. MYERS (217) M. LAMP (223)	E.M. MADSEN (222)	J.T. COBERLY (220) D.A. HOLWEGER (220) V. SIMS (221) C.G. KOEBEL (228)	M.D. BONGE (227) F.M. SWAN (227) K.D. STEUBEN-A... (228) T.J. BOGANOWSK... (232) S.J. BALWANZ (235) J.M. MALLORY (237) K. WALLINGFORD... (237)	H.R. ELLWEIN (241)
Data	H.O. TOBAR ECH... (192)	J.E. WINTER (194)	N.C. WILES (209) L.L. THOMPSON (212) J.T. COBERLY (220)	D.A. HOLWEGER (220) M. LAMP (223) M.D. BONGE (227) K.D. STEUBEN-A... (228)	S.N. MYERS (217) V. SIMS (221) E.M. MADSEN (222) F.M. SWAN (227)	C.G. KOEBEL (228) S.J. BALWANZ (235)	T.J. BOGANOWSK... (232) J.M. MALLORY (237) K. WALLINGFORD... (237) H.R. ELLWEIN (241)

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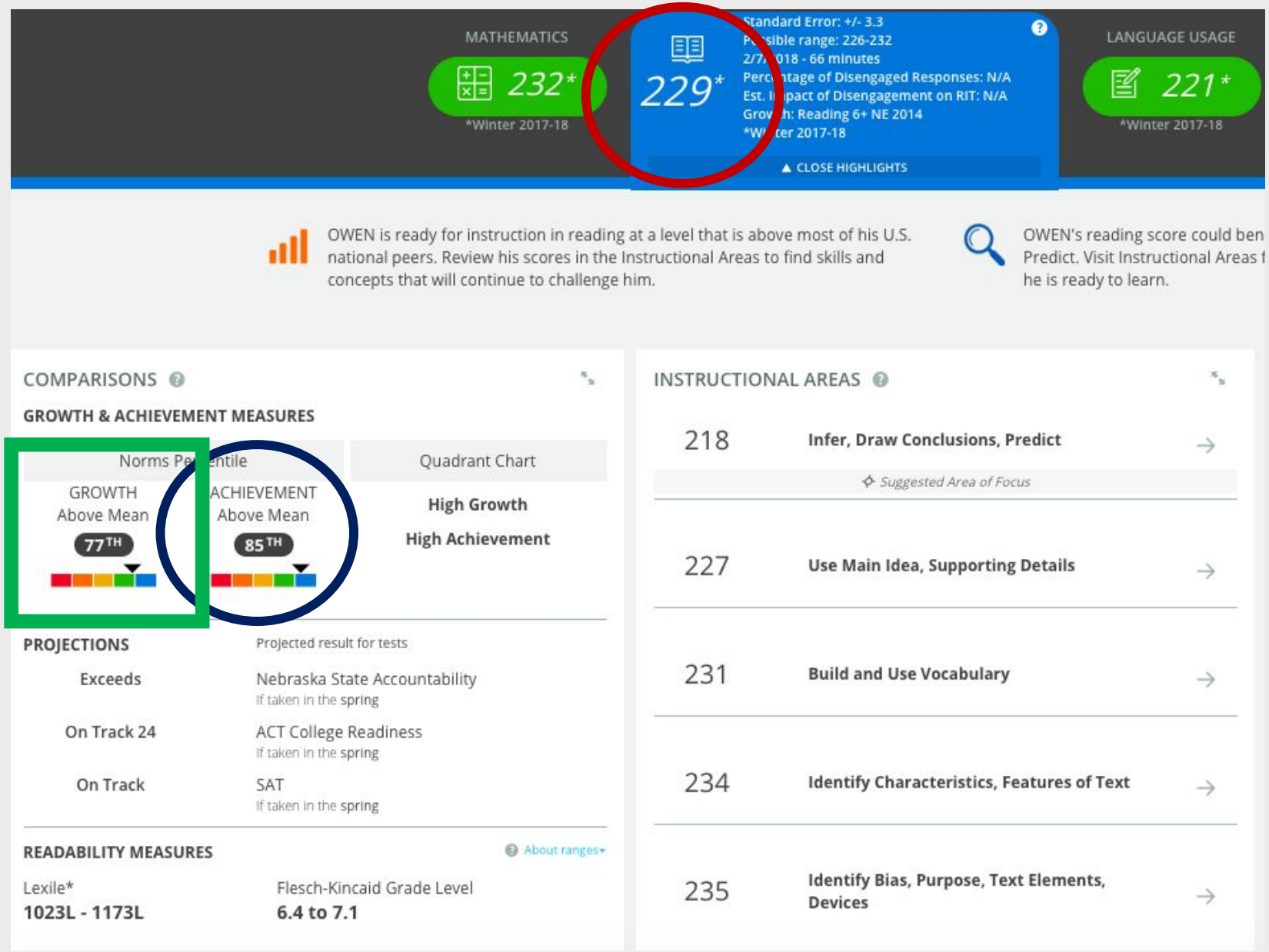
RIT Score vs. Percentile Rank:

What's the difference in what each is telling us about a student?



