NWEA MAP Growth Reading or Math **Spring/EOY Class-Level Data Analysis Template**

Preparation: *Pull the MAP Growth Class Report*

1) teach.mapnwea.org
2) Select "View Reports"
3) Select "MAP Growth Reports"
4) Select "Class Report"
5) Select for the subject you want to see

Class Report Context (EOY)					
Grade:			**Subject:**		
Spring grade level norm RIT: (See Student Status Norms Chart for the appropriate subject, Spring Mean column) **Grade level proficiency: RIT/%ile:** (See linking study chart on page 3, Level 3.)			**Fall-Spring typical growth:** (See School Growth Norms Chart for the appropriate subject., Fall-to-Spring Mean column)		
School Year					
		Fall	**Spring**	**Difference +/-**	**Notes**
Class:	Overall Mean RIT: *(Go to bottom section of page 2 of Class Report. Look at **Overall Performance** row. Record score in bold in Mean RIT column, 3rd column from right.)*				
	Instructional Area Mean RIT: *(Go to bottom section of page 2 of Class Report. Look at **Goal Area** rows. Record score in bold in Mean RIT column, 3rd column from right.)*				
	Instructional Area Mean RIT:				
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	Instructional Area Mean RIT:				

Class Report Questions to Consider:

1. Where is this class in relation to the End-Year normative data? (See Student Status Norms chart below)

2. Which instructional areas are a relative strength for your students? What might you suggest to the next grade's teachers to ensure these instructional areas remain a strength?

3. Where did the most growth occur? What strategies have you used that contributed to the highest levels of growth for students? What might the next grade's teacher implement to continue the growth?

4. Which instructional area(s) might you suggest the next grade's teachers highlight in the first few weeks of school?

5. Who are students of concern?
    a. Is this a decoding problem? How do we know? Consider using the Core Phonics Survey. What plan should we put in place for these students next year?
    b. Is this a comprehension problem? How do we know? What plan should we put in place for students next year?

Student Status Norms Charts

2020 Reading Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms						
	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

Student Growth Norms Charts

2020 Reading Student Growth Norms						
	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	9.63	5.75	6.81	5.30	16.45	7.50
1	9.92	5.85	5.55	5.37	15.47	7.74
2	8.85	5.86	4.37	5.37	13.22	7.77
3	7.28	5.86	3.22	5.37	10.50	7.77
4	5.82	5.76	2.33	5.31	8.16	7.53
5	4.64	5.75	1.86	5.30	6.50	7.49
6	3.64	5.65	1.55	5.24	5.19	7.26
7	2.89	5.60	1.27	5.21	4.16	7.15
8	2.51	5.73	1.14	5.29	3.65	7.46
9	1.62	6.06	0.88	5.50	2.51	8.22
10	1.43	5.88	0.60	5.38	2.04	7.80
11	1.11	6.27	0.08	5.62	1.18	8.68
12	0.05	6.38	0.47	5.70	0.52	8.92

2020 Mathematics Student Growth Norms						
	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	10.57	5.15	6.97	4.77	17.54	6.63
1	10.13	5.22	6.22	4.82	16.35	6.81
2	9.03	5.11	5.35	4.75	14.38	6.54
3	7.75	4.99	4.85	4.68	12.60	6.26
4	6.50	4.98	4.46	4.67	10.96	6.24
5	5.56	5.10	4.05	4.75	9.61	6.53
6	4.81	5.04	3.32	4.71	8.13	6.38
7	3.83	4.96	2.69	4.66	6.52	6.18
8	3.20	5.27	2.18	4.85	5.38	6.93
9	2.24	5.48	1.36	4.98	3.60	7.41
10	2.14	5.46	1.21	4.97	3.35	7.37
11	1.77	5.92	0.76	5.25	2.52	8.37
12	0.30	6.09	0.88	5.36	1.18	8.75

MCAS Linking Study: Reading

MAP Growth Reading*								
	Not Meeting		*Partially Meeting*		*Meeting*		*Exceeding*	
Grade	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
Spring								
2	100–164	1–8	165–192	9–67	**193**–215	68–97	216–350	98–99
3	100–179	1–14	180–202	15–63	**203**–221	64–93	222–350	94–99
4	100–187	1–14	188–210	15–64	**211**–227	65–91	228–350	92–99
5	100–190	1–10	191–215	11–61	**216**–235	62–93	236–350	94–99
6	100–196	1–12	197–220	13–63	**221**–237	64–91	238–350	92–99
7	100–199	1–12	200–222	13–60	**223**–242	61–92	243–350	93–99
8	100–202	1–12	203–225	13–59	**226**–244	60–91	245–350	92–99

