

MAP Data Analysis Protocol

Identify Learning Gaps/Strengths by Instructional Area:

Focus: Identify students who may have learning gaps. Identify high-achieving students who could benefit from enrichment.

Use of Data Alignment: Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning (*Use of HQSD*)

Use of Data Alignment: Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class as well as individual students (*Planning Instruction for the whole Child*)

1. Use the [MAP Projections to OST](#) document to begin. Refer to the appropriate Table 3.5, 3.6 or 3.7 to find the appropriate MAP Cut Score for the **PROFICIENT LEVEL** for your subject area, grade, and test administration (fall, winter, spring).

PROFICIENT LEVEL - MAP Growth Cut Score (RIT)	
Subject	
Grade	
Administration (Fall, Winter, Spring)	
PROFICIENT LEVEL MAP Cut Score (Bold RIT)	

2. Use the **Class Breakdown by Instructional Area** to identify students that are +/- more than 2 RIT ranges above/below the proficient level for the given test administration. Based on the spread of RIT scores, teachers may customize how they define the span of the “middle range.” Fill in the chart below with names of students in the Below Range and Above Range categories according to the Instructional Area.

Class Breakdown by Instructional Area Report		
Instructional Area	Below Range	Above Range

MAP – Teacher Analysis Protocol

- Develop intervention/enrichment focused action plans for targeted groups based on analysis of prior chart.
Target groups may be focused within a specific instructional area or may span multiple.

Target Group 1
What is the RIT Range span for students in this group?
Description/Focus of Target Group 1 (Include Instructional Area RIT Range)
Students in Target Group
What skills/concepts and/or standards related to the Instructional Area will be the focus of the target group?
How will you support the needs of these learners? What evidence-based strategies will you use?
How/when will you monitor progress?

Target Group 2
What is the RIT Range span for students in this group?
Description/Focus of Target Group 2 (Include Instructional Area RIT Range)
Students in Target Group
What skills/concepts and/or standards related to the Instructional Area will be the focus of the target group?
How will you support the needs of these learners? What evidence-based strategies will you use?
How/when will you monitor progress?

Follow-Up: After the next benchmark administration, use the Class Breakdown by Instructional Area Report to mark the progress of students in identified targeted groups.

Class Breakdown by Instructional Area Target Groups		
Target Groups	Students in Same RIT Range	Students in Improved RIT Range
Target Group 1 Initial RIT Range		
Target Group 2 Initial RIT Range		
Target Group 3 Initial RIT Range		

Inform Groupings using Projected Proficiency:

Focus: Use benchmarking data to inform projected proficiency on spring OST.

Use of Data Alignment: Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning (*Use of HQSD*)

Use of Data Alignment: Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class as well as individual students (*Planning Instruction for the whole Child*)

1. Use the Class Breakdown by Projected Proficiency to identify students according to their projected proficiency level on the Spring OST.
(<https://www.nwea.org/news-center/resources/ohio-linking-study/>)
2. Develop action plans for students in each projected proficiency level.

Projected Proficiency Level				
Limited	Basic	Proficient	Accelerated	Advanced
Students:	Students:	Students:	Students:	Students:
Action Plan:	Action Plan:	Action Plan:	Action Plan:	Action Plan:

Follow-Up: After the next benchmark administration, use the Class Breakdown by Projected Proficiency Report to check the progress of students according to their projected proficiency.

Projected Proficiency				
Initial Benchmark		Follow-Up Benchmark		
Students		Decreased Level	Same Level	Improved Level
Limited				
Basic				
Proficient				
Accelerated				
Advanced				

Inform Groupings using Growth & Achievement (Quadrant Chart)

Focus: Identify students achieving yet not growing. Identify students growing yet not achieving. Identify students neither growing nor achieving.

Use of Data Alignment: Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning (*Use of HQSD*)

Use of Data Alignment: Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class as well as individual students (*Planning Instruction for the whole Child*)

1. Use the **Achievement Status and Growth Summary with Quadrant Chart** to identify students in each identified area and create an action plan to support their learning. Intentionally select your growth comparison period.