RIT Scores vs. Percentile Rank

RIT Scores:

- Zone of Proximal Development
- Link to Learning Continuum
- Informs Need for Differentiation

Percentile Rank:

- Comparison to grade-level peers (National Norms)
- CCR = ~70%tile

4th Grade NWEA RIT to Percentile Reading

Fall				Winter				Spring			
Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT
1	162	51	199					1	171	51	206
2	166	52	199					2	175	52	207
3	169	53	199					3	178	53	207
4	171	54	200					4	180	54	207
5	173	55	200					5	181	55	208
6	174	56	201					6	183	56	208
7	175	57	201					7	184	57	209
8	176	58	201					8	185	58	209
9	177	59	202					9	186	59	209
10	178	60	202					10	187	60	210
11	179	61	203					11	188	61	210
12	180	62	203					12	188	62	210
13	181	63	203					13	189	63	211
14	181	64	204					14	190	64	211
15	182	65	204					15	190	65	212
16	182	66	205					16	191	66	212
17	183	67	205					17	192	67	212
18	184	68	206					18	192	68	213
19	185	69	206	19	190	69	211	19	193	69	213

Which is the better lens for understanding the extent to which gap closing is occuring for a struggling student (RIT or %tile)?

NWEA RESEARCH | 2015 COMPARATIVE DATA

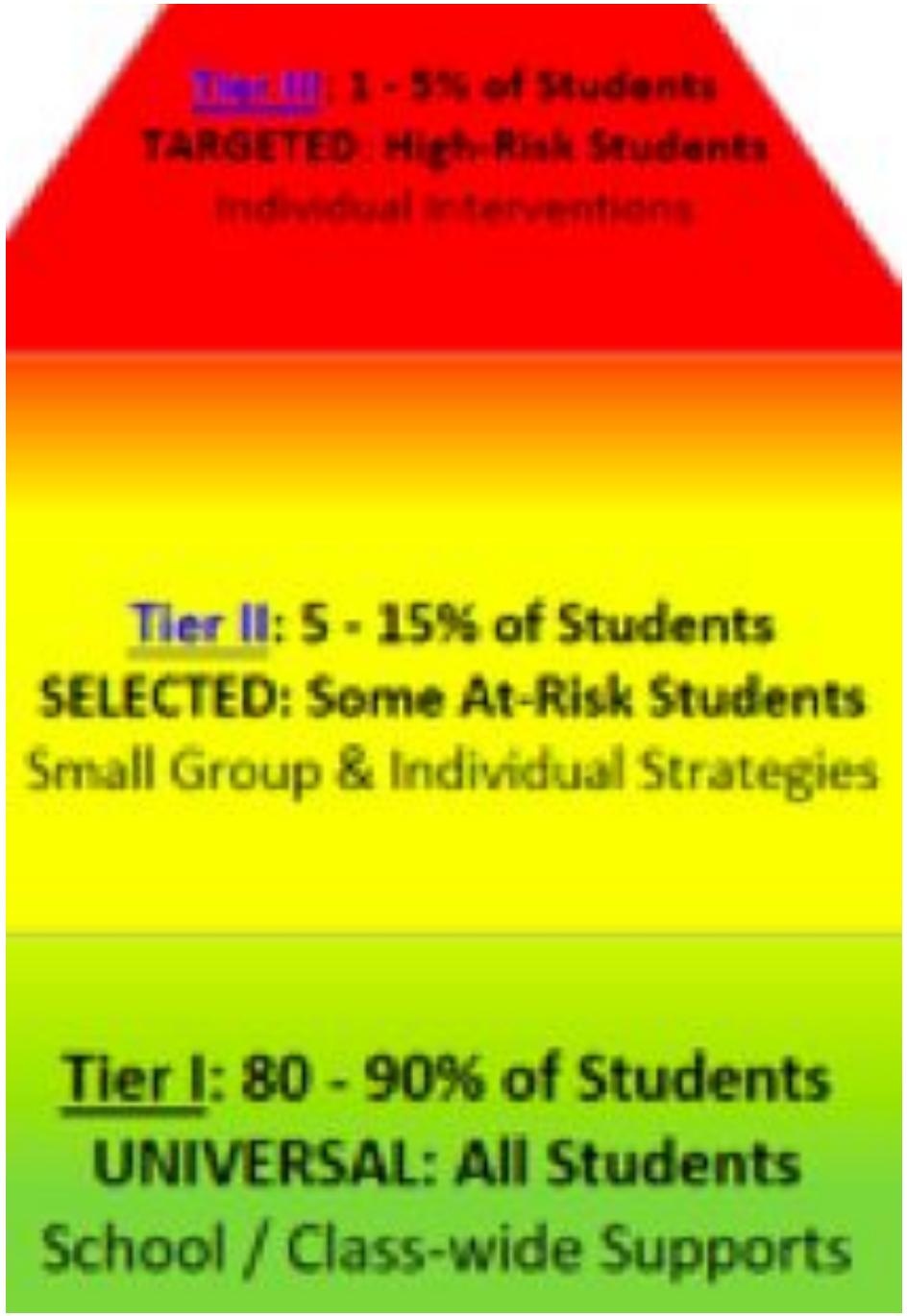
Comparative data to inform instructional decisions