MCAS Linking Study: Math

MAP Growth Mathematics*								
	Not Meeting		*Partially Meeting*		*Meeting*		*Exceeding*	
Grade	RIT	Percentile	RIT	Percentile	RIT	Percentile	RIT	Percentile
Spring								
2	100–174	1–13	175–193	14–62	**194**–212	63–95	213–350	96–99
3	100–187	1–17	188–204	18–60	**205**–222	61–93	223–350	94–99
4	100–197	1–20	198–216	21–65	**217**–235	66–94	236–350	95–99
5	100–199	1–12	200–226	13–68	**227**–248	69–95	249–350	96–99
6	100–204	1–14	205–227	15–61	**228**–251	62–94	252–350	95–99
7	100–207	1–15	208–234	16–66	**235**–256	67–94	257–350	95–99
8	100–208	1–13	209–238	14–66	**239**–259	67–92	260–350	93–99

Achievement Status & Growth (ASG) Summary with Quadrant Chart Report Prompts (EOY)

Generate an ASG Summary w/Quadrant Chart report. The comparison period is Fall-Spring. Provide the data requested in the "What?" column. Then interpret the data in the "So What?" column. *If you need more support, see the model questions below.*

What?	So What?
Percentage of Students Met or Exceeded Projected RIT	
Median Conditional Growth Percentile	
Conditional Growth Percentile Range	
Students with Low Achievement/Low Growth	
Students with High Achievement/Low Growth	
Students with Low Achievement/High Growth	
Students with High Achievement/High Growth	

Use of MAP data and Learning Continuum	

Additional Notes to Inform Looking Ahead to Next Year

ASG Report Template with Guiding Questions

What?	So What?

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Percentage of Students Met or Exceeded Projected RIT	• Locate the **percentages** in the summary table at the bottom of the report. • *How do your students compare to typical growth? (equal to, greater than, less than 50-55%)* • *Which students met/exceeded? Which students did not? Surprises? Wonders? Questions?* • *What are your hypotheses about the results of the data? What might have contributed to the growth percentages achieved?*
Median Conditional Growth Percentile **Conditional Growth Percentile Range**	• Locate the **median conditional growth percentile** in the summary table at the bottom of the report. • Determine the **range** by identifying the lowest and highest values in the conditional growth percentile column on the report • *How are your students growing as a group?* • *Which students are meeting growth projections (=50%ile)? Which students are exceeding growth projections (≥ 51%ile)? Which students are not meeting growth projections (<50%ile)? Surprises? Wonders? Questions?* • *What are your hypotheses about the results of the data? What might have contributed to the growth percentiles achieved?*
Students with Low Achievement/Low Growth **Students with High Achievement/Low Growth** **Students with Low Achievement/High Growth** **Students with High Achievement/High Growth**	• List students in each of the growth categories: • **Pink** = low achievement/low growth • **Yellow** = high achievement/low growth • **Orange** = low achievement/high growth • **Green** = high achievement/high growth • *Regarding students with high growth or low growth… Surprises? Wonders? Questions?* • *How does student growth compare between low and high achieving students? Is one group growing better than the other?* • *What does your data suggest regarding the responsiveness of your instruction to student instructional readiness to learn? In other words, did you target and meet students in their "sweet spots" (zones of proximal development – ZPD)?* *You can apply filters to drill down into the data by groups (genders, ethnicities, special populations identified on your district roster import) – use the checkboxes on the right side of the quadrant
Use of MAP data and Learning Continuum	• Describe your **use of MAP data and the Learning Continuum** across the comparison periods. • *Which reports did you access, interpret, and apply? How often?* • *How did you determine flexible groups? When and how often did you regroup students?*

	• *When and how did you use the statements in the Learning Continuum to support your instruction?* • *What did your formative assessment practice look like?* • *What impact do you think your use of MAP data and the Learning Continuum might have had on your students' results?*

Additional Notes to Inform Looking Ahead to Next Year

- *Which metrics do you suggest for maintenance and/or improvement? Why?*
- *What goals might you suggest to next year's teachers? Why?*
- *What strategies might next year's teachers employ to reach suggested goals?*
- *What might next year's teachers need to sustain that is already producing positive results?*

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