Achievement Status and Growth Summary with Quadrant Chart – Action Plan
Low Achievement and High Growth Students (Orange Quadrant)
What skills/concepts and/or standards will be the focus of the Orange Quadrant group?
How will you support the needs of these learners? What evidence-based strategies will you use?
How/when will you monitor progress?

Achievement Status and Growth Summary with Quadrant Chart – Action Plan
Low Achievement and Low Growth Students (Red Quadrant)
What skills/concepts and/or standards will be the focus of the Red Quadrant group?
How will you support the needs of these learners? What evidence-based strategies will you use?
How/when will you monitor progress?

Achievement Status and Growth Summary with Quadrant Chart – Action Plan
High Achievement and Low Growth Students (Yellow Quadrant)
What skills/concepts and/or standards will be the focus of the Yellow Quadrant group?

How will you support the needs of these learners? What evidence-based strategies will you use?
How/when will you monitor progress?

Follow-Up: After next benchmark administration, use the Achievement Status and Growth Summary with Quadrant Chart to mark the progress of students in identified targeted groups.

ASG Quadrant - Target Groups		
Target Groups	Students in Same Quadrant (list names)	Students in Different Quadrant (describe individually)
Low Achievement and High Growth Students (Orange Quadrant)		
Low Achievement and Low Growth Students (Red Quadrant)		
High Achievement and Low Growth Students (Yellow Quadrant)		

Measuring Student Learning (Growth and/or Achievement)

Achievement

Focus: Reflect on teacher effectiveness as evidenced in MAP achievement.

Use of Data Alignment: Measuring student learning (achievement and/or growth) and progress towards achieving state/local standards (*Evidence of Student Learning*)

1. Run a **Class Report** for each class to be included in the analysis.
2. From the Overall Performance section of each class, determine how MAP Achievement correlates to your districts' locally determined interpretation of the performance level descriptors for the Evidence of Student Learning component of the OTES 2.0 rubric.

Class Report – Overall Performance					
Class	Lo %ile < 21	Lo Avg %ile 21-40	Avg %ile 41-60	Hi Avg %ile 61-80	Hi %ile > 80
Totals					

Growth

Focus: Reflect on teacher effectiveness as evidenced in MAP growth.

Use of Data Alignment: Measuring student learning (achievement and/or growth) and progress towards achieving state/local standards (*Evidence of Student Learning*)

1. Run the **Achievement Status and Growth (ASG) Summary Report**
Select all classes to be included in the analysis.
Intentionally select your growth comparison period.
2. Create and open the Spreadsheet
3. Review columns G (Subject) and H (Course) for accuracy; DELETE any rows for non-applicable subjects/courses for the teacher.
4. In column AM (Conditional Growth Index (CGI)), place curser in cell beneath last row of data
Excel: Use the Formulas menu to Insert Function – Average.
Sheets: Use the Insert menu to select Function – Average. Highlight cells to include in average.
5. Use the [Understanding CGI](#) to determine how the MAP Conditional Growth Index correlates to your districts' locally determined interpretation of the performance level descriptors for the Evidence of Student Learning component of the OTES 2.0 rubric.

ASG – Conditional Growth Index	
Grade	
Subjects Included	
Growth Comparison Period	

Average Conditional Growth Index (CGI)	
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Reflection

Use the Achievement Status and Growth Summary Report with Quadrant Chart to complete the questions below. Intentionally select your growth comparison period.

Reflecting on Growth & Achievement
What do you observe about the growth of students with the lowest achievement? Highest Achievement?
What do you observe about the achievement of students with the lowest growth? Highest Growth?
With which groups did you have the most success? What factors attributed to your success with the students of these groups?
With which groups did you have the least success? What barriers contributed to your challenges with the students of these groups?
How can you use this evidence to inform instructional practices for the future?