Higher Achievement

Lower Achievement

MATHEMATICS														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				204	217	229	230	235	242				52-72
CCR (ACT ≥ 22)	Spring						226	232	238	243	246	249*		61-78
CCR (ACT ≥ 24)	Spring						230	237	243	248	252	255*		70-86
CCR (SAT ≥ 530)	Spring						225	232	237	241	243	244*		57-71
NWEA	Fall	155	175	190	203	216	226	233	239	244	248	250	253	84
NWEA	Fall	148	169	183	197	209	219	225	231	235	239	240	243	69
NWEA Median	**Fall**	**140**	**162**	**177**	**190**	**202**	**211**	**218**	**223**	**226**	**230**	**230**	**233**	**50**
NWEA	Fall	133	156	170	184	195	204	210	214	217	221	220	233	31
NWEA	Fall	125	150	164	177	188	197	202	206	209	212	211	213	16
NWEA	Fall	118	143	157	171	182	190	195	198	200	204	201	204	7

A Strong Core Has Never Been More Important



What does a large standard deviation in the "Class" or "Grade" report indicate that may be important to consider when planning instruction?

Mathematics

MAP: Math 2-5 NE 2015 / NE Academic Standards Mathematics: 2015

Summary	
Total Students With Valid Growth Test Scores	46
Mean RIT	192.8
Standard Deviation	13
District Grade Level Mean RIT	
Students At or Above District Grade Level Mean RIT	26
Norm Grade Level Mean RIT	190.4
Students At or Above Norm Grade Level Mean RIT	31

60

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
MAP: Math 2-5 NE 2015 / NE Academic Standards Mathematics: 2015	6	13%	6	13%	8	17%	14	30%	12	26%	191-193-19[illegible]	13
Goal Area												
Algebra	6	13%	9	20%	2	4%	17	37%	12	26%	193-195-19[illegible]	13.3
Number	4	9%	7	15%	14	30%	19	41%	2	4%	189-191-19[illegible]	13.2
Geometry	5	11%	8	17%	6	13%	14	30%	13	28%	192-194-19[illegible]	13.8
Data	6	13%	12	26%	5	11%	9	20%	14	30%	190-192-195	17.1

Learning Continuum - Test View

Growth: Reading 2-5 NE 2014 V2

Print

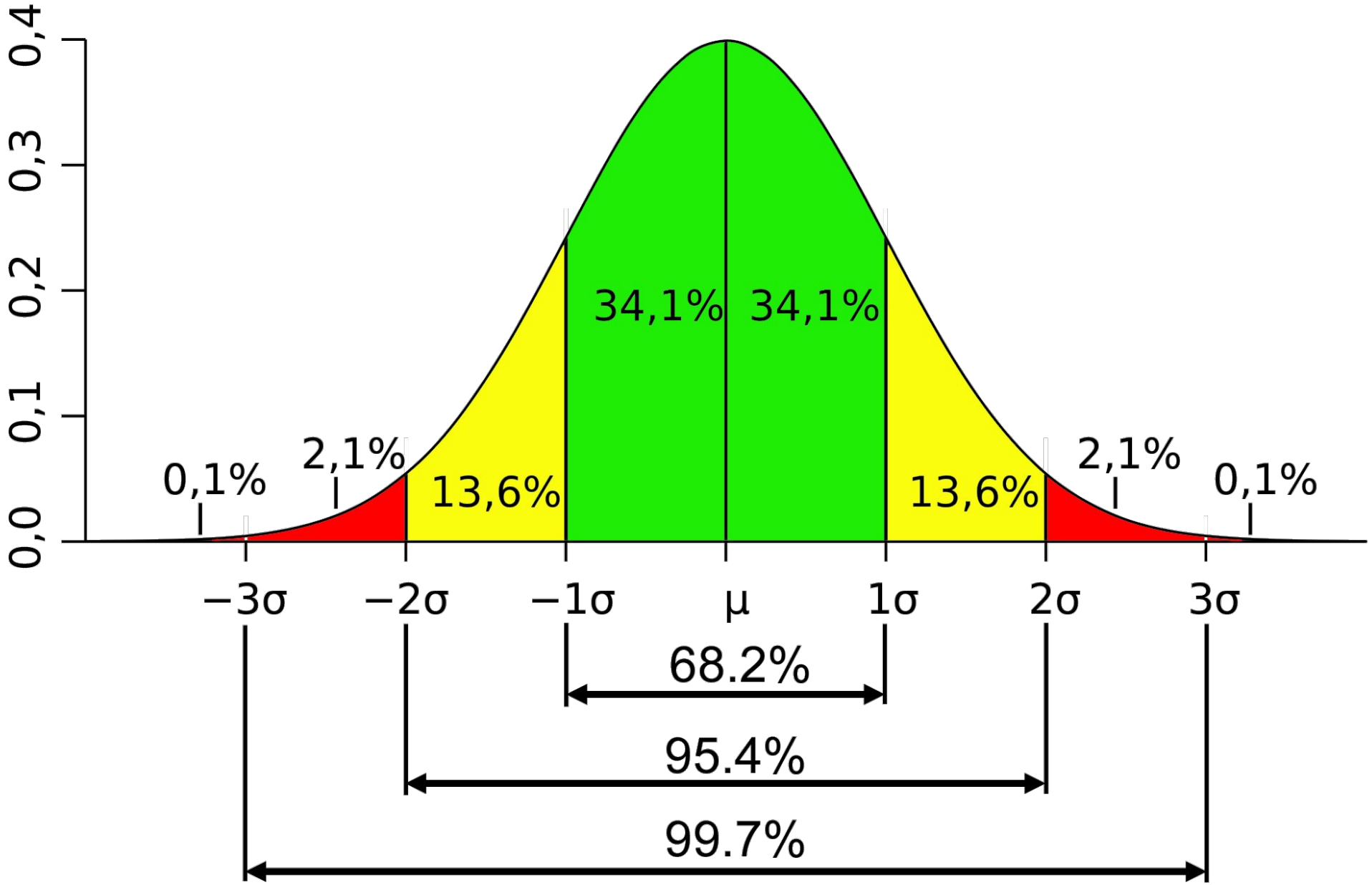
Edit Display Options

131-140 | 141-150 | 151-160 | 161-170 | 171-180 | **181-190** | 191-200 | 201-210 | 211-220 | 221-230

Build and Use Vocabulary

Prefixes, Suffixes, Roots; Reference Materials

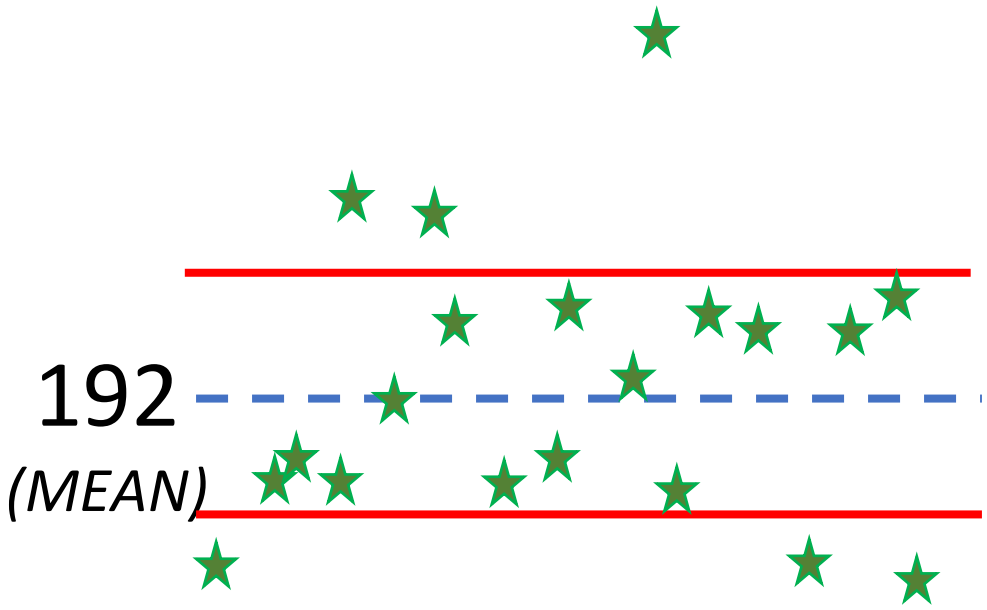
171-180	181-190	191-200
Reinforce these skills & concepts	**Develop** these skills & concepts	**Introduce** these skills & concepts
Base Words, Affixes		
• Understands how the prefix dis-, mis- or non- changes the meaning of a word • Uses a defined root as a clue to the meaning of a word • Uses the base word to determine the meaning of a word • Understands how the suffix -less or -ful changes the meaning of a word • Identifies base words in words containing prefixes and/or suffixes • Understands how the prefix un- or re- changes the meaning of a word	• Understands how the prefix dis-, mis- or non- changes the meaning of a word • Understands how the suffix -able or -ible changes the meaning of a word • Uses a defined root as a clue to the meaning of a word • Uses the base word to determine the meaning of a word • Understands how the suffix -less or -ful changes the meaning of a word • Identifies base words in words containing prefixes and/or suffixes	• Understands how the prefix dis-, mis- or non- changes the meaning of a word • Understands how the suffix -able or -ible changes the meaning of a word • Uses a defined root as a clue to the meaning of a word • Uses the base word to determine the meaning of a word • Understands how the suffix -less or -ful changes the meaning of a word • Identifies base words in words containing prefixes and/or suffixes


0,4
0,3
0,2
0,1
0,0
34,1%
34,1%
13,6%
13,6%
2,1%
2,1%
0,1%
0,1%
−3σ
−2σ
−1σ
μ
1σ
2σ
3σ
68.2%
95.4%
99.7%

SD & Instructional Planning

RIT Ranges
161-170
171-180
181-190
191-200
201-210
211-220
221-230

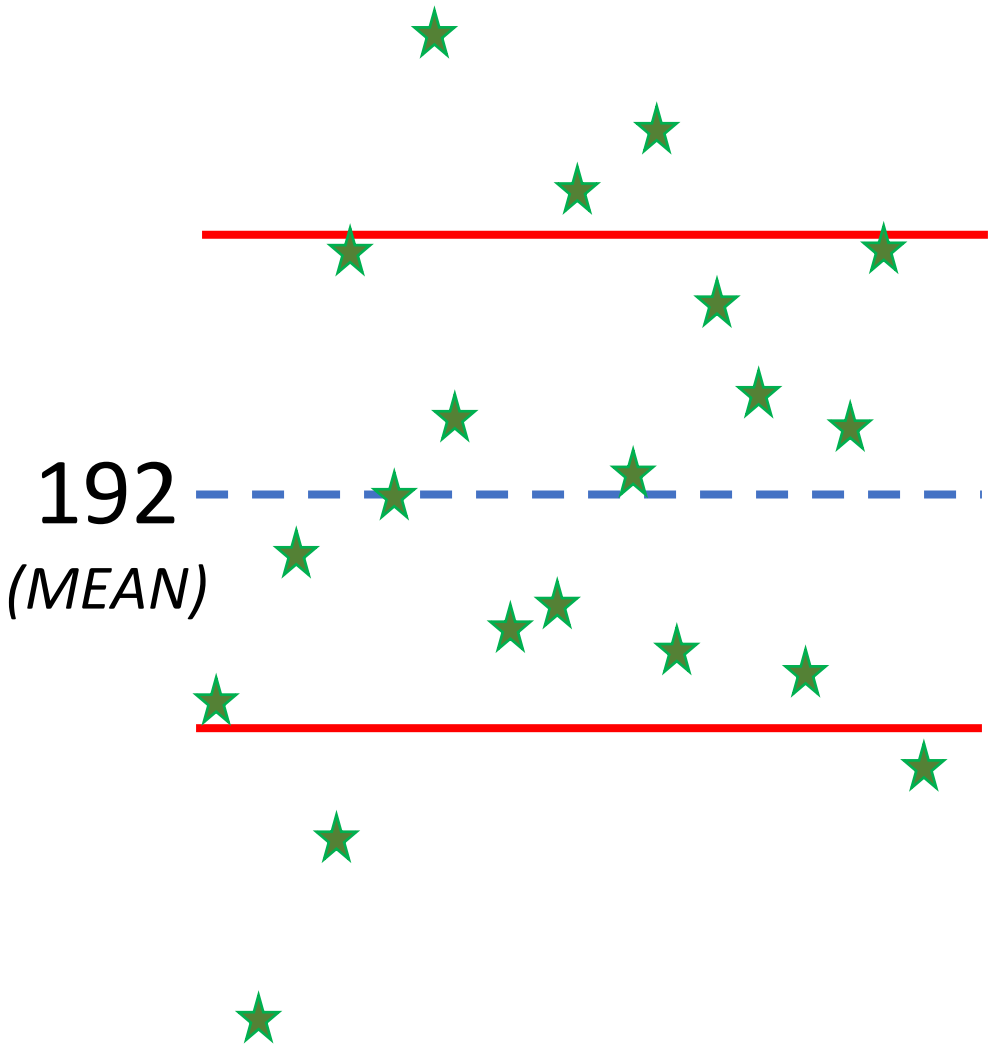
Example: *20 Students w/ SD of 8*

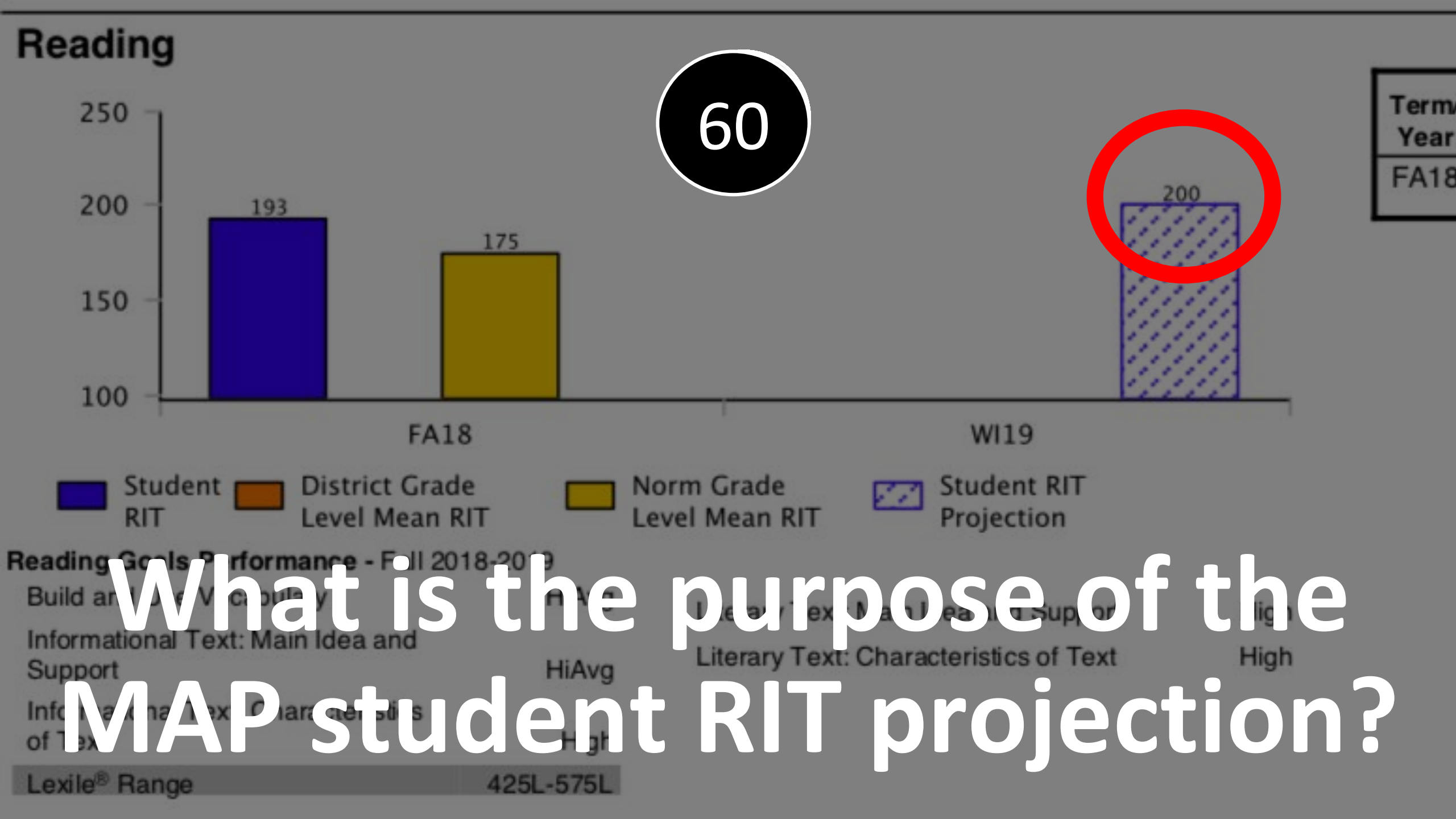


SD & Instructional Planning

RIT Ranges
161-170
171-180
181-190
191-200
201-210
211-220
221-230

Example: *20 Students w/ SD of 16*





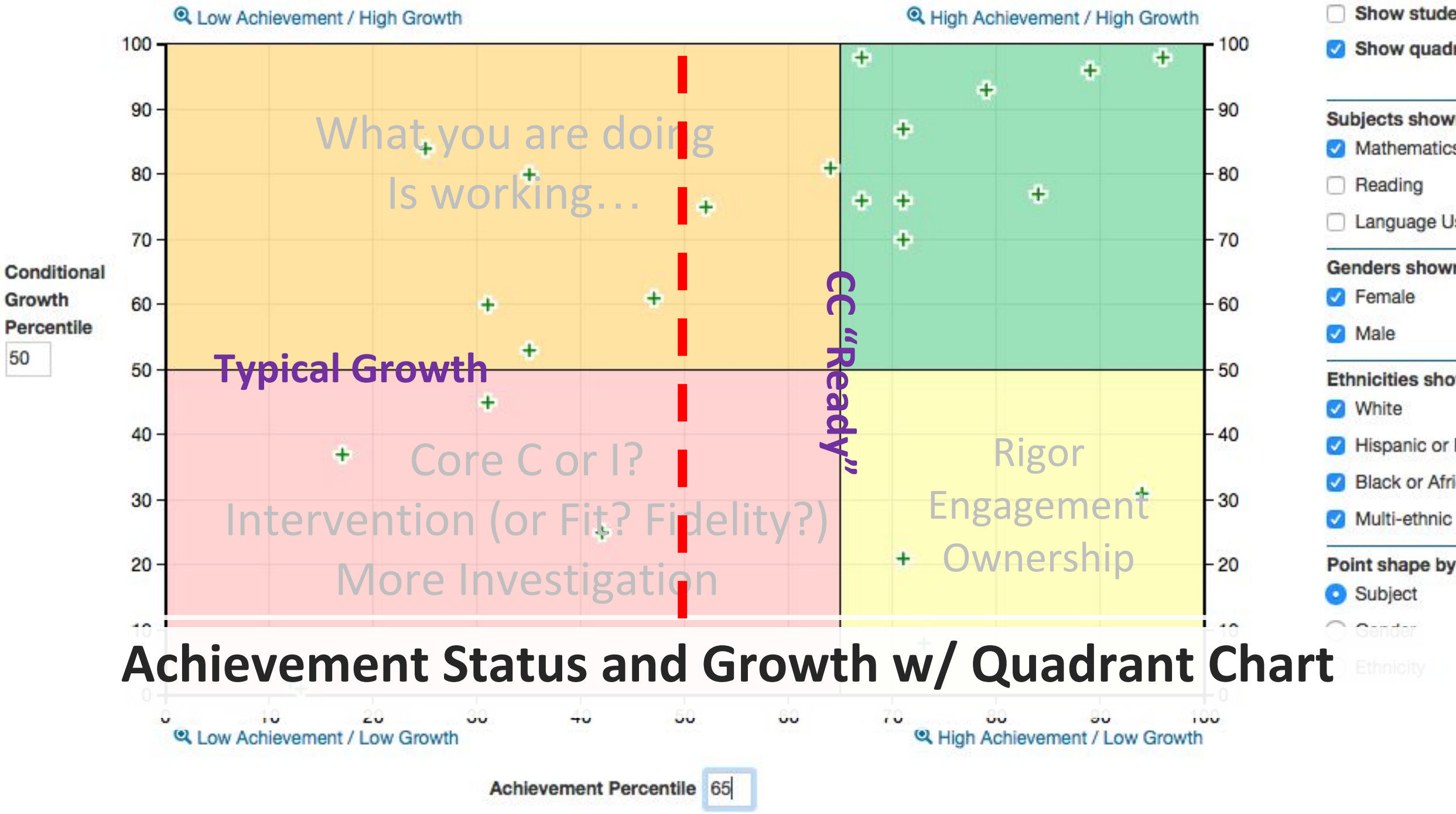
What is the purpose of the MAP student RIT projection?

Goal Setting Consideration

Catch-up Goals: Students performing below 50%tile

Move-up Goals: Moving students from 50th%tile to CCR

Keep-up Goals: Moving students at or above the 70%tile to 99%tile



Achievement Status and Growth w/ Quadrant Chart

Achievement Status & Growth Summary

Summary data by subject

	Mathematics
Percentage of Students who Met or Exceeded their Projected RIT	66.7%
Percentage of Projected Growth Met	124.8%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	24
Count of Students who Met or Exceeded their Projected Growth	16
Median Conditional Growth Percentile	73

Typical ~ 50%

100% = GWTH Met

How would you feel about these results and why?

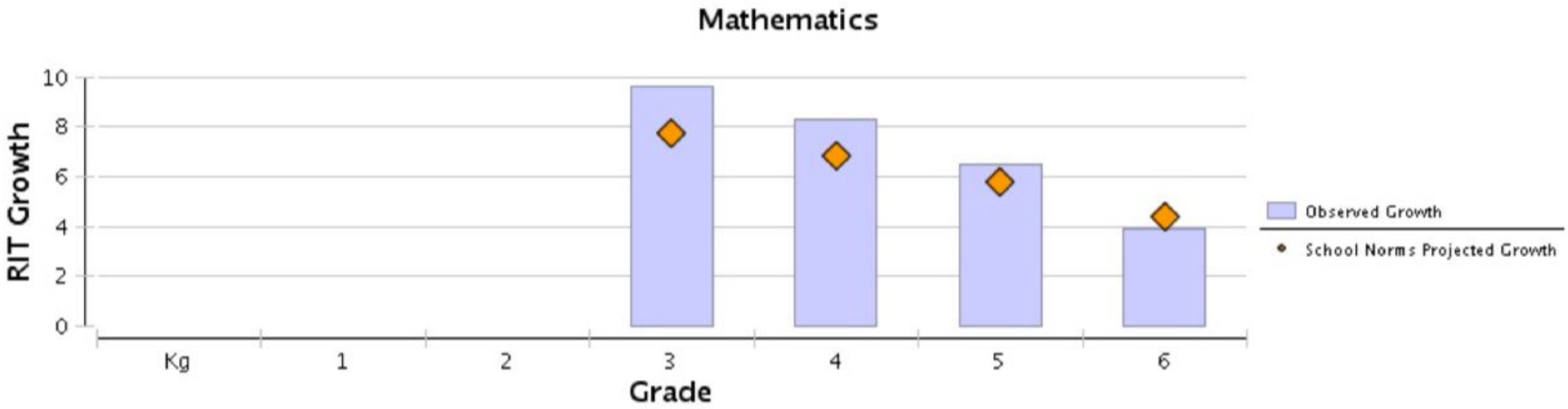
GROWTH AND STATUS PERCENTILE VALUES

	≥	<
Substantially above	78.5	100
Moderately above	69.5	78.5
Slightly above	57.5	69.5
About average	42.5	57.5
Slightly below	30.5	42.5
Moderately below	21.5	30.5
Substantially below	0	21.5

Note: these levels are from generally accepted statistical thresholds.
These colors are used throughout the report to convey effectiveness levels.

Student Growth Summary Report

		Comparison Periods										Growth Evaluated Against				
		Fall 2017			Winter 2018			Growth		School Norms				Student Norms		
Grade (Winter 2018)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
Kg	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	43	186.4	11.0	25	196.0	10.6	36	9.6	0.7	7.7	1.49	93	43	28	65	65
4	53	201.6	13.1	48	209.9	13.8	57	8.3	1.0	6.8	1.23	89	53	35	66	60
5	44	212.2	14.1	54	218.7	15.1	58	6.5	1.0	5.8	0.45	67	44	27	61	55
6	60	215.5	12.7	38	219.3	13.2	36	3.9	0.7	4.4	-0.43	33	60	30	50	44



Maintaining Multiple Stable MAP Lenses

- **RIT:**
  - Average Cohort RIT (Fall, Winter and/or Spring)
  - % > 69% (CCR)
- **Growth:**
  - Consider: Spring-to-Spring, Fall-to-Fall, and/or Winter-to-Winter
    - % of Students Meeting Projection
    - % > 50% Growth percentile
    - School Conditional Growth Index and/or Percentile
    - Median Growth Percentile

GROWTH AND STATUS PERCENTILE VALUES

	≥	<
Substantially above	78.5	100
Moderately above	69.5	78.5
Slightly above	57.5	69.5
About average	42.5	57.5
Slightly below	30.5	42.5
Moderately below	21.5	30.5
Substantially below	0	21.5

Note: these levels are from generally accepted statistical thresholds. These colors are used throughout the report to convey effectiveness levels.

Purpose: To support comprehensive MAP Growth data conversations at the classroom and building level

	Classroom Teacher	CIP/Administrator
Fall MAP Growth	- What are my current students ready to learn? - How can I provide students at all levels with opportunities to acquire new content? - How have my current students performed prior to joining my class this year? (growth & achievement) - How can I motivate my students with goal setting and increase engagement on upcoming MAP Growth assessments?	- How has our building performed prior to this year? (growth and achievement) - How can we increase building capacity to maximize student growth? - How can we motivate all students in our building to set goals and increase engagement on upcoming MAP Growth assessments?
Winter MAP Growth	- What are my current students ready to learn? - How can I provide students at all levels with opportunities to acquire new content? - Are my students growing at a pace at or above national norms? (Individually and as a cohort) - How might I adjust my current practices to support all learners now that I have new data? - How have students' areas of focus or strength changed and what new goals might be appropriate?	- Is our building growing at a pace at or above the national norms? - How might we adjust our building systems to support all learners? - Does the cohort data reveal any potential strengths or areas of focus? Why might this have occurred?
Spring Map Growth	- Did my students grow at or above national norms? (individually and as a cohort) - What percentage of students met their target growth in my classroom this year? - How might I adjust my practice prior to next year to support optimum growth for all learners? - What next steps can I take in preparation for next year to use MAP Growth data with intentionality?	- Did our building grow at or above national norms? - What percentage of students within cohorts met their target growth in the building this year? - How might we adjust building systems prior to next year to support optimum growth for all learners? - What professional development is still needed to support growth goals?

Thank you!

Pick one report you will go back and look at with a different lens because of something you learned today. Write it down, create a reminder in your phone or email yourself


abc NEWS
POSSIBLE PATHS
INTO EARLY NEXT WEEK
SLOWER MOVEMENT
WHEN DOES IT TURN NORTH
WEST OR EAST COAST
STEERING CURRENTS COLLAPSE
AP17
HWF
TABM
HMN2